



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **16K057**

School Name: **J.H.S. 057 WHITELAW REID**

Principal: **CELESTE DOUGLAS**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: JHS Whitelaw Reid School Number (DBN): 16K057
Grades Served: 6-8
School Address: 125 Stuyvesant Avenue
Phone Number: 781-574-2357 Fax: 7184530577
School Contact Person: Dewana Daidis Email Address: ddaidis@schools.nyc.gov
Principal: Celeste Douglas
UFT Chapter Leader: June Boyd
Parents' Association President: Wilfredo Martinez
SLT Chairperson: June Boyd
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Wilfredo Martinez
Student Representative(s):

District Information

District: 16 Superintendent: Rahesha Amon
Superintendent's Office Address: 1010 Lafayette Street
Superintendent's Email Address: RAmon@schools.nyc.gov
Phone Number: 718-574-2357 Fax: 718-453-0577

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 7189353954 Fax: 718-935-2382

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 School Comprehensive Educational Plan (SCEP) 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)
Celeste Douglas	*Principal or Designee	
June Boyd	*UFT Chapter Leader or Designee	
Wilfredo Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Wilfredo Martinez	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	
Sonia McIntosh	Member/ Teacher	
Christine Pallas	Member/ Teacher	
Brenda Lee	Member/ Teacher	
Wilfredo Martinez	Member/ Parent	
Aja Simpkins	Member/ Parent	
Shakiya Spencer	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dewana Daidis	Member/ Administrator	
Jamie MaNair	Member/Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Mission Statement

Ron Brown Academy prepares all scholars with the academic skills, character traits, and self confidence needed to overcome obstacles and to succeed in high school, college and beyond

Ron Brown Academy is a small middle school in Bedford Stuyvesant Brooklyn that hosts 175 students. Currently the school is at 22.4% proficiency in ELA and 14.5% in Math for all NYS testing. The students at the school are provided with small group intervention including WIN (What I Need) 4 times weekly to provide supports in reading and writing. The school participates in MSQI which allows students access to MYON and Lightsale. Students are assessed twice yearly using the DRP. Teachers use this data in the fall to group students based on their reading quartile and differentiate text across the content areas.

RBA is unique in that we offer various art programs that they can elect to choose from including: visual art, drama and dance. The funding is provided through the Matisse Foundation.

Teachers meet with administration a minimum of 3 times monthly to review students' data and discuss next steps for improvement. Staff are also afforded an opportunity to collaborate every Monday and Tuesday to analyze student work. During this time individual or groups of students are discussed to determine their academic, social and emotional needs. Students are assigned one on one mentors.

The school continues to work with outside professional consultants to provide ongoing PD and support to teachers to increase the levels of student engagement in all content area classes and provide multiple points of entry so that all students can access tasks. The goal is for ALL students to feel and be successful.

Middle School 57 prides itself on being a "family oriented environment" where everyone is welcome. The principal has an "open door" policy for staff, students and parents.

The following collaborations/partnerships aid in supporting the school's mission:

- Sports and Arts after-school program to assist with homework support, visual arts, dance, leadership programs math Study Island that will assist students in building academic skill, team exercises to hone in on leadership
- Counseling In Schools which provides counseling through art therapy. The counselors work closely with the at risk students and families to build better bonds socially and emotionally for students to achieve academic success
- MATTISE foundation which supports the arts programs in our school to promote character education
- MSQI which supports increasing the Reading levels of at risk students
- BLITZ phonics program that is used to assist struggling readers with building accuracy and fluency
- Achieve Now Grant that supports students in academics and building confidence in their math and reading
- Carnegie Hall that builds students confidence to audition for high school vocal programs.
- Partnership with Urban Advantage to increase the comprehension of non-fiction text in our Science Classrooms
- Partnership with NYU for college students to assist as mentors and student teachers in our classrooms.

The following initiatives help to promote student character, emotional and social development:

- Students are rewarded daily by receiving Shout Out Bucks that they can use to purchase small items or cash in for a dress down day, fun afternoon, etc
- Monthly attendance awards and celebrations for students with perfect attendance
- Monthly students of the month are selected and celebrated during grade assemblies
- Principal and Assistant Principal for the day for students who are excelling on Interim Assessments
- Monthly trip incentives
- 8th graders are selected to participate in planning the 8th grade calendar events
- Teachers (Lunch with the Teacher) offer lunch to individual or groups of student for demonstrating excellence or progress in class
- Monthly spirit dress down days
- Spelling Bees three times yearly

School Strengths:

- Received Well Developed on 2014-15 on Quality Review
- High retention of teachers including no 1st year teachers
- Opportunities for teachers to effectively communicate once weekly for planning , revision of lessons and data analysis
- Continuous assessment of student growth and progress using 6-8 week Interim Assessments in ELA and Math
- Sharing of data with entire staff to inform instructions across the content areas
- Sharing of progress and data with parents via phone calls, Engrade, progress report and report card
- Small reading groups 4 times weekly on each grade to increase reading levels of all students
- Math AIS for all students once weekly
- WIN (What I Need) reading periods programmed into every students' schedule four times weekly
- ICT classes which allows intervention, scaffolds, and differentiated supports for all students
- Teachers using exit slips to track student data
- Teachers attending outside professional developments to increase the rigor in their classrooms including; NYSAA training, IEP training, Uncommon Charter Schools professional development
- Collaboration and interactive PD's provided by CFN to increase rigor of instruction

Challenges:

- Parental engagement continues to be an issue
- Parents taking ownership in assisting their students at home
- Proficiency levels for SWD's and ENL's
- Our numbers are decreasing due to the increase of several middle schools in the area including Charter Schools
- Students entering the 6th grade and reading far below grade level
- Increasing the number of students who are proficient on both math and ELA

- Continuing to focus on students at risk with social and emotional issues to provide them with the necessary tools to function in society

Framework for Great School:

Rigorous Instruction: Teachers and administration are consistently looking at student work to ensure the needs of all students are being met. Next year we will continue to use a systematic approach to analyze the progress of all students. Also providing ample opportunities for students to become engaged in rigorous conversations about their work

Supportive Environment; Most students feel safe at our school however; we want to focus on using Restorative Justice as a tool that the needs of ALL students are being met

Collaborative Teachers: Teacher and team leaders meet twice weekly to plan and discuss student social, academic and emotional needs. Next year we are creating opportunities for the ICT teachers to plan more effectively
Effective School Leadership: Administration will work on building capacity amongst the school leaders to establish a well rounded approach to meet the needs of ALL students

Strong Family-Community Ties: Administration and staff will continue to conduct outreach to CBO's and the community to bring in as many resources available to assist families and students in need

Trust: Our school is a very family oriented community where all feel welcome. We will continue to work on ways to increase the number of families and students that desire to enroll in our school community by hosting the number of parent and staff workshops that focus on the whole child. Every child must know they are special and cared for

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	H
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>Our school strengths include:</p> <ul style="list-style-type: none"> Teachers collaborating to reflect on systems to reflect and revise curriculum to infuse rigor. Infused ICT common planning during the school day for all teachers which ensures our students are provided with rigorous instruction which is evidenced by the 23.6% of students performing at proficiency in ELA and 14.5% in Math. We are exceeding the district's average in proficiency and progress.. <p>Areas for improvement include:</p> <ul style="list-style-type: none"> Teachers being able to partner across grades and subjects to provide AIS and enrichment activities to meet the needs of ALL students. The SWD’s and ELL population are areas in which we struggle to ensure their needs are being met 		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

BEGINNING IN SEPTEMBER 2015 THROUGH JUNE 2016 100% OF CORE SUBJECT TEACHERS WILL COLLABORATE TWICE WEEKLY TO REVIEW AND REVISE RIGOROUS END OF UNIT TASKS/ASSESSMENTS THAT PROVIDE ACCESS FOR ALL STUDENTS

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. School leaders and teachers will review data gathered by the data specialist from CCLS aligned interim and end of unit</p>	<p>All teachers</p>	<p>October 2015-June 2016</p>	<p>Administration</p>

performance tasks and weekly CCLS assessments to surface implication for teacher practice at minimum of every 6-8 weeks			
1. Teachers, lead teachers, consultants and administration revise and make adjustment to curriculum maps and instructional strategies based on data collected to allow all students access to engaging, accessible materials	All students	October 2015-June 2016	Administration and lead teachers
1. Teachers develop and execute unit and daily lesson plans suitably adjusted for ELLs , At Risk and SWDs on a daily basis aligned to the CCLS units of studies.	SWD's and ELL	October 2015-June 2016	Administration and lead teachers
ESL teacher iwlll collaborate with ELA, Science, Social Studies and Math teachers to provide modified lessons that will address the needs of ELL's	ELL	November 2015-June 2016	Administration and lead teachers
Special Education teachers will be provided with support to modify and provide scaffolds for SWD's	SWD's	October 2015-May 2015	Administration

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.											
AUSSIE CONSULTANTS, LEHMAN COLLEGE CONSULTANT, THINKCERCA (CONSULTANT) PER SESSION, PER DIEM											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

FEBRUARY 2016 teachers in collaboration with administration will review end of unit tasks to observe that at minimum of 75% of tasks are differentiated to provide access for all students.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Our school was rated Highly Effective in this area. Our strengths include:</p> <ul style="list-style-type: none"> Monthly meetings with staff to ensure ALL members are aware of the discipline policy Nightly emails to staff regarding updates on behavior issues and or incentives for students Monthly parent newsletters to parents to inform them of incentives for students Parent phone calls to address the needs of individual students. Support is offered to parents to increase positive behavior Students participate in choosing weekly and monthly incentives such as movie days and school dances Staff and students participate in monthly spirit dress down days Shout our buck system to reward students for positive behavior and/or characteristics displayed Bi Monthly parent events to award students for being student of the month and perfect attendance Reading and math celebrations a minimum of three times during the year to celebrate student progress and proficiency 		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 decrease overall suspension from 12 to 8 or less

