

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **21K281**

School Name: **I.S. 281 JOSEPH B CAVALLARO**

Principal: **MARIA BENDER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Joseph B. Cavallaro I.S. 281 School Number (DBN): 21K281
Grades Served: 6-8
School Address: 8787 24th Avenue, Brooklyn, N.Y. 11214
Phone Number: 718-996-6706 Fax: 718-996-4186
School Contact Person: Maria Delfini Email Address: mdelfin@schools.nyc.gov
Principal: Maria Bender
UFT Chapter Leader: Theresa Cardazone
Parents' Association President: Lisa Addeo
SLT Chairperson: Hadiya Boyd
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Theresa Petito
Student Representative(s):

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue , Brooklyn, N.Y.
Superintendent's Email Address: ldimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, N.Y.
Director's Email Address: cwatsonharris@gmail.com
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)
Maria Bender	*Principal or Designee	
Theresa Cardazone	*UFT Chapter Leader or Designee	
Lisa Addeo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Theresa Petito	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Dildora Soltimova	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>	
Anastasio Pollari	CBO Representative, if applicable	
Antony Solino	Member/Teacher	
Jacquelyn Weiderhold	Member/Teacher	
Melissa Olshow	Member/Teacher/	
Hadiya Boyd	Member/Teacher	
Wilson Galindo	Member/Parent	
Teresa Petito	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria Kravets	Member/Parent	
Ilirjana Marku	Member/Parent	
	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.

Joseph B. Cavallaro IS 281, is a large diverse, urban middle school in Bensonhurst, NY. As the magnet school for Science Technology Engineering Arts and Math (STEAM), it is our mission to provide every child with the support to grow intellectually, physically, socially and emotionally. In an advanced, inquiry based learning environment, we will strive as leaders for the 21st century for both technology and the arts. It is our vision to help guide students in the development of their character and academic potential so they can become teachers, leaders and dreamers. We provide rigorous, challenging and content-rich educational programs so that when students leave I.S. 281, they are prepared for college and career. Staff, parents and students effectively, communicate, collaborate and support our high academic and behavioral standards.

As a school community, our greatest strength reflecting the Framework for Great Schools is in the element of Collaborative Teachers. On our last Quality Review, we received a rating of Well Developed on indicator 4.2 (Teacher Teams and leadership development). We are committed to instilling the importance of education, lifelong learning, and college and career readiness. We recognize the importance of collaboration among teachers, parents, students and members of the community to support a positive learning environment. To further enhance collaboration between staff members, we have continued to implement and refine Teacher Team Common planning. Teams meet during the week, inclusive of Mondays professional learning time. We are also entering our third year as part of a grant through the Teacher Incentive Fund. We have 2 Peer Instructional Coaches and 5 Demonstration Teachers. We have diversified our team to include one teacher from each content area. Next year, we expect to add a teacher of students with disabilities Teachers are encouraged to visit the classrooms of our lead teachers to view best practices, as well as, specific pedagogical strategies that support effective and highly effective teaching. Teachers explain that "they feel supported, are listened to and enjoy the many opportunities to collaborate and share with colleagues."

An area of focus reflecting the Framework for Great Schools is in the element of Rigorous Instruction. Based on our last Quality Review falls in indicator 2.2 (Assessment), where we received a rating of Developing. It is evident that our teachers use exit slips, formative and summative assessments, and student checklists to assess student work and drive instruction. However, our school as a whole does not consistently and deeply disaggregate and analyze data to uncover vertical trends and gaps in standard alignment necessary to make adjustments to affect school-wide practice. Therefore, there is limited information to evaluate curricula and the impact of teaching on student performance.

We have an active student government organization comprised of an executive board that meets monthly with the principal. In addition, representatives from each class meet by grade with their Grade advisors. Student Government held its annual campaigning and election cycle and its executive board members have been elected for the upcoming school year. The executive board creates our theme days, meets with administration and their peers, and heads our community service drives while building ties with the community. To encourage a philanthropic outlook, students participate in Penny Harvest, Pennies for Patients, Autism Speaks, and collection of food for a local food pantry.

At I.S. 281 there is an expectation that teachers communicate regularly with parents and/or guardians. Regular communication with parents includes a school website, Skedula, which is an online system that parents can have full access to their child's academic progress including daily homework assignment, upcoming exams/projects, open communication with teachers and continuous monitoring of their child's grade. In addition parents receive quarterly, progress reports, weekly phone calls from the Principal using our One Call Now messaging system, emails and report cards. This provides parents with a clear understanding of expectations and student progress.

At I.S. 281 there is a shared expectation among students, teachers, and parents that students demonstrate personal behaviors conducive to success including respect, perseverance, determination, honesty, and integrity.

21K281 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1162	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	24	# SETSS	N/A	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	12	# Drama	N/A
# Foreign Language	8	# Dance	6	# CTE	N/A
School Composition (2013-14)					
% Title I Population	70.8%	% Attendance Rate			93.1%
% Free Lunch	71.7%	% Reduced Lunch			10.2%
% Limited English Proficient	16.3%	% Students with Disabilities			17.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			7.2%
% Hispanic or Latino	22.3%	% Asian or Native Hawaiian/Pacific Islander			38.1%
% White	31.9%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			22.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			7.33
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	28.3%	Mathematics Performance at levels 3 & 4			42.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			59.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Every year we take a close look at our hard and soft data. We are pleased with our overall results in Math this year. Portfolios, projects, tasks, quarterlies, class grades and state tests all resulted in substantial gains. Our results in ELA this year has shown that our ELLs and ICT students are not meeting promotional criteria and therefore will be two subgroups that we will need to address in the 2015-16 school year.

This year, the administration decided that each teacher would be observed by each of the four administrators. Feedback on each observation was shared among the administrative team during weekly cabinet meetings and via email. Upon examination of our end of the year data from Advance provided by our Talent Coach, component 1e showed the following:

1e (P&P) showed 75% of teachers at the Effective and Highly Effective Level

1e (Obs) showed 65% of teachers at the Effective and Highly Effective Level

This was the lowest rated domain of Effective and Highly Effective teacher. As a result, we established an Instructional Focus for the 2015-16 School Year which states, “Students will be provided with classroom instruction that will have a direct effect on increased academic vocabulary, student engagement, and differentiation for all students evidenced by formative and summative assessment as teachers further develop their practice in design coherent instruction.”

Our Framework for Great Schools Report shows the following:

- Shifts in Math is an area that requires growth;
- The need for the development of sustained and coherently focused professional development which includes enough time to think carefully about, try and evaluate new ideas, as well as, opportunities to work productively with colleagues and those from other schools;
- The need to design appropriate instruction that is leveled and matched to ELL proficiency levels and Students with Disabilities.
- The need to develop appropriate Individualized Educational Plans for our Students with Disabilities.

Results from our 2014-15 Quality Review shows that we are developing in QR2.2 in how well the school assesses what students are learning. Results from our MS Quality Snapshot shows that we are closing the achievement gap on the State ELA and Math Exams compared to other students who scored at the same level last year for English Language Learners and Students with Disabilities as evidenced with a “good” rating.

