

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K187

School Name:

THE CHRISTA MCAULIFFE SCHOOL\I.S. 187

Principal:

JUSTIN BERMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: IS 187 Christa McAuliffe School Number (DBN): 20k187
Grades Served: 6-8
School Address: 1171 65th Street Brooklyn, New York 11219
Phone Number: 718-236-3394 Fax: 718-236-3638
School Contact Person: Mina Sadiki Email Address: wnielso@schools.nyc.gov
Principal: Justin Berman
UFT Chapter Leader: Jeffrey Feil
Parents' Association President: Frances Elsayed
SLT Chairperson: Jeffrey Feil
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Constantino
Superintendent's Office Address: 415 89th Street Brooklyn, NY 11209
Superintendent's Email Address: kconstan@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-759-4842

Borough Field Support Center (BFSC)

BFSC: 20 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, New York 11209
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-759-4842

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Justin Berman	*Principal or Designee	
Jeffrey Feil	*UFT Chapter Leader or Designee	
Frances Elsayed	*PA/PTA President or Designated Co-President	
Jazmine Chung	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Forsyth	Member/ Teacher	
Paula Levental	Member/ Teacher	
Scott Scheiner	Member/ Teacher	
Adele Doyle	Member/ Parent	
Lina Tang	Member/ Parent	
Shakla Gua	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jenn Reinhart	Member/ Parent	
Jenny Wong	Member/ Parent	
Mina Sadiki	Member/ Assistant Principal	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school is a 6-8 middle school. We serve students in District 20 including those students who span the educational spectrum. From some of the most severely disabled children, to accelerated gifted students, and everyone in between, our school community strives to create a nurturing environment where adolescents can foster independence in their learning and thinking. Whether students with disabilities require an Integrated Co-Teaching (ICT) class, a self-contained setting, or just occasional supports, our programs are designed to meet the needs of all of our students.

Our school community strives to guide every student as they reach and/or exceed their potential as measured through social, academic, parental and community connections and emotional growth as noted in the Framework for Great Schools . Outcomes will include students who graduate from our school with an enhanced thirst for knowledge and who will be equipped to be independent learners and thinkers. The cultivation of this love of learning and respect for the cultural, familial, and personal facets of their lives will extend through their college years, their careers, and beyond. This opportunity for individual growth begins with our academy structure. Each of our three academies emphasizes different academic areas, and the choice process begins for students even before they are enrolled in our school. Students will become well-rounded individuals, experiencing and appreciating the arts, physical activities and of course academic excellence, which engages members of their communities. We strive to make going to school and learning an enjoyable experience for all students and one that results in a lifelong desire to engage in academic and professional endeavors.

One of the main facets of assessing the impact of all of our work (beyond our success on State exams) is our Specialized High School Acceptance rate. We look forward to sharing details about this, however one important data point is that 90% of our graduating class was offered a seat in at least one NYC Specialized High School. In fact, 10% of the 2014-2015 incoming class of Stuyvesant High School is comprised of Christa McAuliffe Students.

Another measure of our success can be extracted from an analysis of our student growth percentiles each year. These data are readily available on our progress reports and are particularly noteworthy given the initial high performance of our students. High student achievement (Levels 3&4) is expected when students begin at high levels, however, our growth rates continue to outperform most of our peer schools.

20K187 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1018	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	50	# SETSS	2	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	33	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.1%	% Attendance Rate			98.2%
% Free Lunch	52.1%	% Reduced Lunch			13.5%
% Limited English Proficient	2.4%	% Students with Disabilities			7.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.6%
% Hispanic or Latino	4.1%	% Asian or Native Hawaiian/Pacific Islander			73.6%
% White	21.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.21	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.9%	% Teaching Out of Certification (2013-14)			7.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.88
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	92.2%	Mathematics Performance at levels 3 & 4			98.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			100.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

In response to the Framework for Great Schools-Rigorous Instruction, as well as feedback from our latest Quality Review, we have decided to review and strengthen our parent and community outreach systems. Continuing to foster strong family/community relationships will strengthen both the academic and social emotional needs of our students. Our school community strives to guide every student as they reach and/or exceed their potential as measured through social, academic, and emotional growth. Increasing the meaningful conversations with families will allow for additional targeted interventions and supports for all students. With the continuation of our targeted instruction, the Inquiry Teams will include parents as a part of the academic and social emotional planning for our students.

Part 2 – Annual Goal

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

By June 2016, all teachers and school leadership will build strong family connections that will result in a 50% increase in family communication with the school community as measured by teacher conferences, including phone conferences.

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
We will purchase Edline, the online web based system used as our website, on-line grading system and parent communication tool.	All students, families and staff	June 2015 - June 2016	School Leadership, Teachers, Parent Coordinator

<p>The bulleted list below details the usage and necessary tools included within the system.</p> <ul style="list-style-type: none"> • Translation services in all languages to enable all parents to have access to information • Academic communication regarding homework, class work and the posting of individual class information • Progress reports printed quarterly • School information regarding school events and daily information will be readily available. • Surveys for students, parents and staff to assess school systems' effectiveness, including how to effectively organize parent teacher conferences • Teacher email communications with students and parents regarding student progress and/or assignments 			
<p>We will endeavor to build strong relationships and collaborations with all parents and members of the school community to ensure families take an active role within our school community. The bulleted list below details the action plan, which will increase parental collaboration:</p> <ul style="list-style-type: none"> • PTA members will actively plan with school leadership and participate with the incoming student orientations. • PTA will survey staff and students regarding planning for and organizing school assemblies. • Staff and PTA will plan, fund and participate in field trips to enrich all content instruction. • School Leadership Team will actively discuss school initiatives and become active participants within the school community. • PTA and staff will actively plan and participate with school fundraisers to fund multiple school projects and resources. 	All students, families and staff	June 2015- June 2016	School Leadership, Teachers, Parent Coordinator, School Leadership Team, PTA
<p>School leadership and staff will actively plan individual parent meetings as well as communicate with parents in order to provide the necessary individualized academic and social emotional information for all families. The information detailed below will allow for additional academic interventions and/or services to be provided in a timely fashion:</p> <ul style="list-style-type: none"> • Planning for the four Parent-Teachers conferences to provide parents with all the information necessary to communicate with the school and discuss individualized student needs 	All students, families and staff	August 2015- June 2016	School Leadership, Teachers, Parent Coordinator, School Leadership Team, PTA

<ul style="list-style-type: none"> • During weekly parent communication sessions, staff will make appointments with families so as to discuss students who are at risk, and together will create an action plan for success . • Our weekly Inquiry Team Meetings will allow for individualized targeted instruction to be planned, implemented and assessed. • Staff will email families and provide them with information regarding upcoming curriculum expectations and assignments. 			
<p>The school will continue its current collaboration with the Community Service Network (NIA). NIA provides after-school services to schools and families to enrich the current curriculum. The program also allows for students to participate in multiple field trips and community outreach services. NIA provides on site staff to assist families and the school community with the development of programs to support all students and families.</p>	All students, staff and families	August 2015- June 2016	School Leadership, NIA staff, Teachers, Parent Coordinator, School Leadership Team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher Parent Communication school schedule SBO vote School Leadership Team meeting monthly Edline (see above) Parent Teacher Association meeting monthly Parent Teacher Association monthly newsletter Weekly phone messages Community Service Network collaboration New Student Orientation Community Assistant (Chinese Translation)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant	
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>School leadership, along the school leadership team, will continuously review the progress towards meeting goals and revise action plans when necessary during our scheduled monthly meetings beginning in September 2015.</p> <p>After Parent-Teacher Conferences, staff and parents will be surveyed using Edline to monitor for effectiveness and preferences. The action plan will be adjusted depending upon the results of the September 2015 PTC.</p>

School Leaders, along with the PTA, will review attendance for the fall PTC. The PTA will hold meetings to determine effectiveness and will make adjustments to the action plan when necessary. The initial review of attendance and participation will take place during October 2015.