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 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? (include school, educational consultants and/or CBO staff)</p>
<p>Participation in the Summer Intensive Program centered around restorative circles</p>	<p>admin social worker guidance counselor teacher</p>	<p>August 2015</p>	<p>Guidance counselor Social Worker</p>
<p>Bi-weekly behavior intervention meetings to increase the overall tone</p>	<p>All students</p>	<p>October 2015-June 2016</p>	<p>Administration</p>

and culture in the school community			Guidance Dean Parent Coordinator
Monthly Incentives for students to include HW passes, spirit dress down days, attendance parties, shout out buck rewards	ALL students	September 2015-June 2016	Team leaders Dean Pupil Secretary Admin Guidance Parent Coordinator
Twice monthly grade meetings using the structured "student protocol" to address the social, emotional and academic concerns of individual or groups of students	Select students	September 2015-June 2016	Admin Social Worker Guidance Counselor Psychologist Team leaders
Partnership with Counseling In Schools to provide additional support for our students with social and emotional needs	Select students	October 2015-May 2016	Guidance Social Worker Dean

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.											
Adjusted schedules for implementation of restorative circles, adjusted schedules to allow all members of the Behavior Intervention team to participate, Restorative Circles training, Partnership with Counseling In Schools, purchase of incentives											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 the Behavior Intervention team members will review overall data around suspensions. We will also review the nightly emails to observe is the number of students who exhibit negative behavior had decreased. During this time we will revisit what structures are working and revise where applicable. Effective January 2016 members of

the Behavior Intervention Team has increased opportunities for students to use restorative circles to mediate issues or situations. Additionally, the school hired an additional guidance counselor to assist with counseling the number of students who exhibit social or emotional distress. A girl's group has been established to meet with our 6th grade girls who seem to struggle with maintaining positive relationships with one another.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
Areas for improvement: All teachers and stakeholders that provide instruction to students must ensure there are multiple entry points for ALL students to access the work. All teachers must be able to effectively use their data to plan instruction that is rigorous and engaging		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
BY JUNE 2016 REDUCE THE AMOUNT OF STUDENTS PERFORMING AT LEVEL ONE BY 25% AND INCREASE THE AMOUNT OF STUDENTS PERFORMING AT LEVEL 3 BY 10% IN MATH AND 15% IN ELA

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) 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? (include school, educational consultants and/or CBO staff)</p>
<p>Per Session opportunities provided after-school and on Saturday to analyze data and make adjustments to lesson plans to meet the needs of all learners</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration Outside Consultants Lead Teachers</p>
<p>80 minute mandated common planning time provided to teachers</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration Outside Consultants Lead Teachers</p>
<p>Professional development provided to staff to understand how to modify lessons for SWD's, at risk learners and ELL's</p>	<p>Teachers</p>	<p>August 2015-June 2016</p>	<p>Administration Outside Consultants Lead Teachers</p>

Engrade is accessible for students and parent to observe progress	Teachers	September 2015-June 2016	Administration
	Students		Lead Teachers
	Parents		

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.											
<ul style="list-style-type: none"> • Per Session funding • Professional development opportunities provided for all teachers of Special education and ELL’s • Engrade online accessibility • Per Diem ESL teacher • ELA, SS, Math and Science consultants 											
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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 review content area data tracking sheets to observe the number of students who are making progress and are close or maintain proficiency levels. We will also review the data from in house ELA and Math Interim Assessments to predict the levels of students. Post the 3rd ELA interim assessment we have evidenced a growth in the number of students who have made progress and the number of students who are predicted to achieve proficiency. Currently we predict that 23. 4% of our student population will achieve proficiency on the NYS ELA examination.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>BEGINNING IN OCTOBER 2015 through June 2016 100% of teachers will increase their competency in components 3B & 3C as measured by informal and formal observations using the Danielson rubric</p>

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Weekly observation schedules are created by administration to ensure all teachers are observed a minimum of 3 times monthly</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Weekly meetings are scheduled by administration to provide timely and constructive feedback to teachers to improve pedagogy</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Administration providing targeted professional development/text based on individual needs of staff</p>	<p>Teachers</p>	<p>June 2015-June 2016</p>	<p>Administration</p>

Reviewing data of ELL's, at risk learners and SWD's to analyze progress and next steps for improvement	Teachers	September 2015-June 2016	Administration
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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.											
<ul style="list-style-type: none"> • Weekly observation calendars • Consistent school schedule • CCLS aligned resources to improve teacher instruction (EngageNY, CMP3 resources, Citywide Curriculum) • Collaboration with the Borough Field Center and Superintendent's team in presenting professional development workshops aligned with Framework for Great School and Danielson. 											
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	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>Areas for improvement are to communicate with parents the purpose of reading levels and ways their child can make progress. The goal is for parents to understand their child’s strengths and weaknesses in the areas of reading, writing and math and provide them with supports they can use at home</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, a minimum of 50% of parents are using Engrade to remain informed about their children's progress. (90 families or more)</p>

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) 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? (include school, educational consultants and/or CBO staff)</p>
<p>Opportunities for teachers to effectively communicate with parents regarding a child’s progress is provided every Tuesday for via phone, text or email</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Administration Team Leaders</p>
<p>Every 6-8 weeks progress reports are backpacked with students and mailed home to ensure parents are receiving communication</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Team Leaders</p>
<p>Monthly Parent Newsletter is created by the parent coordinator and backpacked home with students</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>

Sharing curriculum maps and school's mission and goals with parents, Updates from the principal is sent home monthly regarding any incentives including reading with your children at home	Parents	September 2015-June 2016	Administration Parent Coordinator UFT Chapter Leader
Principal hosts an academic night a minimum of three times within the school year to share students' reading and math levels and academic enrichment programs that are offered	Parents	October 2015-May 2016	Admin Lead Teachers Parent Coordinator

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.											
<ul style="list-style-type: none"> • Monthly calendar with selected meeting times and dates • Structured agenda • Copies of the SCEP • Monthly newsletter/calendar <ul style="list-style-type: none"> • Three times yearly academic meetings with parents • Online Engrade accessibility, usernames and passwords 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 survey the parents about knowing their child's reading and math levels and if they are aware of the interventions their child is receiving. Parents will be advised of any adjustments to programming or scheduling and will advise if they need additional supports at home. The school has offered opportunities for parent teacher conferences, academic awareness nights, one on one meetings with teachers, progress letters and individual letters indicating scores on interim assessments and DRP scores. Information about programs in the school are also shared during SLT meetings.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP and DORA was administered reading levels and phonemic awareness	BLITZ phonics program ACCESS code	Small group	During the day and afterschool, Saturday School
Mathematics	Based on interim assessment data, exit slips and unit exams	Interactive math tools/ resources; technology	Small group	During the day and Saturday School, afterschool
Science	Baseline assessments, unit assessments, exit slips	Urban Advantage graphic organizers and writing tools, annotating text	Small group	During the day
Social Studies	Baseline assessments, unit assessments, exit slips	Repeated readings/ close reading of text	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher recommendation and parent request	Individual goals and strategies	Small group One to one	During the day and afterschool

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.
Resumes for staff are carefully scrutinized by the principal and the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member or not. Persons are recruited during job fairs, the Open Market or upon recommendation by other professionals. During the recruitment process and prior to the commencement of employment, certification credentials are verified. Teachers' assignments are based on their qualification. Professional Development is offered to the staff that comes to the school. Staff members are also sent on professional development provided by the DOE and the Network Staff. This information is then turn keyed within the grades. Administrative staff takes part of workshops given by the Leadership Academy and our CFN. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our CFN provides ongoing professional development for staff both onsite and offsite, during the school day and after school. There is intra and inter visitation by staff to observe best practices. Staff also attends conferences offered by TIF and Urban Advantage. The administrative staff also provides support by modeling for staff members. Consultants, such as the AUSSIE are invited to the school to provide differentiated professional development for staff. The data specialist and the lead teachers conduct best teaching practices for staff. All new staff members are mentored by seasoned professionals

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
This is the sixth consecutive year that our school is implementing the CCLS. Units of studies and curriculum maps were developed that are aligned to the CCLS. At the beginning of the school year, staff members receive professional development focused on CCLS and Instructional Shifts. During common planning teachers meet in content areas by themselves or with administrators and/or with lead teachers to plan these lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff. Curriculum materials will be reviewed monthly and based on data if need be, adjustments would be made to the curriculum. Grades 6-8 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA. Professionals developments session will be

planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be working with ambassadors from TIF to provide professional development in area s of English Language learning and SWD’s for the staff.

Teachers meet in teams on Mondays for 80 minutes to look at students work, set goals and develop strategies for students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators attend workshops are the standards and curriculum material planned by network staff, CSA and the Leadership Academy

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/information, 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.

Teacher leader members and administration selected CCLS assessments using prior State Released questions and EngageNY to create interim assessments, pre and post unit assessment and bi-weekly assessment. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher’s evaluation. All staff members are mandated to have data binders and individual conferences are planned monthly for individual staff. At these conferences, current data will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met. Assessments must be differentiated to target all students.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its

Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	194,985.00	x	5d
Title I School Improvement 1003(a)	Federal	16,979	x	5a, 5b
Title I Priority and Focus School Improvement Funds	Federal	36,100	x	5a, 5b, 5c, 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,194,207	x	5a, 5b, 5c, 5d

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP 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. Ron Brown Academy, 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. Ron Brown Academy will support parents and families of Title I students by:

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

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

Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- 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)

Ron Brown Academy 16K057, 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful

environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 16	Borough Brooklyn	School Number 057
School Name Ron Brown Academy		

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 Celeste Douglas	Assistant Principal Dewana Dadds
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Katherine Riehlman	School Counselor Cheryl Croke
Teacher/Subject Area Rebecca D'Amico	Parent Wilfredo Martinez
Teacher/Subject Area	Parent Coordinator Sophia Williams
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	171	Total number of ELLs	5	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	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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

	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	3	1	1	1		1	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

* 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							3	1						0
Chinese														0
Russian														0
Bengali							1							0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)							1							0
Emerging (Low Intermediate)							2							0
Transitioning (High Intermediate)														0
Expanding (Advanced)							1	1						0
Commanding (Proficient)							1		2					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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1						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	4	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3				0
6					0
7	1				0
8					0
NYSAA					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	3								0
6									0
7	1								0
8									0
NYSAA									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:

- 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.