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 will work on designing data-driven instruction, to engage students in thinking and reasoning acquiring a deep understanding of complex concepts, as evidenced by 80% of all students meeting individual learning targets on the 2015-16 NYS ELA and Math examinations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional program, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> • A learning target of a .3 increase in their performance rating will be established for each student scoring at a Performance Level below standards on the 2014-15 NYS ELA and Math examinations. • A learning target of a .2 increase in their performance rating will be established for each student scoring at a Performance Level at or above standards on the 2014-15 NYS ELA and Math examinations. <p>• The Instructional Focus (see above) for the school this year will be displayed in all classrooms and administrative offices . This will be supported by observing teachers and providing support to the teachers in need.</p> <p>• ELA and content area teachers will participate in vocabulary professional learning groups during the Monday professional development session. Goals include increasing comprehension of academic vocabulary across content areas, including the application of academic vocabulary and improving student comprehension and writing.</p> <p>• Professional learning will be provided during Monday afternoons focusing on collecting, analyzing and utilizing data trends to inform classroom activities and the</p>	<p>All teachers ELA, Math, Sci, and S.S teachers</p> <p>Teacher Teams</p> <p>Teacher Teams</p> <p>Teacher Teams, Administration</p> <p>Teachers not effective</p>	<p>Ongoing through the 2015-16 school year.</p> <p>Ongoing through the 2015-16 school year</p> <p>Ongoing through the 2015-16 school year</p> <p>Teacher teams will develop and administer assessments in Oct, Jan, March, May</p> <p>Oct. 2015-June 2016</p> <p>October 2015-June 2016</p>	<p>Administration, Peer Instructional Coaches, Demonstration Teachers, Teacher Teams</p> <p>Administration, All Teachers</p> <p>Administration, All Teachers</p> <p>Administration, All Teachers</p> <p>Principal, All Teachers</p> <p>Administration, Teachers not effective</p>

<p>development of common assessments to address grade-wide areas of critical need.</p> <ul style="list-style-type: none"> • To support trust and collaboration, teacher teams will develop common baseline/diagnostics, quarterlies aligned to the Measures of Student Learning (MOSL) assessments in each of the content areas. Resulting student work will be assessed utilizing the appropriate MOSL rubric. Scaffolds for English Language Learners and students with disabilities in the form of glossaries, sentence starters, and other support documents will be implemented. Data from these assessments will be analyzed to plan next steps for instruction. • The school principal will analyze trends and provide feedback on teacher team professional collaboration sheets which contain evidence of each team’s work in the form of minutes from their meetings, reflections and next steps. • Logs of support will be used for teachers not making significant growth. Mid- year conversations will take place to determine progress on meeting goals. All teachers will receive timely verbal and written feedback on next steps. 			
<p>Strategies to address the needs of students with disabilities, English Language Learners, and other high-need students subgroups:</p> <ul style="list-style-type: none"> • Teachers will utilize Skedula to identify underperforming students, ELLs and SWDs, assigning intervention strategies, including one-to-one tutoring, small group tutoring, peer tutoring, ELL small group tutoring, HW help and small group tutoring for students with disabilities • While engaged in analyzing data trends, teachers will brainstorm and implement scaffolds and supporting documents for student subgroups. Lesson modifications will be made to ensure equal access for all learners. • MOSL assignments and associated lessons will include support documents for diverse learners, including glossaries and sentence frames. • Data will also reflect student subgroups, including ELL status and IEP modifications for students with disabilities 	<p>All Teachers teachers of ELLS and SWDs</p> <p>Teachers of ELLS and SWDs</p> <p>ELA Teachers of ELLs and SWDs</p> <p>Teachers of ELLS and SWDs</p> <p>Teachers of ELLS and SWDs</p>	<p>Ongoing throughout the 2015-16 school year</p> <p>Ongoing throughout the 2015-16 school year</p> <p>Ongoing throughout the 2015-16 school year</p> <p>Ongoing throughout the 2015-16 school year</p>	<p>Administration, All Teachers</p> <p>All Teachers, Administration</p> <p>All Teachers, Administration</p> <p>All Teachers, Administration</p> <p>All Teachers, Administration</p> <p>All Teachers, Administration</p>

<ul style="list-style-type: none"> ● To develop trust between students, they will also participate in peer reviews, peer assessments and peer editing. ● Our ELLs will continue to use Achieve 3000 where students go online 2-3 times a week. The online program rigorously prepares our students for state assessments with close, text evidence based questions, higher order thinking and open ended response questions combined with authentic text passages ● ELLS and Students with Disabilities will be programmed to receive RTI (Response to Intervention classes in their individual programs receiving extra support in either ELA or Math. 			
<p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home:</p> <ul style="list-style-type: none"> ● For progressive monitoring, we distribute progress reports from Skedula every quarter to parents/guardians ● Parents receive a grade syllabi for the entire year in all of their classes during our Parent Meet and Greet in October. ● Tuesday afternoons, during Parent Engagement, teachers will conduct parent workshops on topics selected by parents from a parent survey. ● Parents utilize our online grading system, Skedula, to view daily homework assignments, projects, tests/quizzes, rubrics to monitor their child’s academic progress. ● Our Parent Coordinator distributes pamphlets on various topics to parents/guardians during Open School times 	<p>All Teachers</p> <p>All Teachers</p> <p>All Teachers, Guidance, Administration</p>	<p>Four times a year</p> <p>Oct. 2015</p> <p>Tuesday afternoons</p> <p>Ongoing during the 2015-16 school year</p> <p>Ongoing during the 2015-16 school year</p> <p>Oct., November, March,</p>	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, C4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for before school, after-school and Saturday programs. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.</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	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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"> • By October 2015, all teachers will have had the opportunity to meet with the Principal and discuss annual goals. Administration will meet weekly to debrief the past week’s observations and feedback that was given • Score Tracker from Advance will be used to review teacher growth after each cycle- November, Dec, February, and March. Administrators will assess the current percentage of teachers rated effective and highly effecting in Component 1e: Designing Coherent Instruction of Danielson’s Framework for Teaching. • By June 2016, all teachers will have the opportunity to have an end of the year conference geared towards determining the success of meeting their goals. • Student portfolios will be reviewed on a rotating basis in order to determine progress. • Review of different progress reports from Achieve 3000 will show whether students are making progress in their Lexile levels • Google Doc observation chart will be utilized by the administration to track weekly observations. • Administration will meet weekly to debrief the past week’s observations and feedback that was given. • Advance teachers rating data for the 2013-14 and 2014-15 school year will be compared to rating data for the upcoming 2015-16 to see if there are any improvements in Component 1e. • Students are assessed on an ongoing basis through iReady ELA and Math online program to monitor progress.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Across our school community we have worked to enhance collaboration between teachers. We have adjusted our school program to provide parallel programming in ELA and Math, providing teachers of the same subject and grade level with common planning periods through the school day. Over the past year, we have worked to refine the work of our teacher teams with the help of our TIF Team, consisting of Peer Instructional Coaches and Demonstration Teachers. The TIF Team helps to work with teachers on enhancing their classroom instruction. Administration provides feedback to teams of teacher on an ongoing basis and visits team meetings. This year each teacher was observed by each of the 3 Assistant Principals and the Principal. During the end of the year conferences with the school principal, teachers expressed their appreciation in having the opportunity to be observed by four different administrators. They explained that it gave them four different perspectives on their instructional practice. Therefore, our greatest strength relative to creating a supportive environment is the level of collaboration and communication among staff members. We have also implemented programs to ensure that students feel safe and supported, including Respect for All Week, strong student government, special assemblies, and our upcoming Career Day for the 2015-16 school year

We implemented a STEAM talent that included the addition of a Math Talent along with the Science and Technology in the hopes of generating more interest into the math and science career fields. Our Math Talent students were honored this year by the ASME Corporation, as being the top school in the city to complete their engineering challenge. As part of our Circular 6 options, we have added advisory/conflict resolution, enabling our students to build skills such as effective decision making, creating goals and action plans, and resolving conflicts. This was a direct result of the following questions answered by the student group on the Learning Environment Survey where:

- Only 71% say that most adults at my school that I see every day know my name or who I am;
- Only 77% help keep me on track for college or career;
- Only 51% treat each other with respect.