Scheduled weekly academy staff meetings will be used to evaluate students' academic and social emotional needs and plan for parents meetings. The benchmark review to gauge parent participation and progress will be in October 2015.

School leaders, SLT, will meet with NIA on-site staff monthly to review program effectiveness and attendance in order to make necessary adjustments to the action plan. This process will begin in November 2015.

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

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

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

Part 1 – Needs Assessment

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

Our school has a strong belief in the continuous cycle of reflection and assessment and action within every content area and program implemented with our school community. One example of this reflection, assessment and action had been the implementation of the recommended Common Core Learning Standards (CCLS) aligned curriculum, using both Expeditionary Learning for ELA and CMP3 for mathematics. However, after a thorough evaluation of both programs by our teachers, administrators, students and parents, our school community determined that neither program would meet the needs of all of our students. In particular, both programs were found to lack the instructional rigor desired for our school. For example, many of the activities were redundant and did not have the depth we require in our curriculum.

As a result, in November of 2013, Expeditionary Learning was replaced with the Innovations for Learning (IFL) model of Language Arts Instruction. In December of 2013, CMP3 was replaced with teacher-created CCLS instructional units of study and then with GO Math and Carnegie Learning (for algebra). To address the needs of all students, particularly self-contained students with disabilities, we have opted to continue to use Scholastic’s Codex ELA program. These lessons offer a higher level of scaffolded instruction.

To develop a heightened sense of self-awareness and reflection, we are guiding our students to become more independent and responsible for their learning. Likewise, we are developing systems and structures to enhance teacher reflections with respect to individual student potential and growth. To this end, we are implementing continuous formative and summative assessments throughout all content areas.

Part 2 – Annual Goal

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

By June 2016, all teachers and school leadership will facilitate measures of student self-assessments and reflections as determined by multiple instruments. These would include, but not be limited to: student surveys, student-driven goals, teacher conferences, inquiry teams and family communications.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will have common planning time to collaborate on designing and refining initial student assessments to include both hard and soft data. These would include across-grade collaborations, as well as interdepartmental conversations.</p> <ul style="list-style-type: none"> • During scheduled weekly teacher collaboration meetings and inquiry team meetings • During Academy Preps • During common planning time • 	<p>Staff</p>	<p>June 2015- June 2016</p>	<p>School Leadership Literacy Coach Staff</p>
<p>Teachers will engage in on-going data evaluations and peer conferences in order to develop and refine student-needs profiles.</p> <ul style="list-style-type: none"> • Teachers will develop instruments by which to guide students in the development and refinement of student goals and action plans for personal academic and social-emotional growth. • Periodic evaluations will be administered to students that would measure individual achievement. • An analysis of the evaluations will result in differentiated goals that will meet and challenge the specific needs of individual students. 	<p>Staff Students</p>	<p>Sept 2015- June 2015</p>	<p>School Leadership Literacy Coach Staff Students</p>
<p>Students will be engaged in a process of self-reflection and evaluation. This will include academic as well as social/emotional needs.</p> <ul style="list-style-type: none"> • Students will identify their specific areas of strength, as well as areas requiring further improvement. 	<p>Staff, Students</p>	<p>October 2015- June 2016</p>	<p>Staff Students</p>

<ul style="list-style-type: none"> Students will be guided in the development and use of rubrics when assessing their work. Students will actively participate in the identification and setting of their individualized goals. Students will be guided in the process of developing individualized action plans for achieving their specific goals (both academic and social/emotional). 			
<p>Teachers will engage families and share the individualized goals and action plans</p> <ul style="list-style-type: none"> During Parent/Teacher conferences During Thursday afternoon (parent contact time) Weekly inquiry team meetings Via Edline communications Via Progress Reports Families will be invited to review, collaborate and advise revisions to student goals and action plans. 	Staff, Students, Families	October 2015-June 2016	Staff Students Families

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Teacher Parent Communication school schedule SBO vote SLT meeting monthly PTA meeting monthly Weekly Inquiry Team Meetings Community Assistant (Chinese Translation) Edline UFT Teacher Center resources Common prep periods for staff to meet and collaboration to occur After-school programs funded through NIA to offer enrichment, remediation, STEM Materials purchased to support goal expectation such as Scantron data analysis program to allow teacher instant data to inform instruction 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> September 2015 - Develop and administer initial assessments Curriculum Night - Introduction to academic expectations October 2015 - Review and analysis of assessments

- October 2015 through December 2015- Review, plan and implement progress towards goal completion
- November - Parent Teacher Conference -- sharing
- February 2016 - Re-evaluation of progress towards annual goal modify and adjust if necessary
- April 2016 - Review data and determine effectiveness
- May 2016-June-2016-Purchasing, Programming based upon results of all assessments administered and triangulated
- Student Goals- Will be implemented via online survey and monitored quarterly through out the school year.
- Parent meetings and workshops will be conducted through out the school year on the designated parent communication sessions.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 1, 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>

Part 3 – Action Plan

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

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>NYS exams scores</p> <p>Lexile level below grade level</p> <p>Difficulty answering higher order questions</p> <p>Decreased fluency</p> <p>Poor decoding and use of context clues for vocabulary</p> <p>Difficulty writing responses</p> <p>Poor classroom assessment results</p>	<p>Reading comprehension, writing instruction, vocabulary development.</p> <p>Includes, but is not limited to Teenbiz and Get-A-Clue</p>	<p>Small group instruction, including one-to-one conferencing with one or more teachers</p> <p>Peer tutoring is available</p>	<p>Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day</p> <p>NIA after school program</p> <p>Peer-tutoring – during the school day</p>
Mathematics	<p>NYS exam scores</p> <p>Functioning below grade level upon Ten Marks assessment and classroom assessments</p> <p>Decreased fluency in math computation and unable to create</p>	<p>Math – skill building</p>	<p>Small group instruction, including one-to-one conferencing with one or more teachers</p> <p>Peer tutoring is available</p>	<p>Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day</p> <p>NIA after school program</p> <p>Peer-tutoring – during the school day</p>

	<p>a plan to solve word problems</p> <p>Difficulty in following and using formulas</p>			
Science	<p>Poor classroom assessments</p> <p>Difficulty completing classroom procedures</p> <p>Difficulty following oral and verbal directions</p> <p>Difficulty using scientific tools</p>	<p>Social Studies – skill building:</p> <p>Literacy integration – including Tiers 2 & 3 vocabulary</p>	<p>Small group instruction, including one-to-one conferencing with one or more teachers</p> <p>Peer tutoring is available</p>	<p>Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day</p> <p>Peer-tutoring – during the school day</p>
Social Studies	<p>NYS exams scores</p> <p>Lexile level below grade level</p> <p>Difficulty answering higher order questions</p> <p>Decreased fluency</p> <p>Poor decoding and use of context clues for vocabulary</p> <p>Difficulty writing responses</p> <p>Poor classroom assessment results</p>	<p>Social Studies – skill building:</p> <p>Literacy integration – including Tiers 2 & 3 vocabulary</p>	<p>Small group instruction, including one-to-one conferencing with one or more teachers</p> <p>Peer tutoring is available</p>	<p>Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day</p> <p>Peer-tutoring – during the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor</p> <p>School Psychologist</p> <p>SAPIS worker</p> <p>IEP Teacher</p>	<p>Guidance Counselor</p> <p>School Psychologist</p> <p>SAPIS worker</p> <p>IEP Teacher</p>	<p>Guidance Counselor</p> <p>School Psychologist</p> <p>SAPIS worker</p> <p>IEP Teacher</p>	<p>Guidance Counselor</p> <p>School Psychologist</p> <p>SAPIS worker</p> <p>IEP Teacher</p>

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Christa McAuliffe IS 187</u>	DBN: <u>20K187</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>14</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will have an after-school program for our current beginning, intermediate and advanced students for two hours on 3 days (Tuesday, Wednesday and Thursday) focusing on science and social studies. On Tuesday, the students will focus on public speaking and listening skills. On Wednesday, the students will focus on reading non-fiction and writing persuasive essays. On Thursday, academic vocabulary (non-fiction) will be the focus and students will use the on-line resource of Get a Clue as well as other already-purchased materials to enhance their listening, speaking, reading and writing vocabulary. The teacher will be meeting with the general education and special education teachers to determine the focused language vocabulary for the upcoming weeks so that it can be supplemented in the after-school program. Students will have a deeper understanding of the vocabulary and be able to participate fully in the classroom lessons throughout their school day.