Students' literacy levels are periodically assessed using:

 - DRP (Degrees of Reading Power)
 - DORA (Diagnostic Online Reading Assessment)
 - Fontas and Pinnell running record/miscue analysis in English
 - Fontas and Pinnell running record/miscue analysis in Spanish
 - Teacher-created assessments

The data has indicated:

 - 1 newcomer student with a disability reading below grade level in English and his or her home language.
 - 1 newcomer SIFE reading below grade level in English and his or her home language
 - 1 newcomer student entering with grade level print literacy in his or her first language.
 - 1 long-term ELL entering with a reading level 2 grades below.

This has led to:

 - Six periods a week of bilingual literacy intervention for low literacy newcomer and SIFE students.
 - Literacy intervention for long-term ELLs
 - Academic intervention and support for low literacy newcomer and SIFE students allowing students to build on existing schema with explicit connections to non-print home literacy practices and multiple means of assessing and demonstrating learning.
 - Four periods a week of focused literacy intervention for long-term ELLs
 - Native language materials and instructional support at grade level in content area classes for students with high first language literacy
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data has indicated:

 - 1 newcomer student entered as an absolute beginner, scoring zeros across all modalities on the NYSITELL.
 - 2 newcomers, including one SIFE student and a student with a disability, have increased NYSESLAT scores in Speaking and

Listening but not in Reading and Writing.

- 1 newcomer student scored entering on the NYSESLAT with significantly higher Speaking and Listening scores than Reading and Writing scores
- 2 former developing ELL students increased a proficiency level on the NYSESLAT every year achieving commanding in 2015.
- 1 former developing ELL student increased a proficiency level on the NYSESLAT every year achieving Advanced in 2014 and "passing out" based on new exiting criteria.
- 1 developing ELL student has scored expanding/advanced with similar scores on all modalities on the NYSESLAT for three years in a row.
- 1 long term ELL student has been expanding/advanced on the NYSESLAT for two years and before that scored Intermediate for several years.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Information from the AMAO Estimator tool is used to:

- Determine NYSESLAT progress by subgroup.
- Determine ELA/math progress by subgroup.
- See data on how disability and SIFE classification correlates to progress/other subgroups.
- See data on how age and attendance correlates to progress and subgroup.
- See data on how home language correlates to progress and subgroup.
- Identify areas where intervention and instruction are failing.
- Identify areas where intervention and instruction have been successful.
- Re-design instruction and intervention based upon the data.

The data has revealed:

- A majority of the long-term ELLs have stayed at the same proficiency level for two years or more although they may have shown movement within the proficiency level.
- Developing ELLs who do not have a disability and are not SIFE consistently increase proficiency level on the NYSESLAT.
- Increased proficiency level on the NYSESLAT correlates to consistent progress on statewide ELA and Math exams for half of the students.
- Commanding/Proficient students show consistent progress on statewide ELA and Math exams after "passing-out" of ENL.
- Students who have received literacy intervention have shown NYSESLAT and ELA progress.

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?

For our ENL program the patterns across performance levels are:

- Most students show much faster growth on NYSESLAT Speaking and Listening sections than on NYSESLAT Reading and Writing sections.
- Newcomer SIFE students receive similar scores on content area assessments in their home language and in English.
- Newcomer students with grade level print literacy in their home language score higher on content area assessments in their home language than in English.
- Long-term ELLs tend to score lowest on writing in periodic assessments and in the NYSESLAT.

From assessments the school has learned:

- All ELLs need literacy intervention.
- Newcomer SIFE students need bilingual literacy intervention.
- Newcomer students with grade level print literacy should be given assessments as well as supplemental materials and instructional support in their home language.
- Long-term ELLs need in-class support in writing.

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](#).] Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?

To ensure that children's second language development is considered in instructional decision:

- Teachers collaborate in department teams which include an ELL specialist to analyze data, design assessments, plan curriculum, and design interventions.
- Teachers collaborate in grade level teams which include an ELL specialist to plan to address the academic and socio-emotional needs of individual students and groups of students, to coordinate curriculum and plan grade-wide policies, events etc.
- Teachers use backwards design to design curriculum with the needs of all students in mind.
- Teachers use Google Docs to collaborate with the ENL teacher and other specialists on creating curriculum maps, calendars and

day to day instructional plans.

- Professional Development is provided for all teachers on teaching language through content and providing multiple points of entry to support ELLs content learning.

- ELLs are in ELA classes co-taught by an ENL teacher.

- Anecdotal notes are shared between the ENL teacher and content area teachers on a weekly basis.

- Explicit language instruction is integrated into all content areas.

- All students receive literacy intervention based on their specific literacy needs.

- Newcomer and SIFE students receive bilingual literacy intervention.

- School-wide all teachers are working on providing multiple points of entry to engage all students in learning.

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?

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

The success of the ENL program is evaluated on:

- Literacy progress

- oDRP score

- oLexile Level

- oRunning record/miscue analysis

- NYSESLAT scores

- ELA state exam scores

- Math state exam scores

- Students' portfolios

- Progress on teacher made classwork, projects and assessments.

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.

- ENL teacher administers HLIS and conducts oral interview with family members and students in parents' preferred language utilizing multilingual school staff or the DOE Translation and Interpretation Unit

- ENL teacher determines students' NYSITELL/Spanish LAB eligibility

- ENL teacher administers NYSITELL if applicable

- ENL teacher administers Spanish LAB if applicable

- NYSITELL is scored

- ENL teacher calls parents or guardians within a day of receiving the NYSITELL score to inform them of the student's eligibility for ELL services in parents' or guardians' preferred language utilizing multilingual school staff or the DOE Translation and Interpretation Unit

- Within two days of receiving the NYSITELL score the ENL teacher ensures that an Entitlement or Non-Entitlement letter is sent home in parents' or guardians' preferred language

- Parents are invited to a Parent Orientation Meeting

- A Parent Orientation Meeting is held within ten days of

- At the Parent Orientation Meeting:

- oThe meeting is conducted in parents' or guardians' preferred language utilizing multilingual school staff and/or the DOE Translation and Interpretation Unit

- oParents view the DOE Parent Orientation Video in their preferred language

- oENL teacher explains TBE, ENL and dual language programs

- oENL teacher answers parents' and guardians' questions about the different programs

- oENL teacher informs parents about the common core standards, curriculum and expectations for ELLs at the school

- oENL teacher answers parents' and guardians' questions about standards, curriculum and expectations for ELLs at the school

- oParents complete the Parent Survey and Program Selection Form
- oParents are informed they may chose a program that is not available at the school
- oParents are informed of the transfer option if they chose a program that is not available at the school
- oParents are informed they have the right to appeal ELL status within 45 days

•If Parent choses a program the school does not offer:

- oThe parent is informed that they may choose to transfer to a different school

If the parent chooses to transfer

- The school contacts the Division of English Language Learners and Student Support
- The student receives ENL services until they are able to transfer

If the student chooses to stay

- The student receives ENL services
- Parent Survey and Program Selection forms are kept in students' file so parents' and guardians' will

immediately be informed should the school open the preferred program

- Parents or guardians who did not return a Parent Survey and Program Selection Form are called by the school in their preferred language utilizing multilingual school staff or the DOE Translation and Interpretation Unit
- Parents or guardians who did not attend the Parent Orientation are called in their preferred language utilizing multilingual school staff or the DOE translation and Interpretation Unit and invited to meet with the ENL teacher at a more convenient time.
- The default program for a student whose parent or guardian did not return the Parent Survey and Program Selection Form is a bilingual program
- Students begin receiving Freestanding ENL services immediately upon determination of eligibility which is always less than ten days after enrollment.

•Eligible students receive ELL services from an ENL teacher based on proficiency level

- oEntering students receive 180 minutes of Stand-alone ENL and 180 minutes of Integrated ENL/ELA
- oEmerging students receive 90 minutes of Stand-alone ENL and 180 minutes of Integrated ENL/ELA
- oTransitioning students receive 180 minutes of integrated ENL/ELA
- oExpanding students receive 180 minutes of integrated ENL/ELA
- oCommanding students receive 90 minutes of integrated ENL/ELA

•Eligible students take the NYSESLAT every spring

•In the fall letters are sent to parents to inform parents if:

- oThe student(s) scored between Entering and Expanding on the NYSESLAT and continues to remain entitled to ENL services (Continued Entitlement letter)
- oThe student(s) scored a Commanding on the NYSESLAT and will receive transitional support services (Transitional Support letter)
- oThe student(s) scored an Expanding on the NYSESLAT and received a three or above on the ELA state exam (Transitional Support letter)
- oThe student has been receiving transitional support for two years and will no longer receive transitional support (Non-Entitlement letter)

•All Parent Notification Letters (Entitlement, Continued Entitlement, Non-Entitlement, Transitional Support, Parent Survey and Program Selection, Home Language Identification Survey, Program Placement) are kept in individual student files which are kept in a secure location on the second floor

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).

When a student first enrolls:

- ENL teacher administers the oral SIFE questionnaire

If a student is possibly SIFE, within thirty days of enrollment:

- Student classwork is collected
- Student assessment data is reviewed
- Anecdotal notes are taken on student by teachers
- LENs may be administered

Based upon this:

- A student is determined to be SIFE or not

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).

When a student enters with an IEP and a home language other than English:

- The Language Proficiency team meets.
- The Language Proficiency Team consists of:
 - oENL teacher
 - oLead Special Education teacher
 - oStudents' parent or guardian
 - oAssistant Principal
- Meetings are conducted in English and the parent or guardians' preferred language. Translation is provided by multilingual school staff or the DOE Translation and Interpretation Unit.
- Evidence of student's English language development is reviewed
 - oInterview with student in English and home language
 - oHistory of language use in and outside of school
 - oIndividual evaluation of student including home language assessment
 - oPossibly information from the Committee on Special Education (CSE) about how the student's disability might affect students' ability to demonstrate English proficiency
- If LPT determines student should take the NYSITELL:
 - oStudent takes the NYSITELL and ELL status is determined
- If LPT determines student should not take the NYSITELL:
 - oPrincipal reviews decision and makes determination
- If Principal determines that student should take the NYSITELL:
 - oStudent takes the NYSITELL and ELL status is determined
- If the Principal determines student should not take the NYSITELL:
 - oSuperintendent or designee review decision
- If Superintendent or designee determines student should take the NYSITELL:
 - oStudent takes the NYSITELL and ELL status is determined
- If Superintendent or designee determines student should not take the NYSITELL:
 - oELL identification process ends

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.