We will also invite our teachers assigned to the cafeteria to sponsor clubs during their professional assignment, for example: art club for school beautification, publishing club to work on an online magazine, etc.

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, our Learning Environment Survey will improve by 4% in the area of school culture as comparable to citywide satisfaction average for all middle schools, resulting in a yearly attendance rating of 95% for the 2015-16 school year.

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>Research based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> • Professional Development will consist of interpreting the Capacity Framework and what role the Learning Environment Survey and the Quality Review plays on the culture of our school. • Teachers will be provided with professional development on how to write a behavioral intervention plan. • Talent Department will work on showcases that will demonstrate student development in the arts. The showcases will include dance, instrumental music, vocal music and visual arts. This will be an evening event so that parents can attend. • Parent Coordinator will register parents/guardians for PupilPath accounts and the new DOE Schools Account for student data, so they can monitor their child’s progress in all of their classes and receive attendance and state assessment data. • IS 281 will continue its relationship with the CBO, Neighborhood Improvement Association, to offer students academic supports and a variety of activities after school. The program will take place 5 days a week until 5:15 p.m. Students will be 	<p>All Teachers, Paraprofessionals</p> <p>All Teachers, especially those who service SWDs</p> <p>Talent Teachers</p> <p>Parent Coordinator</p> <p>NIA Program Coordinator, NIA staff</p> <p>Phys. Education Teachers</p>	<p>Scheduled for September 2015</p> <p>Scheduled for Oct 2015</p> <p>Winter 2015 and Spring 2016</p> <p>Fall and Winter P/T Conference, and ongoing from Sept. 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>All Teachers and Administration</p> <p>Administration, Talent Teachers</p> <p>Administration</p> <p>Administration, NIA Director</p> <p>Administration</p>

<p>offered activities such as robotics, theatre, sports, arts, sewing, Mighty Milers, etc.</p> <ul style="list-style-type: none"> ● To promote a healthy body and healthy mind, an ongoing, early bird fitness program will allow students to come to school early to participate in physical fitness activities before school. ● 			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> ● Participation in Urban Arts- This is part of the Arts for ELLs Students and Students with Disabilities that funds arts partnerships serving a diverse group of student participants, where they have the opportunity to participate in a unique program that provides arts education. The Story Studio is part of Urban Arts Partnerships, which is a rigorous arts and ELL program for middle school students who are recent immigrants or are just learning English. The program uses drawing, painting, collage, storyboarding and simple acting techniques, combined with structured reading, writing and vocabulary activities to advance students proficiency and fluency in English. The program culminates with Story Giants Storytelling Festival. ● Participation in Marquis Studios- This is another Arts for ELLs and SWDs program which allows an artist in residence to come into our school to work on sculpture and origami with our students and teachers. This culminates with a showcase of the artwork. This program also partners us with the elementary school down the block, P.S. 101 who are invited to the showcase and in exchange our school is invited to their showcase. ● Title III Saturday ESL Academy- We are provided with Title III funding during the school year to conduct a Saturday ELL Academy that works with entering, emerging and transitioning students to receive instruction in preparing for the NYSESLAT exam. ● Wilson Training- two teachers have been attending professional development on the Wilson Program which provides RTI to our students in reading. 	<p>ELLs, SWD, teachers of ELLs and SWDs</p> <p>ELLs, SWD, ESL Teachers</p> <p>ELLs, SWD, ESL Teachers</p> <p>Wilson Trained Teachers, SWD that are 3 years below grade level</p>	<p>January – June 2016</p> <p>October 2015-May 2016</p> <p>October 2015-May 2016</p> <p>October 2015-June 2016</p>	<p>Urban Arts Director, Assistant Principal, teachers of ELLs and SWDs</p> <p>Marquis Studios Director, Assistant Principal supervising ESL, teachers of ELLs and SWDs Assistant Principal supervising ELL, ELL Teachers</p> <p>Assistant Principal supervising ESL, ESL Teachers</p> <p>Administration, Wilson Teachers</p>

<p>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home:</p> <ul style="list-style-type: none"> ● Student of the Month- During each of our monthly PTA Meetings, we celebrate our students accomplishments in each content area, the arts, leadership and school spirit. ● Heritage Showcase in the main lobby- We polled our students to determine which countries they originated from and flags of each of these countries along with special items permanently displayed in our showcase in the main lobby. ● International Week- for one week, students celebrate their ethnicity through music, food, clothing, etc. ● Respect for All Week with activities- Among the many activities, is our Respect for All Tree which is displayed in the main lobby revealing the many acts of kindness that our students have performed. ● Arista- We are part of the National Honor Society and each year we induct our students, in a ceremony, who have met the qualifications. ● Lunch with the Principal themed days- Throughout the year, the Principal selects ten students from each grade, then has lunch and arts and craft activities in her office. ● Student Government- Each class has a student representative which meets monthly with their grade advisors. They present ideas for events like Class Theme Day and present them to the Student Government Executive Board who then meets with the principal on a monthly basis. ● Our school website, updates parents about important instructional information, school wide and community events. ● Bridg-It School- As part of a Bridg-It School, we will be able to utilize this online service that has developed a comprehensive report, review and resolve system to address school/community conflict, which results in more positive and safer communications between staff, parents and students. This will allow our school to utilize the 	<p>Whole School Community</p> <p>Whole School Community</p> <p>Whole School Community</p> <p>Students meeting Arista criteria</p> <p>Select students</p> <p>Students elected as representatives</p> <p>Teachers, Administrators</p> <p>All teachers, administrators, parents, and students</p>	<p>September 2015- June 2016</p> <p>Sept. 2015-June 2016</p> <p>One week</p> <p>May 2016</p> <p>Monthly during the 2015-16 school year</p> <p>Monthly during the 2015-16 school year</p> <p>Ongoing during the 2015-16 school year</p> <p>Ongoing during the 2015-16 school year</p>	<p>Parent coordinator, teachers, administrators, PTA</p> <p>Deans, Guidance, Administrators,</p>
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tools needed to build more positive learning communities.			

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.											
Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, C4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for before school, after-school and Saturday programs. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.											
Attendance Logs from participation in the NIA Afterschool program Attendance Logs from participation in the Title III Saturday Academy Reports from Achieve 3000 and the ELL Periodic Assessments will show whether students are making progress Number of parents setting up accounts on Pupil Path and on the new DOE family data online repository\ Surveys from Urban Arts and Marquis Studios											
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.