Based on data for the NYSESLAT, and AMAO:

We currently have the following student score break down for the NYSELAT 2014:

1 grade 6 beginner

5 grade 6 advanced

7 grade 7 intermediate and advanced

1 grade 8 advanced students.

Our AMAO tells us that we are not making AMAO 1, creating the focus for our program

-
These students will participate in this focused program that will focus on the four components of language development: listening, speaking, reading and writing. The intent of the program is to provide the students with the necessary skills to use the English language to their fullest ability. Our desired outcome is to provide the students with the instruction that will enhance their learning and develop their ability to communicate more fully in the English language.

-
The Program will run from mid January through June. It will begin at 3:15 and end at 5:15 on Tuesday, Wednesday and Thursday. There will be a total of 76 sessions.

-
The materials to purchased with Title III funds be used exclusively for the Title III LEP Supplemental program for the duration of the program are the following:

Vocabulary Link for Grades 6 -7 and 8 - Students are asked to read a story and determine the correct use of each word that is recognized in that study unit.

Vocabulary Journals for all students - Students will use the vocabulary words from Vocabulary links to define the words, identify the part of speech, syllables, write a sentence and a draw a picture representation.

Finish Line for ELLs : focusing on the developmental process for reading and writing through hands-on activities along with teacher editions and audio tapes

Story Book Collections: a series of non-fiction science and social studies based texts

-
We will also purchase paper, notebooks and supplies for the students to record their writing samples during this after-school session.

Part C: Professional Development

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

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

Begin description here: During the current school year, we will send our content area specialists to training to assist in the use of ESL methodology in the content areas. Our plan is to send 1 teacher from each of the two teams of four core content areas (Mathematics, Science, Social Studies, ELA and SE) to one day of professional development that will focus on CCLS and increase their strategies to serve ELLs in their classes. We have been reviewing the offerings of the Department of ELLs and Student Support and notice a Mathematics and ELL session being offered on February 6 th . We will send our ESL teacher to professional development sessions that she can use to provide turnkey training for the rest of the staff in our school. . We will also take advantage of the professional development that will be given through our network and NYCDOE on the integration of the CCLS for ELLs instruction.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be invited to participate in two parent workshops in the spring on ways to help your student achieve in school. These events will be about ways to assist their child to achieve to their fullest potential. Our community assistant will be available to speak to the parents in Chinese. Our ESL teacher also speaks Spanish and she will assist our Spanish speaking parents. Mrs. Lopez-Flores our ESL teacher will conduct these workshops. Ms. Jasmine Chung will attend to assist our Chinese speaking parents. An email system has been established to notify parents of events each month and to ask for their participation in these special events. When necessary we tap into the translation and interpretation unit of the NYCDOE. All email and parent notifications will be translated into the the parent preferred language of communication. Parents will have an opportunity to visit our Title III after school program to see what is being taught and ask questions in order to help their child attain academic achievement.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	<u>\$ 7829.52 direct instruction</u> <u>\$ 1,120.00 per diem</u>	<u>1 X 76 X 2 X 51.51</u> <u>covering content area teachers</u> <u>attending CCLS for ELLs workshops</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		<u>and other ongoing PD series to support integration of best practices for ELLs in the content core subjects</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$ 2,240</u>	<u>Marble notebooks</u> <u>Folders</u> <u>Continental Press:</u> <u>Finish Line for ELLs Grade 6</u> <u>1 Teacher's Ed.</u> <u>Audio Tape</u> <u>Finish Line for ELLs Grade 7</u> <u>1 teacher's Ed</u> <u>Audio Tape</u> <u>Finish Line for ELLs Grade 8</u> <u>1teacher's Ed.</u> <u>Audio Tape</u> <u>Story Book Collections:</u> <u>Wild Animal Collection</u> <u>Weather and Seasons Collection</u> <u>Marine Animals, Amphibians and</u> <u>Reptiles</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$ 11,190.00</u>	_____

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 20	Borough Brooklyn	School Number 187
School Name The Christa McAuliffe School		

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 Justin Berman	Assistant Principal Mary T. Lane-Citlak
Coach Diane Zizak	Coach
ENL (English as a New Language)/Bilingual Teacher Lucy Lopez	School Counselor Breena Kaplan
Teacher/Subject Area Scott Scheiner	Parent Francis Elsayed
Teacher/Subject Area Lisa Forsyth	Parent Coordinator Carla Palumbo
Related-Service Provider JoAnn Gasser	Borough Field Support Center Staff Member
Superintendent Karina Constantinos	Other (Name and Title) Michele Lodespoto ESL Teacher

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
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	1
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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	999	Total number of ELLs	24	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	24	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	24
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	8

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	0	0	0	16	0	15	8	0	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

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: _____
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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							6	4	4					0
Chinese							1	3	5					0
Russian														0
Bengali														0
Urdu														0
Arabic								1						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)							3	6	4					0
Emerging (Low Intermediate)							0	0	1					0
Transitioning (High Intermediate)							1	0	0					0
Expanding (Advanced)							3	1	5					0
Commanding (Proficient)							7	4	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														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							7	4	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	0	1	0	0
7	6	0	0	0	0
8	2	0	0	0	0
NYSAA	0	0	9	4	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	4		0		1		0		0
7	3		0		1		0		0
8	0		2		0		0		0
NYSAA	0		0		11		3		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		0		2		0		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.
 Our school utilizes two computer assisted instructional programs with all students to develop their listening, reading and writing skills in ELA. These programs are called Achieve 3000 - TeenBiz and Get- A- Clue. Achieve 3000 (TeenBiz) is a program in which students are assessed to determine their current reading comprehension level for non-fiction text. The students take a level set to determine their placement in this highly prescribed program. The students work weekly on at least 2 articles in school that are assigned by their teachers. At the end of each reading, the students take an assessment and complete a written extension activity. The Get-a-Clue program is a vocabulary based program in which students are assigned to a level to learn 10 new words each week. This program enhances the student's learning of the necessary vocabulary to understand complex text in their daily school activities.
 The data for our sixth graders is limited in that this is their first year using this program. The data shows that while they are in the sixth grade, students with disabilities are functioning significantly below their peers within our school population. We find that our ELL students enjoy working with these programs and have shown progress in their reading and writing skills based on these programs. Students move up on the lexile levels as the program assess individual student's progress and moves them accordingly.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 All students who are being served by the ENL teacher was students with disabilities. These students are students with learning disabilities in the expanding and commanding level of proficiency, while our beginning students are students with significant cognitive delays.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- 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?

a.) All students are given the mathematics test in English and home lanugage. The students may refer to the test but the choose to write and complete the test in the English test test booklet. Students ability in their home lanugage is not dominate in their current language instruction and their comfort level for their responses are that of English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

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

We monitor the child's ability to listen, speak, read and write in the second language in order to make adjustments to their instructional programs throughout the school year. Teachers' input is critical to making these decisions and meeting the students English language needs. Teachers work together during collaborative sessions to develop assessments and activities to show how our ELL population is doing in terms of their subject area curriculum which is Common Core Aligned. The teachers co-plan and execute lessons to meet the needs of the individual students in their classes. The ENL methology is fostered and used in all aspects of the child's learning environment.

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?

We do not have this program in our school.