To ensure that parent notification letters are distributed within five days

- Communication with parents or guardians is in preferred language using multilingual school staff or a translator from the DOE Translation and Interpretation Unit
 - ENL teacher calls parent or guardian within a day of receiving the NYSITELL score in parents' or guardians' preferred language utilizing multilingual school staff or the DOE Translation and Interpretation Unit as necessary.
 - ENL teacher sends a Non-Entitlement or Entitlement letter home in parents' or guardians' preferred language within two days of receiving the student's NYSITELL score

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).

Parents are informed they have the right to appeal ELL status within 45 days through:

- Initial phone call from ENL teacher to inform parents of a students' ELL status conducted in parents' preferred languages utilizing multilingual school staff or the DOE Translation and Interpretation Unit as necessary
- Entitlement/Non-Entitlement letters in parent or guardians' preferred language sent within five days of students' NYSITELL score being received.
- ENL teacher explaining the right to appeal at the Parent Orientation meeting which is conducted in parents' preferred languages utilizing multilingual school staff and/or the DOE Translation and Interpretation Unit.

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.

- The ENL teacher calls parents or guardians within a day of receiving the students' NYSITELL scores to inform them of a students' ELL status, the right to appeal ELL status and invite them to the Parent Orientation Meeting using parents' preferred languages utilizing multilingual school staff or the DOE Translation and Interpretation Unit as necessary.
- Within two days of receiving a students' NYSITELL score the ENL teacher ensures that an Entitlement or Non-Entitlement letter is sent home in parents' or guardians' preferred language informing parents of students' ELL status and inviting them to a Parent Orientation Meeting which takes place within a week of the determination of ELL status.
- At the Parent Orientation Meeting:

oThe meeting is conducted in parents' or guardians' preferred language utilizing multilingual school based staff and/or the DOE Translation and Interpretation Unit

oParents view the DOE Parent Orientation Video in their preferred language

oENL teacher explains TBE, ENL and dual language programs

oENL teacher answers parents' and guardians' questions about the different programs

oENL teacher informs parents about the common core standards, curriculum and expectations for ELLs at the school

oENL teacher answers parents' and guardians' questions about standards, curriculum and expectations for ELLs at the school

oParents complete the Parent Survey and Program Selection Form

oParents are informed they may chose a program that is not available at the school

oParents are informed of the transfer option if they chose a program that is not available at the school

oParents are informed they have the right to appeal ELL status within 45 days

•If Parent choses a program the school does not offer:

oThe parent is informed that they may choose to transfer to a different school

If the parent choses to transfer

•The school contacts the Division of English Language Learners and Student Support

•The student receives ENL services until they are able to transfer

If the parent choses to stay at the school:

•The student receives ENL services

•Parent Survey and Program Selection forms are kept in students' file so parents' and guardians' will be

immediately be informed should the school open the preferred program

•Parents or guardians who did not return a Parent Survey and Program Selection Form are called by the school in their preferred language utilizing multilingual school based staff or the DOE Translation and Interpretation Unit

•Parents or guardians who did not attend the Parent Orientation are called in their preferred language utilizing multilingual school based staff or the DOE translation and Interpretation Unit and invited to meet with the ENL teacher at a more convenient time.

•Program Placement letters in parents' or guardians' preferred language are sent out as soon as Parent Survey and Program Selection Forms are received

•The default program for a student whose parent or guardian did not return the Parent Survey and Program Selection Form is a bilingual program

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

•The ENL teacher calls parents or guardians within a day of receiving the students' NYSITELL scores to inform them of a students' ELL status, the right to appeal ELL status and invite them to the Parent Orientation Meeting using parents' preferred languages utilizing multilingual school based staff and/or the DOE Translation and Interpretation Unit

•Within two days of receiving a students' NYSITELL score the ENL teacher ensures that an Entitlement or Non-Entitlement letter is sent home in parents' or guardians' preferred language informing parents of students' ELL status and inviting them to a Parent Orientation Meeting which takes place within a week of the determination of ELL status.

•At the Parent Orientation Meeting:

oThe meeting is conducted in parents' or guardians' preferred language utilizing multilingual school based staff and/or the DOE Translation and Interpretation Unit

oParents view the DOE Parent Orientation Video in their preferred language

oENL teacher explains TBE, ENL and dual language programs

oENL teacher answers parents' and guardians' questions about the different programs

oENL teacher informs parents about the common core standards, curriculum and expectations for ELLs at the school

oENL teacher answers parents' and guardians' questions about standards, curriculum and expectations for ELLs at the school

oParents complete the Parent Survey and Program Selection Form

oParents are informed they may chose a program that is not available at the school

oParents are informed of the transfer option if they chose a program that is not available at the school

oParents are informed they have the right to appeal ELL status within 45 days

•If Parent choses a program the school does not offer:

oThe parent is informed that they may choose to transfer to a different school

If the parent choses to transfer

•The school contacts the Division of English Language Learners and Student Support

•The student receives ENL services until they are able to transfer

If the parent choses to stay at the school:

•The student receives ENL services

•Parent Survey and Program Selection forms are kept in students' file so parents' and guardians' will

immediately be informed should the school open the preferred program via a phone call and letter in parents' or guardians' preferred language utilizing multilingual school based staff or the DOE Translation and Interpretation Unit

- Parents or guardians who did not return a Parent Survey and Program Selection Form are called by the school in their preferred language utilizing multilingual school based staff or the DOE Translation and Interpretation Unit

- Parents or guardians who did not attend the Parent Orientation are called in their preferred language utilizing multilingual school based staff or the DOE translation and Interpretation Unit and invited to meet with the ENL teacher at a more convenient time.

- The default program for a student whose parent or guardian did not return the Parent Survey and Program Selection Form is a bilingual program

- A student whose parent or guardian did not return the Parent Survey and Program Selection Form within five days will receive Freestanding ENL services; however, they will count towards minimum thresholds for bilingual programs.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

- The ENL teacher with the help of school staff determines if a parent has not returned a Parent Survey and Program Selection Form

- Parents or guardians who did not return a Parent Survey and Program Selection Form during a Parent Orientation Meeting are called by the school in their preferred language utilizing multilingual school based staff or the DOE Translation and Interpretation Unit

- Parents or guardians who did not attend the Parent Orientation are called in their preferred language utilizing multilingual school based staff or the DOE translation and Interpretation Unit and invited to meet with the ENL teacher at a more convenient time.

- A student whose parent or guardian did not return the Parent Survey and Program Selection Form within five days will receive Freestanding ENL services; however, they will count towards minimum thresholds for bilingual programs.

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

- Program Placement letters in parents' or guardians' preferred language are sent out by the ENL teacher with the help of school staff as soon as Parent Survey and Program Selection Forms are received by the school.

- Parents or guardians who did not return a Parent Survey and Program Selection Form are called by school staff in their preferred language utilizing multilingual school based staff or the DOE Translation and Interpretation Unit.

- The ENL teacher with the help of school staff will ensure that a Program Placement letter is sent out to parents who did not return the Parent Survey and Program Selection within five days

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

- All Parent Notification Letters (Entitlement, Continued Entitlement, Non-Entitlement, Transitional Support, Parent Survey and Program Selection, Home Language Identification Survey) are kept in individual student files which are kept in a secure location on the second floor

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.

- The Principal orders the appropriate amount of NYSESLAT tests at the appropriate grade level

- ENL teacher and others' involved in administration and grading of the exam review training materials and attend trainings if applicable.

- The ENL teacher creates schedule to ensure that students will be able to complete all parts within the time frame including make-up days.

- Students are familiarized with NYSESLAT format and informed of NYSESLAT dates.

- Families are informed of the purpose and format of the NYSESLAT as well as testing dates through a letter and phone calls in parents' or guardians' preferred language utilizing school based multilingual staff.

- A proper testing environment is prepared.

- Modifications are made for students with disabilities if applicable

- Speaking is administered by ENL teacher with another trained teacher present to assess students

- Reading, Writing and Listening are administered in three continuous days

- Students who missed any section will be administered a make-up exam within the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

- Within the first week of school:

- oThe ENL teacher reviews the previous years' data

- oThe ENL teacher determines which students should receive a Continued Entitlement letter and which students should receive a Transitional Support Letter

- Within the first two weeks of school letters are distributed to inform parents if:

- oThe student(s) scored between Entering and Expanding on the NYSESLAT and continues to remain entitled to ENL services (Continued Entitlement letter)

- oThe student(s) scored a Commanding on the NYSESLAT and will receive transitional support services (Transitional Support letter)

- oThe student(s) scored an Expanding on the NYSESLAT and received a three or above on the ELA state exam (Transitional Support letter)

oThe student has been receiving transitional support for two years and will no longer receive transitional support (Non-Entitlement letter)

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).

Based on previous Parent Survey and Program Selection forms:

- 95% of parents have chosen Freestanding ENL services.

This has led to

- A Freestanding ENL program.

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.