The following is a three year statistical analysis of the results of the NYS ELA and Math Examinations:

In ELA, there has been an increase in the percentage of all students scoring in Performance Levels 3&4 from 27.8% in 2012-13, 29.1% in 2013-14, to 37.4% in 2014-15. This reflects an increase of 8.3%.

In Math, there has been an increase in the percentage of all students scoring in Performance Levels 3 &4 from 36.5% in 2012-13, 36.4% in 2013-15 to 48.6% in 2014-15. This reflects an increase of 12.2%.

However, when looking closely at our performance data, only approximately one third of our students are meeting or exceeding in ELA and a little less than half are meeting or exceeding standards in Math. To fully serve our students and ensure they are prepared for the rigors of high school and beyond, this is the area which needs our attention in the coming school year.

When looking at the subgroups who scored at a Level 1, our SWDs and ELLs have been making progress each school year, however the results of the 2014-15 NYS ELA exam shows that 49.3% of our SWD population and 65.9% of our ESL population are below grade level. The 2014-15 Math Exam results shows that 51.0% of our SWD population and 32.0% of our ESL population are scoring at Performance Level 1.

Part 2 – Annual Goal

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

By June 2016, all teacher teams will become proficient in analyzing reading and math data at the classroom and school level to surface patterns and trends in order to strengthen the instructional core, as evidenced by increased individual student Lexile levels of 25-50 points in using the online iReady diagnostic assessments.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Students are given a baseline, benchmark and end of the year assessments in ELA and Math using the iReady online. The baseline data will be used to determine students' reading levels and math levels. Data is shared with data teams and is additionally used to determine targeted student groupings.	Grades 6-8 Teachers	Fall 2015-Spring 2016	Grades 6-8 teachers, Administration
Tier 2 (Small Group) instruction is conducted during the school day. Using student assessment data, these groups will provide additional support to students in Math and ELA.	At risk students in grades 6-8	Throughout the school year	RTI teachers for grades 6-8, Administration
Grade level teacher teams will meet and use the time to analyze student data from iReady, looking for trends and patterns, as well as using the data to plan units and adapt units to meet student needs	Grades 6-8 teachers	Throughout the school year	Grades 6-8 teachers, principal
<p>ELL students are supported by push in and pull out services provided by the ESL teacher who will utilize data from iReady to drive instruction. The ESL students follow the grade appropriate CCLS aligned curriculum.</p> <p>SWDs are serviced either in ICT classrooms or with SETSS services and their teachers are responsible for utilizing the iReady data to improve and modify lessons with the general education teachers to improve instruction.</p>	Grades 6-8 ELLs	Throughout the school year	ESL and special education teachers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, C4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for before school, after-school and Saturday programs. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By February 2016, the students will show an increase in Lexile Levels of 12-25 points from their baseline ELA and Math diagnostics exams to their mid year benchmark ELA and Math exams on iReady.

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.
N/A

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		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 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.

According to our most recent School Survey Report, parents demonstrated satisfaction above 90% for each of the three main categories: Instructional Core, Systems for Improvement and School Culture. Above 90% (97%) of parents who responded also indicated that they are satisfied with the quality of their child’s education and their satisfaction when they contact the school.

Our strengths relative to building and maintaining strong family- community ties includes our ability to build partnerships with families and communities. We partner with the following CBOs “Neighborhood Improvement Association” for our after-school program, and Urban Arts and Marquis Studios for our artist in residence programs for our ELLs and SWDs. We fundraise for the New Utrecht Food Pantry, Leukemia and Lymphoma Society, Autism Speaks, Alex’s Lemonade Stand, Pediatric Cancer, and Walter Reid Hospital through the Rolling Thunder Organization. PTA meetings with focus on a new Student of the Month for each meeting. Additionally funds will be used in order to promote English proficiency for parents. Parents’ survey results showed that they want an opportunity to learn English. It is our goal to promote more understanding of what is taught at school to parents and how it impacts their children. As a result, we hope to increase attendance at our parent engagement opportunities.

While speaking with parents throughout the year about PupilPath, our online grading system, they have expressed their satisfaction with their ability to view student grades and current averages for all courses throughout the marking period, not just at report card time and when progress reports are distributed to parents. Parents are able to monitor that students work has been submitted and communicated with each of their child’s teachers when concerns arise. Regular communication with parents via our school website, PupilPath, One Call Now phone messaging system, and report cards were cited as an effective use of these systems of communication in our most recent Quality Review. At I.S. 281, there is an expectation that teachers communicate regularly with parents/guardians. We encourage feedback from parents and community. However, trends in our parent subgroup of the Learning Environment Survey indicated the following:

- 38% of parents completed the Learning Environment Survey
- 40% have been invited to an event at their child’s school
- 45% have never attended PTA meetings
- 56% have attended PTA conferences (1-2 times)
- Parents are satisfied in the following categories: 97% Instructional Core, 96% Systems of Improvement and 92% School Culture.

Part 2 – Annual Goal

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

By June 2016, there will be an increase in parent engagement and student academic accountability resulting in positive home-school relationships, as evidenced by 75% of parents and students utilizing the online Skedula/Pupilpath Grading System.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional program, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> • Parents will routinely be invited to share their expertise and culture within their child’s classroom via publishing parties, workshops and career day. These events will be announced via email, our One Call Now System, and a backpacked hard copy as well. Sponsored events will have simultaneous translation opportunities. • To address trust, curriculum and instructional resources will be shared with parents during workshops along with strategies to support learning at home. 	<p>Parents, students, staff</p>	<p>Oct-2015-June 2016</p> <p>During Parent Engagement Tuesdays</p>	<p>Parent coordinator, teachers, administration</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> • To support trust and collaboration, ESL teachers will model best practices for content area teachers • Supporting documents and other scaffolds will be created and implemented to support ELLs and SWDs • Accountable talk stems and discussion frames will be utilized as scaffolds in all content areas to embed our Instruction focus throughout the school community. These will be identified by our TIF Team 	<p>Whole school community</p>	<p>January 2015-June 2015</p>	<p>PTA, parent coordinator, administration</p>

<p>and shared during professional learning and teacher team meetings.</p> <ul style="list-style-type: none"> • Teachers will utilize parent engagement time on Tuesdays to meet with ELL and SWD parents with teachers and paraprofessionals serving as translators to address parents on positive aspects of student work habits and areas for improvement. • Parent engagement time on Tuesdays will also be utilized to provide ESL Parents with basic English skills and work with Rosetta Stone software to learn English as ESL teachers act as facilitators of these parent workshops. 			
<p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes:</p> <ul style="list-style-type: none"> • Staff members will participate in parent engagement opportunities by sponsoring workshops designed to help parents engage academically with their children. Some of the workshops will include: Building Academic Vocabulary, Learning to Read the IEP, Anti/ Cyber Bullying Workshop, High School Night, Coffee and Cake with the Principal, Computer Literacy Workshops, Nutrition, Education in the Arts, etc. • Our PTA will sponsor movies throughout the school year allowing us to have several movie nights where families can have dinner and a movie and become closer to the parents in the community. Additional school wide events include the school carnival, Talent Showcases which highlight our various talents and the Spring Gala. • The Talent department will work on showcases that demonstrate student development in the arts. The showcases will include dance, music, visual arts and vocal. The showcase will be an evening event so that parents may attend. • Parents and Guardians will be provided with access to computer labs during parent conferences to set up their PupilPath accounts. Staff will offer instruction on how to utilize the system. • Parent Coordinator organizes workshops for parents to maintain a strong link between parents and the school and to build trust amongst all stakeholders. 	<p>Audience changes based on workshop agenda</p> <p>Whole school community</p> <p>Talent Teachers, remaining teachers will either support or assist talent department during performances, parents, administration</p> <p>Parents and Guardians</p>	<p>October 2015-June 2016</p> <p>October 2015-June 2016</p> <p>October 2015-June 2016</p> <p>During all P/T Conferences</p> <p>Ongoing throughout the 2015-16 school year</p>	<p>Parent coordinator, administration, teachers</p> <p>PTA, parent coordinator, administration, teachers</p> <p>Administration, Teachers</p> <p>Parent coordinator, School Leadership Team, Administration</p>