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

General Education

We use the data from all state standardized tests as one source of information. All of our students are currently working with Achieve3000, which is a web-based reading and writing program that delivers differentiated instruction using non-fiction material. All students use an online vocabulary enrichment program entitled, “Get a Clue”. The students find these programs to be challenging and enjoyable. Students progress through this web based program at their individual level as determined by their progress as shown by their percentage of correct responses. The teachers monitor this program to see how long the students work during each session to be certain that the students are using the program as it is intended to be used.

We use the data generated through the subject specific assessments with our scantron system, Front Row for Math is used only in our special eduction classes and Ten Marks for Math is used in our special education/general education classrooms. These programs help develop grouping of students who need to work together, information on skills that must be retaught and to provide supplemental assignments online. This enables our teachers to deliver differentiated activities that will help our students to progress in both Language Arts and Mathematics. Teachers can also provide students with specific challenging activities that focus on various concepts and skills required, as reflected in this year's assessments given throughout the school year. Students work on-line at home and in school on these activities to meet their individual student needs.

Special Education

For our special education youngsters, we look closely at the students’ IEPs and the assessments that are done in conjunction with the development of annual goals at the annual IEP meetings.

We develop NYSAA datafolios that reflect the children’s understanding of the English language through pieces of evidence that are appropriate for each individual child’s functioning level. These work samples are assessed on an accuracy level. Each child receives a score that reflects a Performance Level similar to their grade appropriate non-disabled peers.

In conjunction with the special education teacher, the ENL teacher develops goals on the child’s IEP that will strengthen their ability to develop their language skills in English. These goals focus on the four components of the NYSESLAT test in an attempt to develop our four components of the English skills for the individual child.

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.
A new entrant into the NYC school system will be met by school staff to be administered the HLIS in their native language. If the parent indicated that English is the home language then the student is not an ELL. If the parent indicates that the home language is other than English the following steps take place:
 - Interview student
 - Review student work samples
 - IEP is reviewed by the LPT to determine if the student requires ENL services
 - Review evidence of ability in English
 - Recommend for NYSITELL eligibility take test status is determined
 - If not Principal reviews information and determines if child takes the NYSITELL or requests superintendent review.
 - potential SIFE status determination
 - not eligible - parent has 45 days to request reidentification of students' ELL status.
 - if yes, NYSITELL is administered and determination of services are to begin.If a student is coming from a school within NYS the following procedures are in place:
 - Request records to see what the ENL determination from the former school was since student should have taken the NYSITELL. We will continue with those services. If it was determined that the student is not eligible, the student would not get any services. Parent will be notified and be informed that they have the right within 45 days to request a reidentification.
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).
SIFE identification has to be determined within 12 months of enrollment. However, NYC wants a 30 days determination that can be modified with a 12 month period. In order to determine the SIFE status, the following must take place:
 - Administer the oral interview questionnaire.
 - For students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish - Administer the literacy evaluation for newcomer SIFE (LENS).SIFE determination must be entered into BNDC in ATS within 30 days. Within a 12 month period, the school must make a final determination. If the school does not make a final determination, it remains as a SIFE student.
SIFE status is removed once the ELL scores at Intermediate/Transitioning Level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Student arrives from outside of the New York school system with an IEP, a home language survey is administered. If the survey results are a language other than English, a LPT team is formed. The members of which are Lucy Lopez ESL teacher, Mary Lane-Citlak, Assistant Principal and John Kaye, School Psychology. The team reviews evidence of English Language development such as: student work samples, test scores, language of special education assessment and a determination about the child's language dominance is discussed in the IEP. A determination is made as to whether the student is to take the NYSITELL or not take the NYSITELL. If the student is take to the NYSITELL, then the identification process continues for all potential ELL students. If not it goes to the Principal for his review and determination whether or not take take the NYSITELL. If the principal decided that the child does not have to take the NYSITELL, it goes to the superintendent or designee for a review. The parent is notified within 3 days of the decision.
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.
The ENL coordinator, Lucy Lopez, sends a letter to the parent that indicates entitlement or non-entitlement and copy of this letter is placed in a file in room 306 and in room 203 in their cumulative records for review upon request.
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).
The letter of entitlement or non-entitlement explains to the parent that they have 45 days to appeal the ELL status that has been determined.

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 maintains placement letters for students who enter our school. Letters for students who are entitled to ENL services are given to the parent during the meeting in which the three programs are explained to them. Placement would then be made for the student within our school, based on the parent's survey and the available programs. The ELPC screen in ATS is updated as needed throughout the year within the 20 days.
- Parents complete the HLIS and a determination is made that the child is entitled to ENL services. Parents are invited to the school for an Orientation Meeting in which the 3 types of programs are discussed in the language that this preferred by the parent. This translation is done through school staff and/or translators that are hired through an outside vendor to provide the necessary information that is being discussed at this meeting. The parents are introduced through a short video that highlights the programs and how each is different from each other. This meeting is held by the ENL teacher, school administrator, translators and parent coordinator. Attendance at this meeting is taken and parents sign that they have participated in this meeting. At this meeting, we provide the parents with information on the standards, curriculum and assessments that their child will be taking during the upcoming school year. A high quality presentation on the Common Core Learning standards, assessments, school expectations for ELLs as well as program goals and requirements for BL education and ENL programs is made by school staff.
- After this meeting is held, the parents are provided with the Parent Survey and Program Selection form in the parents preferred language. The parent must return the survey and selection form within 5 school calendar days. If the parent does not return the form within the 5 days, the student is placed in a BL program if one exists in the school. If not, the child is placed in an existing ENL program. Attempts to obtain the completed parent survey and program selection forms must be documented as well as all attempts at the outreach must be recorded by the staff member making these attempts.
- Students placed in an ENL program as a result of parent non-compliance with the necessary paperwork will be placed in BL programs if the threshold for beginning BL programs are met as part of the NYSED's CR Part 154 regulation.
- The pupil accounting secretary with the assistance of the ENL coordinator will update the ATS (ELPC) as the program selection forms are returned to the school. The parents first choice must be recorded on the system regardless of the availability of this program in the school.
- Once the parent survey and program selection form is entered into ATS via the ELPC screen, these forms are placed in their cumulative file in the event that a state or city audit or review is conducted. A copy of the completed parent survey and program selection form can be given to the parent upon request.
- Students must be placed into the parent program preference within 10 school calendar days of enrollment if this program is in the school. This placement is immediate since the program is currently in the school. If the program is not in the school, the school must inform the parent the selection is not available in the school, provide the parent with the choice of:
- keeping the child enrolled in the school in an available program and begin to serve the student immediately or
 - or transfer the student to a different school where the parent's selection is currently available. To do so, the school must contact the Department of ELL and Student Support which will assist in the coordination of the transfer with the OSE. While the student waits for this placement, the students will attend the ENL program until the transfer is completed.
- While students wait for placement, they count toward the minimal thresholds for opening a BL program.
- After continuous outreach attempts have been made to receive the parent survey and program selection form, the school on the 18th school calendar day, will select that the parent did not return the survey in the ELPC screen in ATS.
- Once the program has been determined, the school will send a placement letter in the parent's preferred language indicating the program that the child has been placed in.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- After continuous outreach attempts have been made to receive the parent survey and program selection form, the school on the 18th school calendar day, will select that the parent did not return the survey in the ELPC screen in ATS.
- Once the program has been determined, the school will send a placement letter in the parent's preferred language indicating the program that the child has been placed in.
- Since students enter our school through a selection process, we maintain a close relationship with all parents and communication is continuous so that we can ensure that the necessary documents are returned and that the parents are fully informed of their choices and their child's placement.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL coordinator, Lucy Lopez, updates the form returned and contacts the parents to obtain the returned forms for the student's file. Mrs. Lopez will call upon the assistance of our bilingual paraprofessionals and our community assistance to do outreach to the parents in an attempt to receive all of the necessary documents. We have staff members who speak the following languages:

Spanish, Polish, Russian, Arabic, French and Chinese. If we encounter a language that we do not have a staff member who can translate, we will call upon the translation unit of the DOE or a certified translator to assist us with this task.