- Students receive Freestanding ENL services through a push-in/pull-out model

- Entering students receive

- o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e
c o - t a u g h t b y a n
E N L t e a c h e r a n d
a n E L A t e a c h e r
 S t u d e n t s a r e
g r o u p e d h e t e r o g
e n e o u s l y b y g r a
d e l e v e l w i t h
o n - E L L s

- o180 minutes a week of Stand-Alone ENL during their literacy intervention period

S t u d e n t s a r e g r o u p e d b a s e d o n g r a d e l e v e l (6 o r 7 - 8)
 S t u d e n t s a r e c
e i v e S t a n d - A l o n
e E N L w i t h E m e r
g i n g s t u d e n t s

- Emerging students receive

- o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e
c o - t a u g h t b y a n
ENL teacher and an ELA teacher
 S t u d e n t s a r e
g r o u p e d h e t e r o g
e n e o u s l y b y g r a
d e l e v e l w i t h
o n - E L L s

- o180 minutes a week of Stand-Alone ENL during their literacy intervention period

S t u d e n t s a r e g r o u p e d b a s e d o n g r a d e
level (6 or 7-8)
 S t u d e n t s a r e c

e i v e S t a n d - A l o n
 e E N L w i t h E n t e
 r i n g s t u d e n t s

•Transitioning students receive

o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e
 c o - t a u g h t b y a n
 E N L t e a c h e r a n d
 a n E L A t e a c h e r

S t u d e n t s a r e
 g r o u p e d h e t e r o g
 e n e o u s l y b y g r a
 d e l e v e l w i t h n
 o n - E L L s

•Expanding students receive

o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e
 c o - t a u g h t b y a n
 E N L t e a c h e r a n d
 a n E L A t e a c h e r

S t u d e n t s a r e
 g r o u p e d h e t e r o g
 e n e o u s l y b y g r a
 d e l e v e l w i t h n
 o n - E L L s

•Commanding students/Former ELLs receive

o90 minutes a week of Integrated ENL/ELA

C l a s s e s a r e
 c o - t a u g h t b y a n
 E N L t e a c h e r a n d
 a n E L A t e a c h e r

S t u d e n t s a r e
 g r o u p e d h e t e r o g
 e n e o u s l y b y g r a
 d e l e v e l w i t h n
 o n - E L L s

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

•Students receive Freestanding ENL services through a push-in/pull-out model

•All student have seven forty-two minute periods of ELA every week

•ELLs are integrated into ICT and non-ICT heterogeneous classes with non-ELLs

•ELA classes with Entering-Expanding ELLs are co-taught by an ENL teacher five periods a week

•ELA classes with Commanding/Former ELLs are co-taught by an ENL teacher three periods a week

•Entering and Emerging ELLs take Stand Alone ENL classes five periods a week during their literacy intervention period

•Entering students receive

o180 minutes a week of Integrated ENL/ELA

Classes are co-taught by an ENL teacher and an ELA teacher

Students are grouped heterogeneously by grade level with non-ELLs

o180 minutes a week of Stand-Alone ENL

During a literacy intervention period

Students are grouped based on grade level (6 or 7-8)

Students receive Stand-Alone ENL with Emerging students

•Emerging students receive

o180 minutes a week of Integrated ENL/ELA

Classes are co-taught by an ENL teacher and an ELA teacher

Students are grouped heterogeneously by grade level with non-ELLs

o180 minutes a week of Stand-Alone ENL during

During a regular instructional period

Students are grouped based on grade level (6 or 7-8)

Students receive Stand-Alone ENL with Entering students

•Transitioning students receive

o180 minutes a week of Integrated ENL/ELA

Classes are co-taught by an ENL teacher and an ELA teacher

Students are grouped heterogeneously by grade level with non-ELLs

•Expanding students receive

o180 minutes a week of Integrated ENL/ELA

Classes are co-taught by an ENL teacher and an ELA teacher

Students are grouped heterogeneously by grade level with non-ELLs

•Commanding students/Former ELLs receive

o90 minutes a week of Integrated ENL/ELA

Classes are co-taught by an ENL teacher and an ELA teacher

Students are grouped heterogeneously by grade level with non-ELLs

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.

The school's program is a Freestanding ENL program in which:

•Students take content classes in English in heterogeneous grade level groups that include ELLs and non-ELLs

•Content is made accessible by:

oNative language support

Native language materials

•Translated class materials

•Native language books and textbooks

oMaking explicit connections and comparisons to

Students' home language

Students' home culture

Students' out of school experiences

Students' school experiences in different countries or regions

oUsing visuals, multimedia and realia

oProviding opportunities for hands-on activities

oExplicitly teaching discipline specific language

oExplicitly teaching grammar and vocabulary needed to

Read and understand

Participate in writing

Participate in specific listening task

Participate in speaking

Participate in writing

oGiving students' scaffolds

Teaching content

Teaching content

Teaching content

e. Former ELLs up to two years after exiting ELL status

- All ELLs and former ELLs (for two years) receive testing accommodations including:
 - oExtra time (time and a half)
 - oA separate location where the test is administered to a small group
 - oA one to one bilingual dictionary or glossary (except on any LOTE exam)
 - oA copy of the test book in their home language (except on the ELA exam)
 - oThe option of recording their answers in English OR their home language (except on the ELA exam)
 - oOral translation of the test for low incidence languages (except on the ELA exam)
- All ELLs receive the mandated hours of Stand-Alone and Integrated ENL based on proficiency level

Support is provided for SIFE students through:

- Bilingual literacy intervention when available
- Materials at their literacy level in English and their home language
- Explicit instruction in how to “do school” from all their teachers
- Native language support
- Explicit connections to out of school learning and experiences
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for newcomers through:

- Native language materials and support
- Explicit instruction in social and academic English in small groups
- Explicit connections and comparison to schooling experiences outside the U.S.
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for developing ELLs through:

- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for Long-Term ELLs through:

- Focused academic intervention
- Explicit academic language instruction and intervention
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

Support is provided for Former ELLs through:

- Focused academic intervention
- Explicit academic language instruction and intervention
- Using visuals, multimedia and realia
- Providing opportunities for hands-on activities
- Explicitly teaching grammar and vocabulary needed to read a specific text
- Explicitly teaching grammar and vocabulary needed to write for a specific task
- Giving students’ scaffolds to complete a task such as sentence frames, cloze paragraphs/essays, graphic organizers, definitions, explanations, examples, the option of representing ideas visually etc.

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.

- Six months AND twelve months after the Superintendent’s notification of a change in ELL status to the principal, parent, guardian and/or student the Principal reviews the Re-Identification process decision.
 - To Review the decision the Principal consults
 - the student
 - the parent or guardian
 - the ENL teacher
 - content area teachers
 - If the Principal decides the decision has adversely affected the student academically, the student will receive support and intervention based on their specific needs
 - If the Principal decides to reverse the decision:
 - oIt will be done between the six and twelve month reviews of decision
 - oThe Superintendent or designee will be consulted
 - oThe parent or guardian and/or student will be notified of the final decision in writing within ten days in their preferred language

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

- ELL-SWDs whose IEP mandates ENL services will:
 - oReceive ENL services based upon their proficiency level including ENL/ELA classes co-taught by an ENL teacher, an ELA teacher and/or a Special Education teacher.
 - oEntering and Emerging ELL-SWDs will also receive Freestanding ENL with Entering and Emerging ELLs without disabilities.
 - oENL instruction will be adapted to meet the specific needs of every ELL-SWD.
 - oAll instructional modifications mandated by a students’ IEP will be met in Integrated and Freestanding ENL instruction.
- ELL-SWDs whose IEP mandates bilingual services will be :
 - oAssisted in transferring to a school that offers bilingual Special Education and counted to the school’s threshold to provide bilingual classes.
 - oUntil the student can be successfully transferred to an appropriate program:

The student will be provided with alternative placement options.

The student will receive ENL services upon enrollment for the current school year. The student will be placed in an appropriate ENL program, such as ENL/ELA classes co-taught by an ENL teacher, an ELA teacher and/or a Special Education teacher, or Freestanding ENL with Entering and Emerging ELLs without disabilities.

Entering and Emerging ELL-SWDs will also receive Freestanding ENL with Entering and Emerging ELLs without disabilities.

ENL instruction will be adapted to meet the specific needs of every ELL-SWD.

p t e d t o f m e e t t h
 e s p e c i f i c n e e d
 s o f e v e r y E L L -
 S W D .
 A l l i n s t r u c t i
 o n a l m o d i f i c a t i
 o n s m a n d a t e d b y
 a s t u d e n t s ' l E P
 w i l l b e m e t i n
 l n t e g r a t e d a n d Freestanding ENL
 instruction.

•Grade level content is made accessible to ELL-SWDs through:

- oAssistive technology as necessary
- oAdaptive instructional software including i-Ready and ThinkCERCA
- oMaking explicit connections and comparisons to

s t u d e n t s ' h o
 m e l a n g u a g e
 s t u d e n t s ' h o
 m e c u l t u r e
 s t u d e n t s ' o u
 t o f s c h o o l e x p
 e r i e n c e s
 s t u d e n t s ' s c
 h o o l e x p e r i e n c e
 s i n d i f f e r e n t
 c o u n t r i e s o r r e
 g i o n s

- oUsing visuals, multimedia and realia
- oProviding opportunities for various hands-on activities and using manipulatives
- oExplicitly teaching discipline specific language
- oExplicitly teaching grammar and vocabulary needed to

R e a d a s p e c i
 f i c t e x t
 P e r f o r m a s p
 e c i f i c writing task
 P e r f o r m a s p
 e c i f i c l i s t e n i n
 g t a s k
 P a r t i c i p a t e
 i n a s p e c i f i c s
 p e a k i n g t a s k .

- oGiving students' scaffolds including but not limited to:

T e c h n o l o g i c a
 l a s s i s t a n c e i n
 c l u d i n g d i c t i o n
 a r i e s / t r a n s l a t o
 r s
 B i l i n g u a l d i
 c t i o n a r i e s
 S e n t e n c e f r a
 m e s
 P i c t o r i a l / g r
 a p h i c r e p r e s e n t
 a t i o n s o f i d e a s
 / t e x t
 C l o z e p a r a g r
 a p h s / e s s a y s

- Grammar and orthography
- Definitions, explanations and examples of difficult words/concepts
- Additional assignments and examples
- Opportunities of demonstrating standards using visually literacy
- Words
- Anchoring charts

Texts/books read aloud and/or audiobooks
 oHome language support provided in and out of class by teachers, staff, paraprofessionals and parent volunteers who speak the students' home language.

oHome language materials, including textbooks, novels, teacher-made classwork, videos, instructions/directions, articles etc.

oLow level texts with grade level content

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?

•Students are always placed in the Least Restrictive Environment

•ELLs with disabilities receive ENL services based upon proficiency level

•Entering and Emerging ELL-SWDs take Freestanding ENL classes with ELLs without disabilities.