• Teachers will utilize Tuesday afternoons to contact parents and provide positive feedback and/or discuss areas to be addressed.			

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.											
<p>Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, C4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for before school, after-school and Saturday programs. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.</p> <p>DYCD funding will allow for the afterschool program, NIA to be funded.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.											
<ul style="list-style-type: none"> • Track attendance at each meeting to determine progress of increased participation. • A review of OORS reports will be used as a gauge for success with reduced incidents during lunch time, after school and during class time. • Student participation in activities and afterschool programs (enrollment numbers) will give us an indication of success • Utilization of the new Learning Environment Survey to compare with the previous year to see if there are any changes in parent data • Parent Coordinator will serve as a link between school and home, inviting parents to workshops and providing information about how to set up accounts to have access to their child’s grades and state exams scores. • The school programmer will maintain a log of parents who have not yet set up their PupilPath accounts • School access to Skedula/PupilPath, an online gradebook, communication and assessment systems. 											
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)	Students are identified based on their performance level on the previous year's state assessment, growth percentiles, classroom grades, and teacher recommendation.	These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these tutoring classes. Students of all performance levels can be identified for remediation services. The following area plethora of resources and materials that are used: NYS CCLS Ready, NYS Workout, NYS Countdown Coach, past ELA state exams, rubrics, predictive exams, benchmark exams, diagnostic exams, essay writing, reading fictional selections, nonfiction text, newspapers, historical fiction novels , Writing Matters, Achieve 3000 and iReady web based programs	Small group pull out program, small group instruction, peer tutoring program, Saturday School	During the school day, after-school program, Saturday program

		designed to increase math and literacy skills, Wilson decoding/reading, encoding/spelling and reading comprehension program, and utilizing the internet		
Mathematics	Students are identified based on their performance level on the previous year's state assessment, growth percentiles, classroom grades, and teacher recommendation.	These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based on data analysis and needs assessments, teachers recommend students for these small group classes. Students of all performance levels can be identified for an AIS or tutoring class. The following are a plethora of resources and materials that are used during AIS programs: NYS CCLS Ready books, past Math state exams, rubrics, pre/post assessments, AMSCO prep books, NYS Coach books, NYS Workout books, IXL, iReady and Mathletics, web based programs designed to increase math skills, Boardworks online resources, Schoolnet	Small group pull out program, small group instruction, peer tutoring program, Saturday School	During the school day, after school program, Saturday School

Science	Students are identified based on classroom grades and teacher recommendation.	These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes during Extended Days. The following are a plethora of resources and materials that are used during AIS programs: Baseline assessments, rubrics, predictive exams, diagnostic exams, Regents review books, mini labs, Boardworks, and utilizing the internet.	Science- small group, whole class, and one-to-one instruction	During the school day, after school program
Social Studies	Students are identified based on classroom grades and teacher recommendation.	These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes. The following are a plethora of resources and materials that are used during AIS Programs; Schoolnet,	- small group, whole class, and one-to-one instruction	During the school day and after school program

		<p>rubrics, Baseline Assessments, predictive exams, diagnostic exams, essay writing, reading fictional selections, nonfiction text, newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified based on classroom grades and teacher recommendation., Teacher or parent concern regarding social, emotional functioning, or student experiences a crisis during the course of the school day</p>	<p>Guidance- Individual and group counseling in areas such as: goal setting, bullying, drug-prevention, coping skills, family issues, study skills, interpersonal concerns, self-esteem issues, anger management, classroom behavior, attendance improvement, high school applications, Utilizing Steve Covey’s “7 Habits of Highly Effective Teens”.</p> <p>School Psychologist- initiate resources provided for suspicion of children with learning delays; suggest techniques and methods implemented for children who are exhibiting “at risk” academic delays; recommend strategies to address academic difficulties; suggest modified instructional strategies for children “at risk”</p>	<p>Guidance- one to one, small and large groups according to activity. Crisis intervention is generally provided on an individual as needed basis. At risk counseling can be provided in a small group setting or</p> <p>School Psychologist- one to one</p> <p>Social Worker- one-to-one</p> <p>School Nurse- one-to-one</p>	<p>Guidance- during and after school</p> <p>School Psychologist- during the school day</p> <p>Social Worker- during the school day</p> <p>School Nurse- during the school day</p>

		<p>Social Worker- provide parent education including parent rights about special education, the special education process, and special education services. Conducts social history interviews with parents for initial referrals.</p> <p>School Nurse- teach, administer and monitor medication, as well as provide counseling support for students with chronic conditions; management of insulin dependent diabetic with continual insulin therapy</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>During the Recruitment and Hiring Process we:</p> <ol style="list-style-type: none"> 1. Our Brooklyn South Borough HR Director does background checks for appropriate license and certification for vacancies 2. Careful attention is given to matching teacher qualifications with the needs of the school 3. Attend hiring fairs through the NYC DOE 4. Post vacancies on the Open Market System 5. View Potential Candidates on New Teacher Finder 6. Hold First Level and Second Level group interview with teachers and administrators on the interviewing panel 7. Conduct demonstration lessons wherein candidates teach a lesson in person

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).
<p>Ensuring that 100% of our teachers are highly qualified by:</p> <ol style="list-style-type: none"> 1. Providing Tuition Reimbursement incentives when appropriate and permitted 2. Assigning all new staff to our school with Teacher Mentors 3. Providing instructional support through individualized teacher training and professional learning communities. 4. New Teacher Workshops 5. As a TIF school, we provide support for teachers with our PICS and Demo Teachers 6. Weekly Monday afternoon teacher collaboration sessions 7. Sending faculty to workshops conducted by the DOE on C. Danielson and workshops conducted by Pearson on Math Core Curriculum (Connected Math) and by Scholastic on ELA Core Curriculum (Codex)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

During Teacher Collaboration on Monday afternoons, teacher teams meet by grade and subject area and create common assessments, such as baseline, pre and post assessments, quarterly exams which allows them to use the data to adjust unit and lesson planning. Before administering these exams, teachers must submit them to their subject area administrator for approval. It is only upon their approval that the exams can be Xeroxed. Administration collects the results of the common assessments and reviews the data holistically to get an over-arching view of school progress across grades and subject areas. Subject area teachers also conduct an item skills analysis