9. Describe how your school ensures that placement parent notification letters are distributed.
Parents will be notified via a phone call that the letters will be distributed to the students so that they are aware that the letters are coming home. These phone calls will be made in the home language of the parents to ensure that they are aware of the importance of these documents that they will be receiving.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
These files are kept in the room 203 in the cumulative records of each individual child.
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 students are scheduled to take the speaking portion of the test first. They are scheduled to report to the testing room and the test is administered.
We administer session 2, 3 and 4 in that order. If a student is absent for any part of the test, the student takes that part of the exam upon their return to school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Parents will be notified via a phone call that the letters will be distributed to the students so that they are aware that the letters are coming home. These phone calls will be made in the home language of the parents to ensure that they are aware of the importance of these documents that they will be receiving. A parent meeting will be held to explain the continued level of ENL support that their child will receive during the school year.
After the school receives the NYSESLAT scores for the students, continued entitlement letters are prepared for students who will continue to need the services of the ENL teacher for the upcoming school year. The letters must be sent within the first 15 days of the school year so that parents are aware that their child will continue to receive these services. The parent entitlement letters must be sent home in the preferred language of the parent. Schools receiving students into an articulating grade must review student records to continue the programs that the child needs to have for the new school year.
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).
Parents usually determine that they would prefer to remain in our school in a free-standing ENL program that includes a blended model of in-class support and a pull out program. The ENL teacher meets with the teachers of the ENL entitled students weekly to make sure that the necessary supports are in place to make certain that the children are making progress.
During the past five years, we have received students into our school who have been in ENL or Bilingual Chinese programs who are still entitled to ENL services. These students are provided with ENL instruction by a licensed ESL/ENL teacher who also provided in-school support to the content area teachers of these students. When students are accepted into our school, the ENL teacher and the Assistant Principal meet with the parent to inform them of the ENL program within our school. The parent is asked if they would prefer for their child to continue in a bilingual program. If they prefer a bilingual program, we ask assistance from the Brooklyn borough support office for placement for this student. In every case, the parent has decided that they want their child to stay in our school since they have been part of the Gifted and Talented screening process and want to attend our school.
The programs that we have in our school are aligned with the parent request for ENL instruction.

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.

For students in our general education program, the students are generally expanding and commanding/proficient level of ENL functioning. They will receive 3 to 5 periods of ENL support within their ELA classroom by the licensed ENL teacher in a blended model of co-teaching. These students will receive their support within the classroom setting and the lessons will be co-taught using an ENL methodology.

For students in our ICT classes, the students will receive their ENL support within the classroom during ELA. This support will be given by the Special Education/ENL teacher who works with this class as the co-teacher and will be a support for our students. For students in our NYSAA program, they will receive 5 periods of ELA/ENL co-teaching by a licensed Special Education teacher and a licensed ENL teacher. They will also receive 5 periods of stand-alone ENL instruction by the same ENL teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

After reviewing the records of our current ELLs as well the incoming sixth graders, a program is designed to meet the needs of each group of students to include the co-teaching aspect as well as the stand alone aspect of ENL services.
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.

All students are participating in Common Core Instructional programs within our school. All subject area teachers are using ENL methodology during their classroom instructional time with their classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Children who currently have Alternate Placement Paraprofessionals will be provided instructional support within the classrooms by their bilingual paraprofessional. Each year, it is reviewed to determine if the child still needs the continued support of the paraprofessional in the classroom. If it is determined that they child no longer needs this support, additional assessments are done to make that final determination through the School Assessment Team based on the dominant language of the individual child.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

These students are assessed through teacher made assessments that are administered during the school year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

We do not have SIFE students this year.

All students in the ENL programs are evaluated by the ENL teacher and students are placed into the appropriate instructional group for classroom instruction. The ENL teachers are available to meet with the subject content area specialists to assist them in developing lessons that are both challenging and meet the students' instructional needs.

Teachers meet weekly to discuss individual students and their needs within the classroom setting. Strategies are developed to meet their needs and to assess what we need to do to move them closer to English language proficient. Differentiation is key in addressing the individual needs of students at each level of English language development.

For students who have recently tested out of the ENL program, we provide support to the teachers of these students as well as provide test modifications to allow students to continue to develop the English language within an education that is rigorous for all students attending our school. These students receive 3 periods of co-teaching support within the ELA classroom to maintain

and meet the challenges within the general education classroom.

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

Between 6 to 12 months, the principal, must review the Re-identification Process decision to ensure that the student's progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardians and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

We use Scholastic Code X reading program for our students who are deficient in their reading and writing abilities. This program developed their English language skills of reading, writing, speaking and listening.

The ENL teacher specialist works with the special education teacher specialists to develop programs that meet the needs of their students. Curriculum mapping and interdisciplinary units of study are discussed with the ENL teacher specialist so that a connection can be made in the ENL class. Vocabulary is reinforced in all subject area disciplines. The art and technology teachers work closely with the teachers to facilitate the implementation of the study units with projects in their subject discipline to tie it all together.

In the special education classroom, we recognize:

The alternate placement within special education classes is an on-going process. Students who require bilingual services are granted an ISP (Interim Service Plan) for the use of alternate placement paraprofessionals. These paraprofessionals assist the students in the educational process by providing these students with the necessary translations from English to their native language. These paraprofessionals receive training given by the ESL/ENL teacher specialist and special education teacher specialists to enhance and reinforce the learning of the English language learners using ENL strategies. The paraprofessionals will provide the students with the support required to meet their individual needs. The students are monitored to determine that the services granted under the ISP are appropriate. If it is determined that the services are no longer needed, the services can be removed from the child's IEP. This is based on the student's language ability in English and a determination is made in conjunction with the child's parents.

When an ELL student is due for an annual review, we make a determination as to the level of the English language deficiency and decide whether it is a cognitive learning issue or a language based issue. Based on this annual evaluation, we establish a language goal to be entered on their IEP for the upcoming year. Parents receive four progress reports annually along with their child's report card. This progress report alerts that parents to the observations of the teachers in achieving this goal during this year of instruction.

All students have access to all after school programs regardless of their status as an ELL or former ELL. Many of the students who are identified for these programs are identified due to their need for additional support in the area of written communication. We have attempted to address the needs of these students by providing Academic Intervention Services (AIS) during the school day and in our after school program.

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?

The students are placed into classes within the academies. Co-teaching of entering, emerging, transitioning, expanding and commanding students take place within the classroom during ELA and other content areas where permitted. Students will be scheduled to receive targeted interventions during the school day.