•Entering ELLs with disabilities receive

o180 minutes a week of Integrated ENL/ELA

Class sessions are conducted by a combination of ENL teachers, ELA teachers, special education (IEP) coordinators and special education teachers. ENL teachers are responsible for

Integrating students into the general education community by providing ELA lessons with ELLs, non-ELL SWDs, ELLs without disabilities and students who are not ELLs or SWDs

ELLs with disabilities with appropriate modifications and accommodations to ensure that all students can access the general education curriculum. ELLs with disabilities are placed in the general education classroom with appropriate accommodations and modifications.

o180 minutes a week of Stand-Alone ENL during their literacy intervention period

Students are provided with appropriate accommodations and modifications (6 or 7 - 8)

- ELLs with disabilities are grouped with ELLs without disabilities
- Entering students receive Stand-Alone ENL with Emerging students

•Emerging students receive

o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e c o - t a u g h t b y a n E N L t e a c h e r , a n d E L A t e a c h e r a n d u c a t i o n t e a c h e r (l C T) o r a S p e c i a l E d u c a t i o n t e a c h e r a n d a n E N L t e a c h e r a r e g r o u p e d h e t e r o g e n e o u s l y b y g r a d e l e v e l w i t h E L L s w i t h d i s a b i l i t i e s , n o n - E L L S W D s , E L L s w i t h o u t d i s a b i l i t i e s a n d s t u d e n t s w h o a r e n o t E L L s o r S W D s

E L L s w i t h d i s a b i l i t i e s w h o s e I E P s m a n d a t e a s e l f - c o n t a i n e d c l a s s a r e g r o u p e d w i t h n o n - E L L S W D s

o180 minutes a week of Stand-Alone ENL during their literacy intervention period

S t u d e n t s a r e g r o u p e d b a s e d o n g r a d e l e v e l (6 o r 7 - 8)

E L L s w i t h d i s a b i l i t i e s a r e g r o u p e d w i t h E L L s w i t h o u t d i s a b i l i t i e s

- Emerging students receive Stand-Alone ENL with Entering students

•Transitioning students receive

o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e c o - t a u g h t b y a n E N L t e a c h e r , a n d E L A t e a c h e r a n d u c a t i o n t e a c h e r (l C T) o r a S p e c i a l E d u c a t i o n t e a c h e r a n d a n E N L t e a c h e r

l C T s t u d e n t s a r e g r o u p e d h e t e r o g e n e o u s l y b y g r a d e l e v e l w i t h E L L s w i t h d i s a b i l i t i e s , n o n - E L L S W D s , E L L s w i t h o u t d i s a b i l i t i e s a n d s t u d e n t s w h o a r e n o t E L L s o r S W D s

E L L S w i t h d i s a b i l i t i e s w h o s e I E P s m a n d a t e a s e l f - c o n t a i n e d c l a s s a r e g r o u p e d w i t h n o n - E L L S W D s

•Expanding students receive

o180 minutes a week of Integrated ENL/ELA

C l a s s e s a r e a
 c o - t a u g h t b y a
 n E N L t e a c h e r ,
 a n E L A t e a c h e r
 a n d a S p e c i a l E
 d u c a t i o n t e a c h e r
 r (I C T) o r a Special Education teacher and an
 ENL teacher

I C T s t u d e n t s
 a r e g r o u p e d h e t
 e r o g e n e o u s l y b y
 g r a d e l e v e l w i t
 h E L L s w i t h d i s
 a b i l i t i e s , n o n
 - E L L S W D s , E L L s
 w i t h o u t d i s a b i l
 i t i e s a n d s t u d e
 n t s w h o a r e n o t
 E L L s o r S W D s

E L L S w i t h d i
 s a b i l i t i e s whose IEPs mandate a self-contained class are grouped
 with non-ELL SWDs

•Commanding students/Former ELLs receive

C l a s s e s a r e
 c o - t a u g h t b y a
 n E N L t e a c h e r ,
 a n E L A t e a c h e r
 a n d a S p e c i a l E
 d u c a t i o n t e a c h e r
 r (I C T) o r a S p
 e c i a l E d u c a t i o n
 t e a c h e r and an ENL teacher

I C T s t u d e n t s
 a r e g r o u p e d h e t
 e r o g e n e o u s l y b y
 g r a d e l e v e l w i t
 h E L L s w i t h d i s
 a b i l i t i e s , n o n
 - E L L S W D s , E L L s
 w i t h o u t d i s a b i l
 i t i e s a n d s t u d e
 n t s w h o a r e n o t
 E L L s o r S W D s

E L L S w i t h d i
 s a b i l i t i e s whose IEPs mandate a self-
 contained class are grouped with non-ELL SWDs

Chart

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 LEVEL	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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

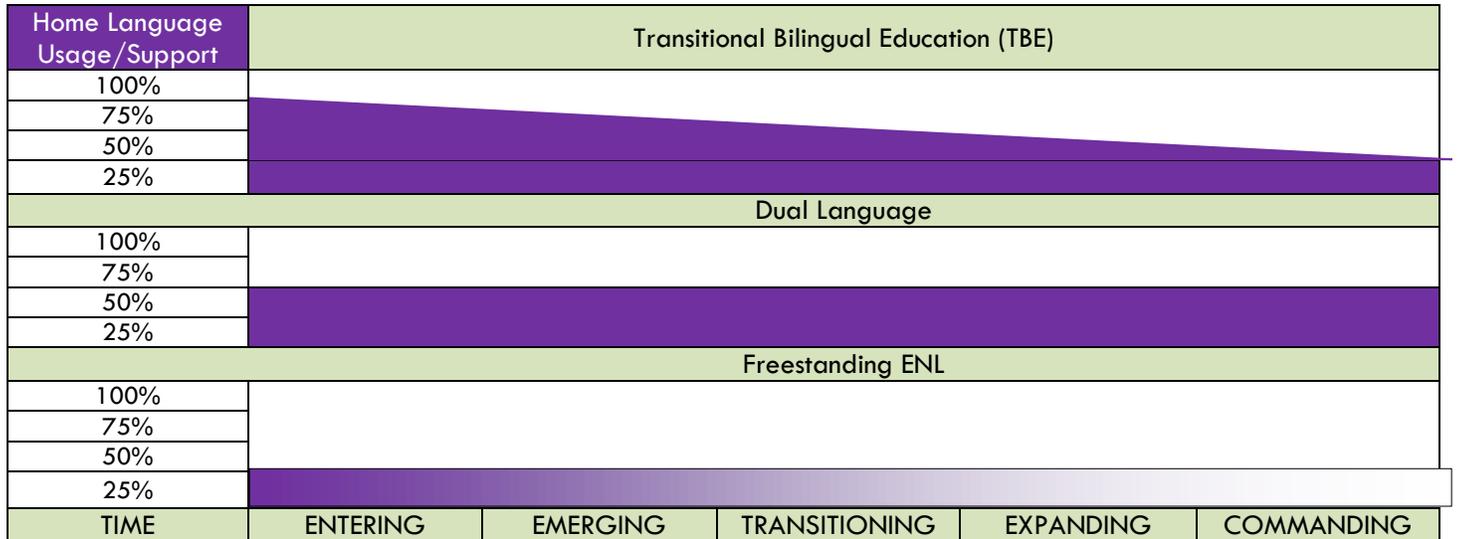


*Note “other approved services” does not apply to New York City at this time.

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.

- All teachers consider themselves teachers of ELLs and receive the appropriate training to teach language through content.
- All content area teachers and the ENL teacher consistently review student data to identify students who need intervention.
- In ELA ELLs receive:

oFocused small group literacy intervention in English (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs, ELL-SWDs)

L i t e r a c y i n t e r v e n t i o n f o c u s e s o n t h e s p e c i f i c r e a d i n g c o m p r e h e n s i o n a n d d e c o d i n g s t r a t e g i e s t h a t t h e s t u d e n t s s t r u g g l e w i t h b a s e d u p o n a s s e s s m e n t d a t a (D R P , D O R A , r u n n i n g r e c o r d s e t c .)

oFocused small group literacy intervention in Spanish (newcomer ELLs and SIFE with a home language of Spanish)

L i t e r a c y i n t e r v e n t i o n f o c u s e s o n t h e s p e c i f i c r e a d i n g c o m p r e h e n s i o n a n d d e c o d i n g s t r a t e g i e s t h a t t h e s t u d e n t s s t r u g g l e w i t h b a s e d u p o n a s s e s s m e n t d a t a (D R P , D O R A , r u n n i n g r e c o r d s e t c .)

oliteracy intervention focuses on the specific reading comprehension or decoding strategies the students struggle with based upon assessment data (DRP, DORA, running records etc.)

oELA classes co-taught by an ENL teacher and an ENL teacher (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs, ELL-SWDs)

oSaturday school instruction (all ELLs as needed, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

oFocused small group instruction as needed(ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

F o r m t h e E N L o r E L A t e a c h e r a n d l n E n g l i s h a n d S p e c i f i c t o s t u d e n t s l a n g u a g e a n d P u s h - i n / p u l l o u t d u r i n g E L A p e r i o d o r d u r i n g a n o t h e r p e r i o d a s n e c e s s a r y

oFocused one on one instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

F o r m t h e E N L o r E L A t e a c h e r a n d l n E n g l i s h a n d

Spanish instruction
 Pull out during Math period or during another period as necessary

•In Math ELLs receive:

- oSaturday school instruction
- oAdaptive instructional software including i-Ready (All ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and former ELLs)

oFocused small group instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

- From the ENL or Math teacher
- In English and/or Spanish
- Specific to students language and content knowledge needs
- Push-in/pull out during Math period or during another period as necessary

oFocused one on one instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

- From the ENL or Math teacher
- In English and/or Spanish
- Specific to students language and content knowledge needs
- Push-in/pull out during Math period or during another period as necessary

•In Social Studies ELLs receive:

- oAdaptive instructional software including ThinkCERCA (All ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and former ELLs)

oFocused small group instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

- From the ENL or Social Studies teacher
- In English and/or Spanish
- Specific to students language and content knowledge needs
- Push-in/pull out during Social Studies period or during another period as necessary

oFocused one on one instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

- From the ENL or ELA teacher
- In English and/or Spanish
- Specific to students language and content knowledge needs
- Push-in/pull out during Social Studies period or during another period as necessary