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	828,124.00	X	

Title II, Part A	Federal	0		
Title III, Part A	Federal	21,640.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,341,029.00	X	

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)

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. **Joseph B. Cavallaro I. S. 281**, 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. **Joseph B. Cavallaro I.S. 281** 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)

Joseph B. Cavallaro I.S. 281, 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:

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;
- providing parents with access to an online program (PupilPath.com) to keep them informed of their child's daily academic progress and performance, as well as, school calendar of events;

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:

We, as parents, will support our children's learning in the following ways:

- 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:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- attend school regularly and arrive on time (7:50 a.m.);
- 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; Record all assignments in my Student/Parent Homework Planner;
- wear clothing that conforms to our dress code;
- respect the property of others and all school property;

- Use acceptable language at all times;
- Not leave the building without permission and will not bring or allow intruders into the building;
- Follow the NYC DOE discipline code of conduct;
- Adhere to all safety regulations
- Give to my parents/guardians all notices and information received from the principal every day;
- Maintain their self respect and will exhibit respectful behavior toward all staff members and fellow students;
- Not bring ipods, MP3 players, electronic games, cards or anything not related to school work into the building.

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>281</u>	DBN: <u>21K281</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</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 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>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Saturday Preparatory Academy at I.S.281 will run fifteen-four hour Saturday sessions beginning January 10, 2015 and ending May 16, 2015 servicing 60 ESL students. Two ESL certified teachers, and 2 content area teachers will use ESL methodologies and instructional strategies. These teachers have also been trained in Margarita Calderon's Rigor Program. Since there are no other Saturday Programs a supervisor will also be available to provide support. The program targets ELLs, in Grade 6 & 7, who scored in Performance Level 1 on the NYS ELA exam. Teachers will provide small group instruction to ESL students on improving reading comprehension skills, writing skills and phonics skills. The students will practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. To this aim, a variety of materials, as listed in the budget summary, will be used to assist the students in language acquisition, the development of reading comprehension strategies and writing skills.

-
Each Saturday students will be in attendance from 8:30 a.m. until 12:30 p.m. There will be two classes that will be comprised as follows: Group A will include only Beginners & Intermediates while Group B will include the Advanced students. Instruction will take place in the form of a co-teaching model with two teachers in each of the rooms. The ESL teacher will take the lead during Rigor time The content area teacher will take the lead during Prime time. During the Writing Matters time, both teachers will be co-teaching. During Achieve time, teachers will work with two groups of students who require small group instruction while the rest are on the computer. The schedule breakdown will take place for each session:

8:30-9:30 Rigor

9:30-10:30- Prime Social Studies/Science (content area teacher will take lead)

10:30- 11:30 - Writing Matters

11:30-12:30- Achieve 3000

-
Reading materials that will be used at no cost to Title III will include Prime Science and Social Studies Leveled Texts and Differentiated Texts from Benchmark Education. Identical texts are written at on-grade reading level and two grades below. Students are present information in a variety of formats, including hands on activities. The reading materials also assists students in mastering core Science and Social Studies standards. This material will be used in small group settings for students who have not met the standards determined by their performance levels on the state exams and those who scored at the Beginner level and Intermediate level on the reading and writing portion of the NYSESLAT.

-
Writing Matters is a program that engages middle students in the writing process through a series of units, addressing specific genres. Original content and interactive technology are seamlessly integrated, helping students develop their writing skills as they generate ideas and topics, organize, compose, revise and publish their work online- from school or from home. Instruction will be provided in English and be individualized to allow teachers to model reading and writing strategies and provide 1:1 attention in the decoding and comprehension strategies needed to meet state standards. The ESL teacher and Special Education teacher are rotating groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. We hope to service this population with the hopes of moving those students who take the NYS exams one proficiency level and those who

Part B: Direct Instruction Supplemental Program Information

are taking the NYSESLAT to move from Beginner to Intermediates and Intermediates to Advanced on the Reading and Writing portion of the exam.

- Achieve 3000 is a web-based, differentiated instruction solution designed to reach a school's entire population including English Language Learners. It uses non-fiction content and real-time Lexile assessment. It steadily increases students' ability to read, comprehend, apply and communicate information derived from complex text-prerequisites for success in school and beyond graduation. It uses Lexiles to differentiate instruction together with a proven approach to improving fluency, comprehension, vocabulary, writing and critical thinking. It also provides lessons for teachers to work with students during small group instruction providing them with extension activities. This is our third year with Achieve 3000 and we have seen gains in Lexile levels in our English Language Learners. It is of no cost to the Title III program and utilizing it on Saturday to culminate the day's instruction would benefit our students.

- A comprehensive review and analysis of students achievement from the 2014 NYSESLAT and the 2014 NYS ELA Exams provided the following ELL data:

Grades (6-8) -2014 NYS ELA (ELLs subgroup)	Level 1	Level 2	Level 3	Level 4
	70.7	28.0	1.3	0

- Overall Grade 7 2014 NYSESLAT Proficiency Results:

Beginner -	18
Intermediate -	17
Advanced -	30
Proficient -	3
Total-	68 students

- Overall Grade 6 2014 NYSESLAT Proficiency Results:

Beginner -	25
Intermediate -	1
Advanced -	21
Total-	47 students

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: _____ The Professional Development Component will be provided by a consultant from Achieve 3000 who will provide a comprehensive professional development program for Achieve 3000 teachers, incorporating on-site coaching and modeling of lessons. The Achieve 3000 Consultant will serve as a coach and will cover Level Set assessments and instructional planning, focusing on the skills and practices teachers need to achieve desired student outcomes. Professional development will include 2 on site visits by the Consultant. Visit one will focus on a Successful Launch of Achieve 3000 and will include demonstration lessons and meetings with the

Part C: Professional Development

Achieve 3000 teacher. The second on site visit will focus on utilizing reports to examine data and modeling of lessons.

Professional Development will also be held on Mondays during Collaborative time from 2:30-3:30 and facilitated by the Assistant Principal supervising ESL. Achieve 3000 teachers will begin on Oct 20th with the following topics available in the Learning Paths section of Achieve3000.com:

1. Lexiles and Level Set/Mid Year/ End of Year Assessments-12/15/14
2. Simple Rigor Through the 5- Step Literacy Routine-1/5/15
3. Building Vocabulary-1/12/15
4. Citing Evidence-1/26/15
5. Effective Curriculum Mapping with Achieve 3000- 2/2/15

Teachers will also be responsible for signing up for the following webinars on Achieve 3000. com:

1. Accessing Complex Texts -(1 hr.)-2/9/15
2. Vocabulary and Acct. Talk Practices (55 min.)-2/23/15
3. Integrating Stretch Texts- Planning Resources and Lessons-3/2/15
4. It's All About the Indicators of Rigor (50 min.)-3/9/15
5. Evidence of Learning Synthesis (1 hr. 7 min.)-3/23/15
6. Teachers Balancing Test Prep in an Instructional Framework Using Achieve 3000 (1 hr.)-3/30/15

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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: _____ The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about after-school programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided for parents in their native language. As per the new UFT contract, Tuesdays has also been devoted to parent engagement activities from 2:20-3:25. Parent involvement for our ELLs includes the following:

1. Parent Teacher Conference Workshops on Pupil Path- 11/20/14
2. Workshops by Parent Coordinator and ESL Coordinator, Ms. Yip- 12/16/14
3. Understanding the NYSESLAT Parent Report by ESL Coordinator- 1/6/15
4. How to Set Up a Free Parent Account on Achieve 3000/ Learning How to Use the Home Edition- 1/13/15
5. Making Sure Children Reach 40 Activity Goal-1/27/15
6. Learning the 5 Step Literacy Routine in Achieve 3000-2/3/15
7. How to Track Your Child's Progress.-2/10/15

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Additional workshops facilitated by Parent Coordinator and a representative from The Partnership with Children, a community based organization that provides counseling and supportive services to middle school students together with their families and teachers, will include the following:

A Series of Modules devoted to Identifying Students in Crisis (Tuesdays in 2015-TBD)

-

-NIA afterschool program conducts Family Fun Event (TBD), mid year performances and an end of the

Part D: Parental Engagement Activities

year Carnival (June)

-

Part E: Budget

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

Allocation Amount: \$23728

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 281
School Name Joseph B. Cavallaro		

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 Maria Bender	Assistant Principal Maria Delfini
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher TBA	School Counselor Danielle Thompson
Teacher/Subject Area Helen Yip/ESL/ELA	Parent Lisa Addeo
Teacher/Subject Area Melissa Nuzio/ESL/ELA	Parent Coordinator Christine DiMatteo
Related-Service Provider Daneen Weingarten	Borough Field Support Center Staff Member type here
Superintendent Isabel DiMola	Other (Name and Title) Kevin Adelson/Asst. Principal

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1165	Total number of ELLs	200	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin
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							10							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	200	Newcomers (ELLs receiving service 0-3 years)	105	ELL Students with Disabilities	26
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	16

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	17									0
ENL	132	8	2	35	0	19	16		7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 Mandarin											7	7							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): 7	Number of students who speak three or more languages: 0

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							13	12	21					0
Chinese							9	3	6					0
Russian							6	7	11					0
Bengali							0	0	0					0
Urdu							9	6	11					0
Arabic							2	9	6					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	1					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	4					0
Other							26	19	18					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)							18	18	22					0
Emerging (Low Intermediate)							6	4	17					0
Transitioning (High Intermediate)							1	8	7					0
Expanding (Advanced)							27	20	22					0
Commanding (Proficient)							13	6	11					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	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							10	10	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	30	2	0	0	0
7	21	8	1	0	0
8	44	15	4	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	21		4		1		10		0
7	20		13		7		1	0	0
8	27		25		14		7		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	17		15		17		6		0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used to assess the early literacy skills of our ELLs includes an analysis of the reading and writing sections of the NYSITELL, SPANISH LAB, NYSESLAT and an ELA Item Analysis, if available. We also look at previous years' NYSESLAT scores to determine yearly progress. Additionally, teachers informally assess students literacy skills on a dially basis through classroom observations and writing samples. (The data shows that due to an influx of new sixth and seventh grade students at the end of last year, our number of beginner students in the seventh and eighth grade has increased from last year. However, there ELA performance as improved slightly since last year. The majority of our students scored a Level 1 last year. This past year, we saw an increase of students performing at a Level 2 in our ELL population.) We will continue to target our Level 1 ELL students and low performing students on the NYSESLAT for academic intervention. Those students will be invited to afterschool/Extended Day and Saturday ESL Literacy Programs. Additionally, those students who will be taking the ELA for the first time will be identified and invited to attend these programs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: The data patterns across proficiency levels on the NYSESLAT and NYSITELL indicate that 20 ELL students are Commanding, 71 are expanding, 17 are Transitioning, 60 are Entering and 20 are Emerging. The data across proficiency levels and grades reveal that students at higher proficiency levels tend to achieve higher scores on other indicators.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO information is used in a variety of ways. First, it identifies students making adequate yearly progress towards English language proficiency and those who are not. It also shows us how we are doing as a school in terms of meeting these state targetsf for progress and proficiency. With that information alone, we are able to plan strategically for instructional grouping, materials, RTI and more. We use this data for teachers to create differntiated lessons to meet the specific needs of each students. We are also able to identify programs that would reinforce the weaker modalities and provide enrichment activities for the student's dominant modalities. The AMAO tool provides a complete picture of the ELL student. There is math and reading data, IEP information, attendance data, at risk levels, etc.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Data from the 2015 NYS Exams shows that of the 1123 students tested, 15.7% were ELLs with the following breakdown:

In Grade 6, 78.9% scored a Performance Level 1 on the ELA Exam. A majority of these students were taking the NYS ELA for the first time. In Grade 7, 72.4% scored a Performance Level 1 on the 2015 NYS ELA. In grade 8, 45.2% scored a Performance Level 1 on the 2015 NYS ELA. The results of the 2015 NYS Math exam were much better. In Grade 6, 42.8% scored a Performance Level 1, in Grade 7, 30.7% scored a Performance Level 1, and in Grade 8, 48.6% scored a Performance Level 1 on the 2015 NYS Math Exam. There was only 6% of ELLs scoring in Levels 3&4 on the NYS ELA Exam compared to 34% of ELLs scoring in Levels 3&4 on the 2015 NYS Math Exam.

b. The school leadership and teachers dissect the data during teacher team and departmental meetings, as well as data inquiry and teacher team meetings, identifying critical areas of need, areas of challenge and strengths. This data is disaggregated to all teachers that service our ELLs. The ELL Periodic Assessment tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. It is challenging to compare this to the listening component of the NYSESLAT, which we used to determine our need of rigorous tasks to support critical thinking. The data gathered from this assessment is used as a common indicator of student growth and is used to create differentiated lesson plans addressing individual student needs.

Native language support is provided for our ELL students. Our free ENL program allows Entering level ELL students to communicate in their native language, though the native language is not used as an instructional tool. The native language is allowed in order to promote a risk-free environment that is conducive to student language acquisition. The teachers have high expectations for all ELL students. Students receive explicit content standards-based instruction. Content instruction is modified for the ELLs when necessary. For the 2015-16 school year we were selected to provide a dual language program in Mandarin.

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](#).]

The school has implemented a co-teaching program for the 2015-2016 school year. There are four 6th grade co-teaching and/or push-in classes, four 7th grade co-teaching and/or push-in classes, and five 8th grade co-teaching and/or push-in classes, which include ICT and self-contained classes at each grade level. To address the needs of our students, most are placed by language proficiency level based on NYSESLAT and NYSITELL. There are 200 ELL students placed in these classes. There are 66 in Grade 6, 56 in Grade 7, and 78 in Grade 8. Out of the 200 ELL students, 9 are also identified as SIFE (Students with Interrupted Formal Education), 105 are identified as Newcomers, and 16 are identified as Long-Term ELLs. We have 37 ELL students who have been receiving services for 4-6 years. For each English Language Learner who scores below specified levels of performance on the annual English language proficiency assessment, the school provides additional support services to provide the student in the form of two additional RTI classes where they will receive either remediation in Reading or Math utilizing the iReady online assessment program from Curriculum Associates. These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- A student's second language development is considered in all instruction decisions ranging from student partnerships to instructional grouping, to class formation. All teachers are aware of who their ELL students are and what their modality data is. Teachers try always to have a language focus even in the content area so that language development is always a consideration. When ESL target groups are formed it is always with second language development in mind. To support second language development, native language glossaries are provided, ELL test accommodations are implemented and any support in L1 that will positively impact the development of L2. Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline. Instruction should foster student independence by equipping them with a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed by teachers to ultimately foster student independence.