All students are given the opportunity to participate in the Title III After-School program, the focus of this program is to increase the speaking, listening, reading and writing ability of the ELLs in our school. We will have an after-school program for our current students for two hours on Monday and one and a half-hour 3 days (Tuesday, Wednesday and Thursday) focusing on language skills and vocabulary in the content areas of science and social studies. On Monday and Tuesday, the

Chart students will focus on public speaking and listening skills. On Wednesday, the students will focus on reading non-fiction and writing persuasive essays. On Thursday, academic vocabulary (non-fiction) will be the focus and students will use the on-line resource of Get a Clue as well as other already-purchased materials to enhance their listening, speaking, reading and writing vocabulary. The teacher will be meeting with the general education and special education teachers to determine the focused language vocabulary for the upcoming weeks so that it can be supplemented in the after-school program. Students will have a deeper understanding of the vocabulary and be able to participate fully in the classroom lessons throughout their school day.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

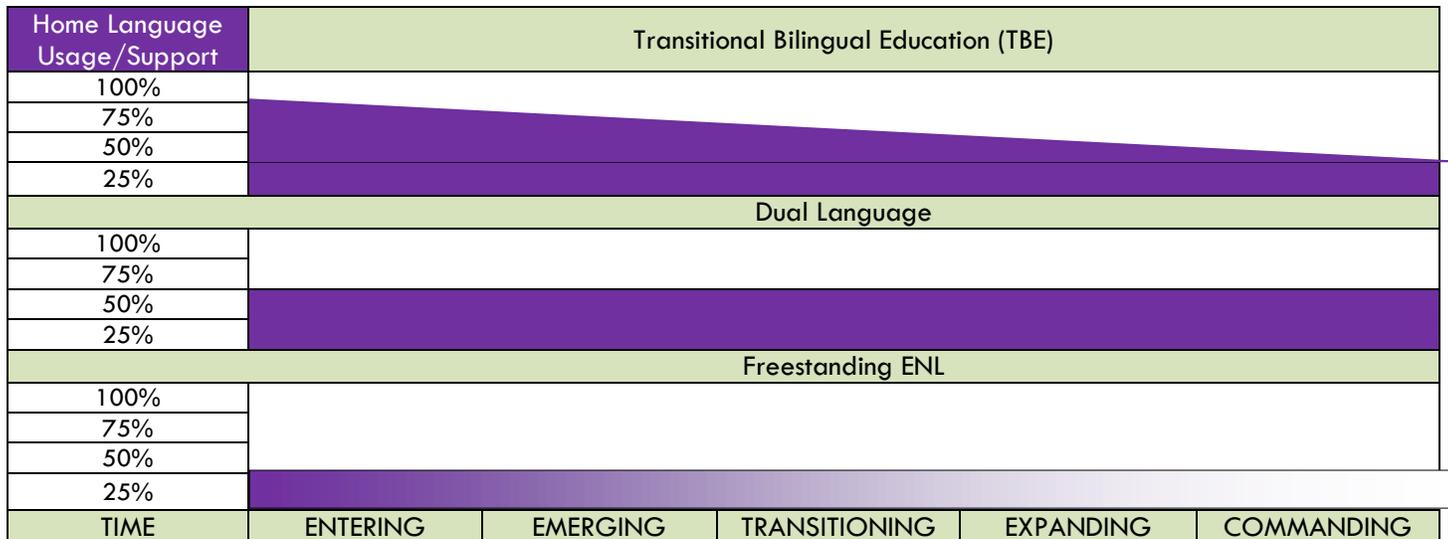


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We currently have an after-school program that focuses on Writing, reading, listening and speaking skills and assistance in the understanding of the language of mathematics and problem solving. We will be adding to our program an OrtonGillingham program for students with reading and writing deficiencies to address their understanding of the process of word attack skills and reading in the content area. The Mathematics program that we are currently using is Go Math Program. We have an after-school program four days a week in which students are able to attend to get assistance in the common core learning standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our program for our students has been highly effective. The general education students have made progress each year. The students in our special education program are largely intellectually disabled with significant cognitive delays. Many of these children are NYSAA students and do not take normal standardized tests. So when it comes to their performance of the NYSESLAT, progress is not clearly seen by looking at their scores. With these children, we look at their ability to have their needs met and to participate fully in our academic programs.
12. What new programs or improvements will be considered for the upcoming school year? The Words and Their Stories/Get-a-Clue program is a vocabulary based program in which students are assigned to a level to learn 10 new words each week. This program enhances the student's learning of the necessary vocabulary to understand complex text in their daily school activities. The data for our sixth graders is limited in that this is their first year using this program. The data shows that while they are in the sixth grade students with disabilities they are functioning significantly below their peers within our school population. We find that our ELL students enjoy working with these programs and have shown progress in their reading and writing skills based on these programs. Students move up on the lexile levels as the program sees individual student progress and moves them accordingly. Front Row and TenMarks for Math are computer based websites in which students can strengthen and develop their math skills by working on their functional levels of instruction. These programs are used to assess and develop targeted instruction for our students on the skills that they need assistance with based on their baseline assessments taken as part of these programs.
13. What programs/services for ELLs will be discontinued and why? We will not be discontinuing any of our programs this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All students are invited to participate in all school programs including our after-school programs.
- After School Programs
- Computer Assisted Program - Students meet one time weekly for a total of two hours to develop their literacy skills which focus on guided reading, independent reading, the writing process and exploration of the wonderful world of words. The students also use on-line learning through Achieve 3000 and Get a Clue Programs to develop their reading, writing, speaking and listening skills.
 - Mathematics Program – students meet one time weekly for a total of two hours to further their ability in mathematics with a focus on the key performance indicators and their problem solving abilities. A special focus is on the development of the language of mathematics and understanding the key vocabulary needed to solve real world problems.
 - High School Test Preparation – students are provided the opportunity to attend a program that focuses on the Specialized High School Exam that eighth grade students take in the fall. This program runs for three weeks in the spring for seventh graders and is followed up by a three week refresher course for the grade 8 students in the fall prior to the exam. Both components (verbal and math) of the exam are addressed by one two hour session each week.
- Our Academic Intervention Services mentioned above are well rounded and content specific in nature. All students are invited to participate in these programs. Parents are sent letters detailing the program and the possible impact it will have on their child's academic success, and attendance to these programs is monitored on a daily basis. Parents are kept informed regarding their child's progress. The teachers working in these programs are involved in the development and implementation of the skills to be addressed.
- We also have the following after school programs to address students' interest. They include: Drama, Debate, CHAMPS, Art,

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.

All classrooms are equipped with a smartboard that allows students to interact with their instructional programs in each of their content area classes.

FREESTANDING ENGLISH AS A NEW LANGUAGE (ENL)

Our ENL program for our self-contained special education students is a co-teaching and stand-alone program that addresses their individual educational needs. The students participate in five sessions of 45 minutes of co-teaching and five stand-alone ENL instruction during our six day cycle. For the remainder of their instructional time, they receive instruction using ENL methodology. During the course of their day, they are working with teachers who have received the necessary ENL training to work effectively with these children.

During the ENL session, the ENL teacher specialist works with the students and their paraprofessionals utilizing the materials listed below:

-Spelling Connections – Grades K/1 – This book focuses on phonemic awareness from the sounds of the letters to the thinking, spelling, reading and writing of the English language.

-Phonics Build Better Readers Activity Book – Grade K/1 – This book continues to develop the phonemic awareness of the students that strengthens their reading and comprehension abilities. The book series contains short stories that focus on the sounds that were introduced.

-Handwriting by Zaner-Bloser – These books focuses on the writing of the letters in the English language.

-Starfall.com Level I and II Reading and Writing Journal – This book assists the students in organizing their thoughts into the written word in a journal format.

-Sight Word Journal by Lakeshore – This is a workbook series that focuses on developing the sight word vocabulary for new readers of the English language.

We have added to our ENL program, the use of Brain Pop Computer program that provides a student centered program that focuses on themes throughout the year such as holiday exposure, different topics that may be used in their content area classes are explored through this program.

Achieve 3000/Teen Biz is a computer assisted program, that is being adopted for our students in our special education program that is used as a whole group activity in which students are introduced to a story and read it as a group. From this whole group activity, individual and or small group activities are developed to meet the needs of the students within each group.

Technology is used to support language in the classroom. Web-based programs, such as:

ESLgames.com is used to reinforce language ranging from basic identification labeling of objects to choosing the proper verb tense in a sentence.

Achieve3000 utilized speaking, listening, reading and writing in the following manner: Teacher exposed the students to the necessary vocabulary for the article that will be read and listened to later in the lesson. The students respond verbally to a thought provoking opinion poll where they must provide a justification for their response. They can read and/or listen to the article on their lexile level. While the students are reading, they are given an opportunity to highlight important details or facts on the hard copy of the story. They respond to multiple-choice questions through a discussion held in the class based on the article. The students are asked to share their ideas related to the story. Based on individual student ability, lesson responses can be obtained in different form to meet the students ability to communicate in verbal and written form.