•In Science ELLs receive:

oFocused small group instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

- From the ENL or Science teacher
- In English and/or Spanish
- Specific to students language and content knowledge needs
- Push-in/pull out during Science period or during another period as necessary

oFocused one on one instruction as needed (ELLs with a demonstrated need, including SIFE, newcomers, long-term ELLs, ELL-SWDs and former ELLs)

- From the ENL or ELA teacher
- In English and/or Spanish
- Specific to students language and content knowledge needs
- Push-in/pull out during ELA period or during another period as necessary

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

- All teachers consider themselves teachers of ELLs and receive the appropriate training to teach language through content.
- The ENL teacher assesses ELLs language progress at least biweekly through various means including anecdotal notes, teacher made assessments, observation, classwork, homework, speaking, listening, reading and writing checklists in both Stand-Along ENL and Integrated ENL
- Content area teachers assess student's progress in acquiring content knowledge and discipline specific language at least biweekly through various means including teacher made assessments, observation, classwork, homework, feedback from instructional software
- DRP (Degrees of Reading Power) and DORA (Diagnostic Online Reading Assessment) assess students' literacy.
- Students take interim assessments based upon statewide ELA and Math exams in October, December and February.
- Students take the statewide ELA and Math exams in April.
- Content teachers and the ENL teacher share information through weekly anecdotal notes, informal conversation, periodic e-mails and schoolwide, department and grade team meetings.
- Specific students' academic and language progress is reviewed biweekly during grade team and department meetings.
- All teachers and staff review specific students' socioemotional, personal, behavioral and academic progress biweekly during grade team meetings.
- All teachers review school-wide data based upon the various measures described above monthly and Math and ELA interim assessment data after each interim assessment.
- In ELA:
 - All students have been receiving focused literacy intervention.
 - All ELLs have improved their reading scores as measure by DRP, DORA, running records/miscue analysis and/or teacher made reading comprehension assessments.
 - Student receiving bilingual literacy intervention have also improved their reading level as measured by running records/miscue analysis and teacher made reading comprehension
 - Former ELLs have shown progress in ELA as evidenced by increasing scores on the statewide ELA exam.
 - There is a significant correlation between ELLs reading levels and their performance on various ELA assessments.
- In Math
 - All ELLs struggle with math literacy in both their home language and English as evidenced by their performance on literacy based math tasks versus computation tasks. The difference is most pronounced among SIFE.
- In Science:
 - Developing and long-term ELLs who were occasionally pulled out of Science to receive ENL services performed poorer on class based assessments than developing and long-term ELLs who were not pulled out of Science.
 - Newcomers and SIFE who received home language support performed better on content based assessments.
- In Social Studies:
 - Developing and long-term ELLs who were occasionally pulled out of Social Studies to receive ENL services performed poorer on class based assessments than developing and long-term ELLs who were not pulled out of Social Studies.
 - Newcomers and SIFE who received home language support performed better on content based assessments.

12. What new programs or improvements will be considered for the upcoming school year?
 - All ELLs will take co-taught Integrated ENL/ELA classes
13. What programs/services for ELLs will be discontinued and why?
 - ELLs will no longer be pulled out of content area classes to receive Stand-Alone ENL because content area assessment data showed that students who were pulled out demonstrated less content knowledge on various class assessments in English and their home language.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 - ELLs and their families are informed of all after school and supplemental services in their preferred language via phone call and in writing utilizing school based multilingual staff or the DOE Translation and Interpretation Unit.
 - All ELLs have access to and in the past many have chosen to participate in the Sports and Arts afterschool program which includes a wide range of activities based upon interest
 - All ELLs have access to and in the past some have chosen to participate in afterschool homework help provided by a content area teacher.
 - All ELLs have access to and in the past almost all have chosen to participate in supplemental Saturday school instruction which includes Integrated ENL/ELA and Integrated ENL/Math instruction provided by an ENL teacher and/or an ENL teacher and content area teacher.
 - All students have one Enrichment period a week in which they receive content area enrichment and/or may pick amongst a variety teacher led small group activities based upon interest.
 - All ELLs may choose between two periods a week of Drama, Art or Dance and may be required or chose to participate in

exhibits and performances both in and out of school.

•If language barriers prevent ELLs from fully participating in all activities language support will be provided through working with students with the same home language, multilingual staff, teachers, paraprofessionals or parent volunteers, bilingual or home language materials such as texts, video, audio etc. and/or the use of laptops, smartphones etc. as translators.

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.

Instructional materials used to support ELLs include:

•Phonics BLITZ reading intervention for ELLs who demonstrate phonics/decoding issues on reading assessments including running records/miscue analysis, DRP, DORA, and the Phonics BLITZ assessment

•Adaptive instructional technology including i-Ready and ThinkCERCA (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)

•Language Learning software including DuoLingo and Rosetta Stone (newcomers)

•Home language math textbooks from CK-12 Foundation (newcomers and developing ELLs with home language print literacy)

•Home language materials including Newsela Español, Reading A-Z, CommonCoreSheets.mx etc. (newcomers and developing ELLs with home language print literacy)

•Home language content area books including El Abece Visual etc. (newcomers and developing ELLs with home language print literacy)

•Home language novels

•Oxford English bilingual picture dictionaries and workbooks (newcomers)

•Cambridge Ventures student's book basic and literacy workbook basic (newcomers and SIFE students)

•Wilson Foundations materials (SIFE with very low to no home language or English print literacy)

•Videos from various sources including Youtube, National Geographic para niños, National Geographic for kids, BrainPop, CNN student news etc (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)

•Various fictional and non-fictional texts including articles, novels, picture books, wordless picture books, bilingual picture books, bilingual novels, visual encyclopedias (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)

•Listening materials from various sources including New for You, StoryCorps, various Audiobooks, Voice of America, BBC, Cambridge Ventures CD, Oxford English picture dictionary CD, This I believe etc. (all ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and ELL-SWDs)

•Teacher created Stand-Alone ENL and Integrated ENL/ELA curriculum using Understanding by Design (UbD) with teacher chosen novels, texts and materials from various sources (All ELLs, including SIFE, newcomers, long-term ELLs, developing ELLs and former ELLs)

•American Museum of National History Disruptions in Ecosystems Science materials including translations and aligned home language materials from other sources

•TCi History Alive Social Studies materials including translations and aligned native language materials from other sources

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

In the school's ENL program home language support is provided through:

•Focused bilingual (Spanish and English) literacy intervention for newcomers and SIFE with a home language of Spanish provided by the ENL teacher.

•Home language content-area materials

oHome language textbooks (Math)

oTranslated teacher made classwork (all content areas)

oTranslated versions of novels students are reading in class (ELA)

oHome language supplemental materials including books, articles, videos, worksheets etc. (all content areas)

•A bilingual leveled library for independent reading (ENL)

•Multilingual classroom labels (ENL)

•A multilingual word wall (ENL)

•Bilingual glossaries and dictionaries (all content areas)

•Explicit comparisons between English and home language vocabulary/grammar (all content areas)

•Explanations, definitions and examples provided in the home language (all content areas)

•Home language support provided in and out of class by teachers, staff, paraprofessionals and parent volunteers who speak the students' home language (all content areas)

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

To ensure access to grade level content for all ELLs, including ELL-SWDs and SIFE:

•Grade level materials and instruction are scaffolded:

oPictorial/graphic representations of ideas/text

oPhysical representations of complex ideas

oMultiple forms of experiencing the same text/idea

t h r o u g h p i c t u
 r e s / g r a p h i c s
 t h r o u g h v i d e o
 t h r o u g h a u d i o
 t h r o u g h a h a n
 d s - o n o r p h y s i c a
 l a c t i v i t y i f p o
 s s i b l e

oHands-on activities and experiential learning.

oCloze paragraphs/essays for writing tasks

oSentence frames for speaking and writing tasks

oGraphic organizers

oMultiple ways of demonstrating understanding

P h y s i c a l l y
 V i s u a l l y
 O r a l l y

•Hi-Lo books are used:

oThe school has large library of high interest (age appropriate) low level books in English and Spanish.

oThe school has low level books with grade level content in English and Spanish.

oStudents are directed in choosing high interest independent reading books at the right level

oStudents are sometimes grouped by reading level for book clubs or to receive reading intervention.

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).

•All new students and their parents or guardians participate in an orientation conducted by the Assistant Principal.

•Newcomers tour the school with the ENL teacher and/or multilingual school based staff

•The ENL teacher and content area teachers give explicit instruction and modeling about the structure, expectations and culture of the school including comparisons to their previous experiences in an out of school in the various countries/regions they may have lived.

•Homeroom teachers may assign newcomer students' an appropriate "buddy" who has the same home language and can help to orient them to structure, expectations and culture of the school.

•The ENL teacher and content area teachers give newcomer students, especially SIFE, extensive instruction and modeling in how to "do school."

•Students and parents or guardians are invited to an ELL parent night.

oHeld by the Parent Coordinator and ENL teacher.

oHeld in parents' or guardians' preferred language utilizing multilingual school based staff and/or the DOE Translation and Interpretation Unit.

oIncludes information about school programs, services, structure, expectations, curriculum, standards and a variety of school based and DOE parent resources.

oIncludes information about how support is provided for ELLs and how ELLs are assessed.

oMay sometimes occur at the same time as a Parent Orientation meeting for parents to learn about various program choices and select a program depending upon the needs of the specific students entering the school and scheduling/timeline.