BrainPop, Jr and BrainPop ESL are 2 web-based programs that expose the students to different various content areas and provide an entertaining and kid friendly way to learn new material.

Discovery Education is an internet based resource that teachers use to provide visual learning for their students in the different content areas. The students can view and listen to different videos on topics discussed in class. The teachers can also print out the script and it can be read and discussed in class.

Starfall.com is a web-based program that assists the students in building phonetic awareness and basic reading skills.

Achieve3000 utilized speaking, listening, reading and writing in the following manner: Teacher exposed the students to the necessary vocabulary for the article that will be read later in the lesson. The students respond to a thought provoking opinion poll where they must provide a justification for their response. They can read and/or listen to the article on their lexile level. While the students are reading, they are given an opportunity to highlight important details or facts within the story. They respond to multiple-choice questions that are based on the article. The students are then asked to write a response to a thought provoking question. The student responses are then available to the teacher to see the level of understanding each student has regarding the article. Progress is tracked and differentiation can be provided within the ELA and ENL class.

Words and Their Stories/Get a Clue - This is a internet based vocabulary program. Students receive an initial assessment to determine their baseline level of vocabulary knowledge. They are exposed to their appropriate grade level of vocabulary. This program utilizes different word recognition strategies including phonetics, prior knowledge, infer from context, complete analogies, complete sentence, word origins, synonyms, antonyms, understanding of multiple meanings, etc.

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

We currently do not have bilingual programs in our school, we do have students who receive the instructional support of bilingual paraprofessionals in our special education programs.

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

We provide the required time of ENL service for each proficiency level. Students who are in a commanding level receive 3 sessions of Integrated Co-teaching in the ELA class. Students who are at an Expanding level on the NYSESLAT receive 5 sessions of 45 minutes period during a six day cycle of Integrated Co-Teaching ENL services in the ELA classroom. Students who are transitioning have 3 co-teaching periods in ELA or other subject areas and 3 Stand alone periods of ENL services in a six day cycle. Students who are emerging will receive 3 sessions of 45 minutes of stand alone ENL program and 5 sessions of integrated co-teaching ELA/ENL instruction. Students who are on a beginning level will receive 5 sessions of integrated co-teaching in the ELA class and 5 sessions of ENL Stand alone instruction during a 6 day cycle.

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 students who are newcomers (0 to 3 years) are provided with as much support as needed in order to become familiar with our school via tours and a buddy system so that they have another student or adult to rely upon for class movement and how to get around the building. All students enter our building as new to our building. All students are given a tour of our school and they quickly learn where their classes are located and who their teachers are.

19. What language electives are offered to ELLs?

Spanish is our second language program for all students in our school.

20. For schools with dual language programs:

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

We do not have this program in our school.

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.)

We are a UFT Teacher Center school. Teachers are given flyers for different workshops that they can attend during school hours and after school. Teachers are encouraged to participate in on-going professional development to aide them in their instructional practices for all students groups within our school.

Teachers surveyed twice a year to ascertain the professional development needs of all teachers. The director of the UFT Teachers Center will provide on-going professional development workshops in high interest areas and teachers will be given an opportunity to take part in these workshops during the PD time that occurs weekly as part of their UFT contract.

Lead teachers are used to provide targeted professional deveopment for the teachers of the ELL students. Through the observations of our teachers, we can also suggest and provide the necessary professional development to aide the teachers in meeting the needs of students in our school.

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?

Our staff participates in two sessions weekly of collaborative teaching professional development activities designed and developed by our teaching staff. The teachers work to design professional activities that will strengthen and develop the language of our students in all content areas. They share student work samples and discuss how they can make changes to the assignment for maximum stuent participation.

The following programs and topics are provided to all teachers in our effort to develop and strengthen programs for all students:

- Rubric Evaluation – Teachers develop rubrics with their classes to evaluate student work. Rubrics are developed for writing assignments that are aligned to the state standards.
- Differentiation in the Subject Area Classroom – Teachers develop and implement instructional strategies to meet the needs of all the students in their classes. Teacher training and workshops examining differentiation in the classroom are provided to all staff members throughout the school year. Teachers meet in collorative teacher teams to focus on how differentiation can be incorporated into their classrooms throughout their daily lessons. We also examine the data available to see how we can group students for learning. We discuss with the general education teachers the modality report for the NYSESLAT exam and discuss ways in which we can provide meaningful instruction to develop the areas of language that are still considered to be deficient for our current ELLs.
- Teachers have developed two collaborative groupings that they are working with throughout this school year. Teachers are sharing their best practices during these weekly meetings. The focus of these groups are Curriculum Based and Inquiry Student Needs Based. The Curriculum Based groups are teachers working with teachers who teach the same subject matter and grade level. They work together to develop classroom activities that are Common Core Aligned, instructional units and review of student work samples to determine if the activity yielded the results they wanted from their students. The Inquiry Student Needs Based group meet as teachers who teach the same students. This group focuses on the specific needs of their students and develops activities around the needs of the students that they are focusing on for this inquiry work.
- Our Writing Intitiative – For the last several years, we have focused on student writing, specifically in the area of writing mechanics (e.g., capitalization, spelling, punctuation and usage). In addition, we are also focusing on the specific needs for our student population, which is primarily former ELL, to develop their vocabulary skills, and to further their understanding of figurative language. We have developed a school wide Writing Mechanics Rubric to help us evaluate students' work samples. We are unified in our efforts to improve the written and spoken English language of our current and former ELLs. Students who are newly proficient in English are considered for Inquiry follow up in English Language Arts. This also provides additional support for these students through the mandated and enrichment groups and the after school programs.
- Public Speaking Initiative – We have come to understand that our current and former ELL students who speak Chinese at home often do not volunteer to speak in class. We have begun to monitor student participation in class more systematically. We focus our efforts on the effective communication skills of our current and former ELLs by monitoring their ability to develop their oral speaking skills through this initiative.

All teachers are given the opportunity to participate in training that they feel will benefit themselves and their students. All teachers are working with ELLs have received the necessary training and are encouraged to attend any professional activity that will be of benefit to themselves and their students.

Professional development activities for the assistant principals include conferences held on the city-wide andborough level that

address our student population's unique needs. The conferences include ENL instructional content specific workshops, development of the LAP document, NYSESLAT administration and scoring training.

Professional development activities for the school secretaries include webcasts, meetings to address the changes in the Home Language Survey, the ELL identification process, etc.

Professional development for the Parent Coordinator includes meetings held by the Office of Student Enrollment and the Office of Parent Engagement to address the needs of the students and the parents of English Language Learners to assist them in their understanding of the programs and activities for their children within the NYC DOE.

The professional development that is given to the staff for those who teach the ELL and the former ELL includes school based programs that the teachers design and the administration supports to address the concerns and needs of our staff. At the beginning of each school year, each academy has a meeting in which the students who have recently reached proficiency are discussed. This meeting includes the test accommodations for these students as well as conversations with the past and future teachers to assist the students in a smooth transition from one grade to the next.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our staff meets weekly within their academies to discuss students and any concerns that they may have about a student. Each academy director or assistant principal meets with a PPT/SIT monthly to address any students who may be in need of further assistance. The first meetings generally focus on newly arrived sixth grade students who may be having adjustment issues.

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.

- Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

- This newly determined focused professional development will be addressed in our first meeting with staff so that we can continue to provide high quality professional development for our teaching staff.

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?

During our weekly parent communication sessions, we will work to meet with parents to discuss our goals for their child, discuss their scores on the NYSESLAT assessment, and our efforts to provide our teaching staff with the tools they need to provide quality educational experiences for all students.

Our community assistant as well as our bilingual staff will provide the translation needed for the parents to fully participate in these meetings.

The records of these weekly individual meeting will be kept on file in the ENL Coordinator's office. All agendas, meeting minutes and handouts given to the parents will be kept on file for review upon request.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are invited to attend all PTA meetings as well as to participate in meetings that will assist them in working more effectively with their children. Currently, we have offered such workshops on developing homework and study skills, and transitioning into the middle school to aid the parents in assisting their child in making a successful transition into our school. We communicate with parents by sending home monthly newsletters, flyers about upcoming meetings and events, weekly phone messages (in English and Chinese), and email notifications. All written communications are done in English and Chinese. These various modes of communication have been increasingly successful in getting the word out to our parents regarding upcoming events and special programs.

In addition to the four quarterly report cards, students will also be given five progress reports throughout the school year to inform parents of how their child is doing in each of his/her classes. Parents will also be able to go on line to EdLine to check on their child's progress and homework assignments. The teachers will update their students' information on a weekly basis. Homework assignments will be posted.

We still recognize the need for a Community Assistant who is fluent in Chinese, so that we may better bridge the gap between the school community and our Chinese speaking families. The Community Assistant has been a tremendous asset to our school community. She translates all written communications and records the weekly phone message that goes home. She attends all school events and enables our Chinese speaking families to more fully participate in our school.

For our Spanish, Russian, Arabic, French and Polish parents, we employ the use of our bilingual paraprofessionals to translate the necessary documents for our parents who require this service.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are part of a Neighborhood Improvement Association (NIA) program that provides after-school and parent support for all students and parents within our school. Parents participate in monthly PTA Meetings in which workshops are given to the parents on topics such as NYS testing program, Common Core Learning standards, SHSAT test preparation, HS Workshop on the process for HS admissions, etc.

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

Our PTA and Parent Coordinator together send out a survey requesting input from parents regarding suggestions for our upcoming monthly meetings. This year, in an effort to increase parent involvement, we have asked parents to supply us with their email address so that we can also send important communications home via the internet.

This year, we will survey the parents via a survey on EdLine in which the parents will be able to make suggestions on workshops that they would like to have during the school year.

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

We still recognize the need for a Community Assistant who is fluent in Chinese, so that we may better bridge the gap between the school community and our Chinese speaking families. The Community Assistant has been a tremendous asset to our school community. She translates all written communications and records the weekly phone message that goes home. She attends all school events and enables our Chinese speaking families to more fully participate in our school.

For our Spanish, Russian, Polish, Arabic, French Russian speaking parents, we employ the use of our bilingual paraprofessionals and teaching staff to translate the necessary documents for our parents who require this service.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: #INGEST ERROR!	
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)
Justin Berman	Principal		10/23/15
Mary Lane-Citlak	Assistant Principal		10/23/15
Carla Palumbo	Parent Coordinator		10/23/15
Lucy Lopez	ENL/Bilingual Teacher		10/23/15
Francis Elsayed	Parent		10/23/15
Scott Scheiner	Teacher/Subject Area		10/23/15
Lisa Forsyth	Teacher/Subject Area		10/23/15
Diane Zizak	Coach		10/23/15
	Coach		
Breena Kaplan-Ross	School Counselor		10/23/15
Karina Constantinos	Superintendent		10/23/15
	Borough Field Support Center Staff Member _____		
JoAnn Gasser	Other <u>Speech Provider</u>		10/23/15
Michele Lodespoto	Other <u>ENL/Spanish Teacher</u>		10/23/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K187** School Name: **Christa McAuliffe IS 187**
Superintendent: **Constantinos**

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.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

We use the Home Language listed in ATS so that we know what languages are used by our parents in the home. We also review the information located on the Blue Emergency contact card to update ATS information.

Each September, we send home a survey to our parents asking them to select the language that they wish to be contacted in. This information is recorded in our File Maker database and ATS will be updated as well.

Parents also can receive the EdLine information by changing the language to the language they are most comfortable with. This is for any documents that we type into the system. This program does not translate documents that are attached to the system.

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.

As per the RHLA report from ATS:

Our parents' preferred language for oral and written communication is Chinese = 844, Russian=72, Spanish=32, Arabic=24, Bengali=18, Urdu=5, Ukrainian=3, Polish=2, Albanian=2. We also have 1 parent for each of the following languages: French, Georgian, Hebrew, Hungarian, Korean, Macedonian, Serbo-Croatian, Turkish, Uzbek and Vietnamese.

We have found that Chinese is a largely requested language by our parents. A notice is sent home each September which asks parents to indicate their preferred language of communication. Parents are informed that we have a full time Community Assistant and Pupil Accounting Secretary who both speak Chinese. Our Parent Coordinator who attended the LAC training can assist parents in helping their child succeed in school. We will also send our school administrator to all necessary training. We have 3 Spanish, 1 Russian and 1 Polish speaking paraprofessionals who are able to translate important documents, speak to the parents and assist them in completing the necessary forms required by the school. We also have staff members who speak Chinese, Arabic, French and 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.)

We maintain a file of parent communications that we disseminate to our parents about our programs. We translate all documents into Chinese. This file contains the English and Chinese version of each document that has been sent home during the school year. If we require documents translated into another language, we ask a staff member or we will request the assistance of the Translation Unit at the DOE to aide us in obtaining the necessary translated version.

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.

During the summer months, parent meetings are held by the administrative staff with the aide of the community assistant and in-school staff to meet with parents of students with IEPs . These meetings are held in an effort to eliminate anxiety for the students and parents in their transition from elementary school to middle school. The IEP is reviewed and any questions are answered about the program that their child will be attending. We discuss class programs, ENL mandates, mainstreaming, related services, health concerns, test modifications, transportation and promotional criteria for the upcoming school year. We do a mini-tour of the school to address specific student and parent needs.

The following meetings are held with the aide of our in-school staff and community assistant to translator for our parents:

Meet the Teacher Night 9/16/15*

Parent Teacher Conferences 11/17/15** anf 3/17/16**

End of Year Conferences 5/11/16*

* At these conferences, students will perform community service by assisting parents at the meetings to understand the what the teacher is saying about the program that their child will be part of during this

school year.

** At these individual PT Conferences, parents can request that their child accompany them to the conferences to translate for them the information that the parents are receiving from the teachers at these meetings.

Due to the UFT conference, we schedule the vast majority of the informal interactions with parents and teacher teams during the Thursday Parent Communication Sessions throughout the school year. We schedule these meetings with the assistance of our in-school staff to act as translators for these parent meetings.

IEP meetings are also an opportunity in which translation is sometimes required. We make every attempt to have a translator present to aide the parent in their understanding of the various components of the IEP and the process. We will at times ask the assistance of the translation unit to bridge that gap for us while the meeting is taking place.

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.

If we do not have a staff member who can assist us with the translation of a document, we will request the assistance of the Translation Unit to translate the document for us. If we receive a note from a parent, we will enlist the aide of in-school staff as well as translation unit to translate the letter for us so that we can aide the parent.

We have also used an outside vendor to come to the school to translate for a parent who was interested in our special education program so that they could fully understand the scope of our specialized programs for students with intellectual disabilities.

When the translation unit cannot be reached to perform the necessary translation, we will attach a document a form that explains how they can get the interpretation of this document for free.

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

We use the translation unit both over the phone and via email to assit with the translation of parents notes and to answer parent questions when the staff is not available to do so.

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.)

During the October faculty conference, we will discuss the use of over the phone translation as well as enlisting the aide of our staff to meet the translation needs of our parents. We will share the language brochure with the staff as well as explain the translation capacity of the EdLine program.

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

At the beginning of the school year, we will distribute the Parents' Bill of Rights and the Parents' Guide to Language Access. We have posted the Welcome Poster at the security desk as well as in the main office. The Language ID Guide is also posted in the main office and security desk for use with visitors to our school.

The school safety plan will contain the necessary procedures for ensuring that parents in need of language access services are not prevented from reaching the main office for assistance. These documents are also posted in Chinese for the parents of our students.

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 the school year, we will survey the parents via the EdLine system to ascertain the quality of our communication systems via the preferred language of our parents.