19. What language electives are offered to ELLs?

ELLs have access to all electives offered by the school.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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.)
 - As outlined in the Comprehensive Education Plan the Professional Development program will be a high quality and research based programs for all teachers and staff including a variety of ELL related topics including:
 - oA variety of strategies to provide multiple points of entry
 - oTiered questioning techniques
 - oIntegrating language and content instruction
 - oCo-teaching strategies
 - oA variety of strategies to scaffold process, product and content for ELLs, SWDs and ELL-SWDs to access grade level content
 - oResources and strategies to provide home language support in and out of class
 - oChanges in ENL mandates including identification, programing, instructional hours, data recording and reporting.
 - 15% of all hours of in school professional development for teachers will be ELL related.
 - 50% of professional development for the ENL teacher will be ELL related and include in school professional development and out of school professional development from a variety of organizations.
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?
 - 50% of professional development for the ENL teacher will be ELL related including professional development related to the Common Core Learning Standards (CCSS) and New Language Arts Progressions (NLAPs.)
 - The ENL teacher will conduct professional development on the use of the New Language Arts Progressions (NLAPs) in aligning ENL instruction with the Common Core State Standards (CCSS.)
 - The ENL teacher will be taking a course on the Common Core State Standards (CCSS) for ELLs.
 - The ENL teacher, content area teachers and special education teachers will participate in a series of workshops and coaching on planning differentiated, standards aligned curriculum for ELLs, ELL-SWDs and SWDs provided by the DOE Brooklyn north borough field support center.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - All teachers and staff receive training and support in supporting ELLs and other students in transitioning from elementary to middle school.
 - ELLs and their families are provided resources in their preferred language from the DOE and the school about the differences between elementary and middle school.
 - The ENL teacher is a resource for all teachers and staff for ELL related issues
 - oContinuously explicitly teaching and modeling academic expectations
 - oContinuously explicitly teaching and modeling behavioral expectations
 - oContinuously explicitly teaching and model expectations for social interactions in the school.
 - oProviding social emotional support
 - oProviding extra academic support including intervention
 - Certain staff members act as daily resources for students, teachers and other staff to support all students transitioning from elementary to middle school including ELLs:
 - oDean
 - oGuidance Counselor
 - oCounselors
 - oAssistant Principal
 - oPrincipal
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.
 - At least 15% of all hours of in school professional development for teachers will be ELL related.
 - ELL related professional development for teachers will be provided by the ENL teacher and a variety of organizations that work with the school.
 - Providers of ELL related professional development for teachers will have ELL related experience and expertise.
 - 50% of professional development for the ENL teacher will be ELL related and include in school professional development and out of school professional development from a variety of organizations.
 - The requirement of at least 50% ELL related professional development for the ENL teacher will be met through in school and out of school professional development from a variety of organizations.

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?
 - Parents or guardians are informed of the annual individual meetings during the Parent Orientation meeting and/or ELL Parent Night which is conducted in their preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit
 - The ENL teacher and content area teachers have consistent communication with parents and guardians through weekly phone calls, e-mails and/or text messages utilizing school based multilingual staff as necessary.
 - The ENL teacher and content area teachers meet with parents during Parent Teacher Conferences in September, November, March and May conducted in parents' or guardians' preferred language utilizing multilingual school based staff.
 - The school schedules additional meetings throughout the year with parents as necessary.
 - Parents and guardians will be contacted by the ENL teacher via phone and letter in their preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit as necessary to schedule an individual meeting during the third marking period.
 - A meeting will be scheduled at the parents' or guardians' convenience in parents' preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit.
 - The ENL teacher will meet with all of the teachers and staff who work with the staff and won't be able to attend the meeting immediately before the meeting to have the most up to date information on the students' progress
 - Parents or guardians will meet with the ENL teacher and other teachers and staff if available at an individual meeting in parents' or guardians' preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit.
 - Records of Parent Orientation Meetings, ELL Parent Nights and individual meetings with the parents or guardians of ELLs are kept in the form of a sign-in sheet, an agenda and/or notes.
 - Records of all ELL parent meetings are maintained by the Parent Coordinator.
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.
 - The Parent Coordinator and Parent Teacher Association regularly survey parents about their needs through phone calls, surveys and in person meetings in parent's preferred language utilizing multilingual parent volunteers and PTA members, multilingual school based staff and/or the DOE Translation and Interpretation Unit.
 - oMultilingual staff, multilingual parent volunteers and/or the DOE Translation and Interpretation Unit are used at all events to make sure parents, guardians and families can fully participate in all school events.
 - oParents and guardians of ELLs are invited to a variety of events at the school in their preferred language utilizing multilingual staff, multilingual parent volunteers and/or the DOE Translation and Interpretation Unit including Hispanic Heritage Celebration, ENL/ELA and math skills workshop, school/classroom volunteer program, curriculum night, Family Days, IEP Information night and PTA meetings etc.
 - oThe Parent Coordinator, school staff and teachers learn about students' families home cultures through a variety of sources including the families themselves to adjust parental involvement programs to accommodate cultural differences and reflect community needs.
 - Parents and guardians of ELLs are encouraged to text, call or e-mail teachers in English or Spanish or their preferred language if necessary teachers can utilize multilingual school based staff, multilingual parent volunteers or various translators to interpret messages from parents and guardians
 - Every fall students and parents or guardians are invited to an ELL parent night.
 - oHeld by the Parent Coordinator and ENL teacher.
 - oIncludes information about school programs, services, structure, expectations, curriculum, standards and a variety of school based and DOE parent resources.
 - oIncludes information about how support is provided for ELLs and how ELLs are assessed.
 - oMay sometimes occur at the same time as a Parent Orientation meeting for parents to learn about various program choices and select a program depending upon the needs of the specific students entering the school and scheduling/timeline.
 - The ENL teacher and content area teachers have consistent communication with parents and guardians through weekly phone calls, e-mails and/or text messages utilizing school based multilingual staff as necessary.
 - The ENL teacher and content area teachers meet with parents during Parent Teacher Conferences in September, November,

March and May conducted in parents' or guardians' preferred language utilizing multilingual school based staff.

- The Parent Coordinator or administration schedules additional meetings with parents throughout the year as necessary.

- Parents and guardians will be contacted by the ENL teacher via phone and letter in their preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit as necessary to schedule an individual meeting during the third marking period.

- An individual meeting will be scheduled at the parents' or guardians' convenience in parents' preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit.

- The ENL teacher will meet with all of the teachers and staff who work with the student and won't be able to attend the meeting immediately before the meeting to have the most up to date information on the students' progress

- Parents or guardians will meet with the ENL teacher and other teachers and staff if available at an individual meeting in parents' or guardians' preferred language utilizing school based multilingual staff and/or the DOE Translation and Interpretation Unit.

- Every October a Hispanic Heritage Celebration is held which involves many of the school's ELLs and their parents and guardians because a majority of the school's ELLs identify as Hispanic.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

- The Parent Coordinator and Parent Teacher Association regularly survey parents about their needs through phone calls, surveys and in person meetings in parent's preferred language utilizing multilingual parent volunteers and PTA members, multilingual school based staff and/or the DOE Translation and Interpretation Unit.

- The parent coordinator, other school staff, the PTA and parent volunteers use the information from surveys and consistent communication with the parents and guardians of ELLs to determine their specific needs.

6. How do your parental involvement activities address the needs of the parents?

- Parents and guardians of ELLs have expressed that they would like to know more about what they can do to support their students in language and content acquisition

- oParents and guardians learn what they can do to support their students in language and content acquisition at a variety of workshops and events including ELA/ENL and math skills workshops, ELL Parent Nights, Parent Orientation Meetings and curriculum nights.

- Parents and guardians of ELLs have expressed that they would like to know more about what being an ELL means in terms of instruction, extra support and assessment.

- oELL specific topics are addressed at ELL Parent Nights and Parent Orientation Meetings.

- Another need that has been identified is making parents and guardians of ELLs feel comfortable coming to the school and contacting teachers and staff with questions and issues.

- oMultilingual staff, multilingual parent volunteers and/or the DOE Translation and Interpretation Unit are used at all events to make sure parents, guardians and families can fully participate in all school events.

- oParents and guardians of ELLs are invited to a variety of events at the school in their preferred language utilizing multilingual staff, multilingual parent volunteers and/or the DOE Translation and Interpretation Unit including Hispanic Heritage Celebration, ENL/ELA and math skills workshop, school/classroom volunteer program, curriculum night, Family Days, IEP Information night and PTA meetings etc.

- oThe Parent Coordinator, school staff and teachers learn about students' families home cultures through a variety of sources including the families themselves to adjust parental involvement programs to accommodate cultural differences and reflect community needs.

- Parents and guardians of ELLs are encouraged to text, call or e-mail teachers in English or Spanish or their preferred language if necessary teachers can utilize multilingual school based staff, multilingual parent volunteers or various translators to interpret messages from parents and guardians.

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.

Part VI: LAP Assurances

School Name: **Ron Brown Academy**

School DBN: **16K057**

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)
Celeste Douglas	Principal		1/1/01
Dewana Dadds	Assistant Principal		1/1/01
Sophia Williams	Parent Coordinator		1/1/01
Katherine Riehlman	ENL/Bilingual Teacher		11/13/15
Wilfredo Martinez	Parent		1/1/01
Rebecca D'Amico	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cheryl Crooke	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: **16k057** School Name: **Ron Brown Academy**
Superintendent: **Evelyn Santiago**

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.

Our school uses the HLS to assess language preferences of the parent community for both written and oral communication. The ENL teacher conducts phone calls to parents to follow up if their preferred choice is being considered. The ENL teacher shares with the staff if a parent

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 parents' preferred languages for both written and oral communication is majority English with a few parents preferred language as Spanish

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.)

Monthly parent newsletters
Invitations to open houses
Invitations to academic meetings
Invitations for Parent/Teacher conferences
Information about in house testing and state exams
Information about PTA meetings
Information and flyers about HS articulation
HS applications in other languages
HS acceptance letters in other languages

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.

Curriculum/academic meetings in September, October, November, February, May
Informal interactions include meeting with the PC or guidance counselor to provide adequate support for the student and parent
One on one meeting with teachers where applicable with support from the ENL teacher for support
One on one meeting with the ENL teacher regarding progress

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.

The school meets identified needs by interviewing the parent and student upon entering the school. The parent is required to complete the HLS to determine the language preference for both oral and written language.
Language transition and Interpretation is conducted in house by the ENL teacher

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.

Interpretation services will be provided over the phone via in-house school staff

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.)

All staff members will be advised how to use translations services and the over the phone interpretation service via email and staff meeting

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

Parents are given Parents' Bill of Rights and Parents' Guide to Language Access upon registering their child at the school.

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)

During open house and P/T conferences parents will be asked to complete surveys a minimum of three times throughout the school year to ensure we are meeting the needs of all parents