We use RLAT/AMAO report to determine students' NYSESLAT levels, ELL Periodic Assessment results, NYS ELA and Math test scores, and other data from RESI to determine the students' strengths and areas of challenge. We use an item skills analysis report and the four modalities of the NYSESLAT and ELL Periodic Assessment to set goals for our diverse learners. ELL learners are serviced by NYS certified ENL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ENL and content teachers and administrators. Study groups discuss ESL

methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ENL teachers receive district training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ENL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction. We have developed a CCLS team that provides ongoing professional development to all teachers to support them in using the aforementioned data resources to inform instruction.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Our ELL teachers will rotate in each of the content areas during Monday Collaboration after school to provide content area teachers with important strategies and ways to differentiate instruction for ELLs. Additionally, ENL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ENL teachers also collaborate with one another and content-area teachers on inquiry teams.

For the upcoming school year, we will continue to use the anthology from Scholastic, Code-x, for our commanding and expanding students. We continue using Milestones, which is a scripted ENL curriculum for our entering, emerging and transitioning students. It comes with student textbooks, workbooks, and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the NYS ELA assessment.

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 presently have 14 ELL students who have selected the Dual Language Program in Mandarin for the 2015-16 school year. This is a 50-50 model with 7 Emerging Students based on the 2015 NYSESLAT and 7 English proficient (Commanding) based on the 2015 NYSESLAT Exam and scoring a Level 2 on the 2015 NYS ELA Exam. Dual language programs have a very clear language language. We will be having an Orientation meeting in the prior to the beginning of school to inform parents of program expectations and to assess the level of language proficiency. Any additional students who newly register and speak Mandarin will also be invited to participate in this program. This is the first year that we are having a Dual Language Program for Grade 6 in Mandarin. We are also finding that parents from feeder school were not aware of our Dual Language Program or were not sure how to complete the second round middle school applications. Our Dual Language teacher has been trying to reach out to parents of students who were offered a spot in this program but have yet to attend class. They are also hesitant because students in a dual language program should remain in the program during their tenure in the NYCDOE school. Therefore, even after the student reaches the proficient/commanding level on the NYSESLAT, the student should continue to remain in the dual language program. This has become an issue because the parents are unsure and not 100% vested in this three year program.

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

We evaluate the success of our programs for ELLs throughout the year, making programmatic and instructional adjustments when necessary. In addition, teachers, administrators and instructional teams meet regularly to assess the current status of programs. In terms of data, the NYSESLAT data is used to determine success of program. Are the students making progress and/or testing out? Are we as a school meeting the state targets for progress and proficiency? We determine if the ELL subgroup made AYP in ELA, AMO or Safe Harbor Target. ELL teachers meet with content area teachers to help target instruction and differentiate. ELL teachers meet often to share successful lessons with each other and collaborate with common content teachers. Formal and informal assessments are given throughout the year to gauge student achievement. We set high standards for our ELL students and expect them to be proficient within three years. Our subgroup data confirms our success in that area. Many of our ELL students who are not proficient in three years are our Special Education population. We addressed this deficiency by hiring an additional ESL teacher to work specifically with that population in small groups. Periodic Assessments and end of year state tests are also reviewed for trends within the ESL population.

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.

As part of our registration process, we have outlined a specific procedure to follow when it is believed that a student may be an ELL. One of our certified, highly-qualified ENL teachers (Ms. Valerie Hurd, Ms. Melissa Nuzio, and Mrs. Yip) conduct the initial screening when we have a new admit at Joseph B. Cavallaro I.S. 281 to fulfill the 10 day requirement. Parents of all first time entrants to the

NYC Public School System are required to complete the Home Language Identification (HLIS) Survey. If the home language is English, the student is appropriately placed in a general education class. If the (HLIS) form indicates a language other than English, then one of our ENL teachers or another pedagogue fluent in the student's native language conducts an in -depth interview and review student's work to determine NYSITELL eligibility. If student has an IEP, our Language proficiency team (LPT) review the IEP to evaluate the student and determine eligibility to take the NYSITELL. We have identified languages other than English spoken by our pedagogues to meet the needs of our diverse population. If the student does not speak a language other than English, the student enters the general education program. If the student speaks a language other than English or little to no English, then the ENL teacher informs parents that their child will be tested using the NYSITELL and explains the purpose of exam. Within the first five days of admission, entitlement letter of ELL status notification is sent and parent have the right to appeal the ELL status within 45 days of enrollment. Within the first ten days of admission, the initial assessment is administered in the form of the NYSITELL. The Spanish LAB is administered for Spanish-speaking ELLs. If the student scores at the commanding level on the NYSITELL, then the student is identified as a non-LEP student and enters the general education program. If the student scores at the Entering, Emerging, Transitioning, or Expanding level, then the student is identified an ELL and entered into ATS as LEP. Within 10 days of screening, parents are invited to attend a Parent Orientation in which they watch a video describing the three educational programs for ELLs. After the video, we provide ample time for questions and answers. We provide oral and written translation for those parents who do not speak English . At these meetings, parents are required to complete and sign the Parent Surveys and Program Selection Form. We encourage parents to sign the form at the meeting to ensure 100% participation. For those parents who are unable or do not attend the ELL orientation, our Parent Coordinator arranges for a time that is most convenient for the parent. Parent is given an opportunity within the first 10 days of enrollment, to come into the school for the orientation and to complete the Parent Survey and Selection Form. Students are placed according to parent choice and NYSITELL level, then parent choice information is entered on the ELPC screen within the first 20 days of enrollment. If a student is already identified as an ELL, we use their NYSESLAT levels, NYS ELA and Math test scores, and other data from ARIS to place the students accordingly into one of our ESL classes. Copies of parent notifications and letters are kept in students' cumulative folders.

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).

One of our certified, highly-qualified ENL teachers (Ms. Valerie Hurd, Ms. Melissa Nuzio, and Mrs. Yip) conduct the initial screening If the (HLIS) form indicates a language other than English, then one of our ENL teachers or another pedagogue fluent in the student's native language conducts an in -depth interview and review student's work to determine NYSITELL eligibility. Oral interview questionnaire, checklist, and sample of students' work are used to assess SIFE students

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).

As part of our registration process, we have outlined a specific procedure to follow when it is believed that a student may be an ELL. One of our certified, highly-qualified ENL teachers (Ms. Valerie Hurd, Ms. Melissa Nuzio, and Mrs. Yip) conduct the initial screening when we have a new admit at I.S. 281 to fulfill the 10 day requirement. Parents of all first time entrants to the NYC Public School System are required to complete the Home Language Identification (HLIS) Survey. If the home language is English, the student is appropriately placed in a general education class. If the (HLIS) form indicates a language other than English and has an IEP then , our Language proficiency team (LPT) review the IEP to evaluate the student, review student's work and determine eligibility to take the NYSITELL. Our LPT team include Ms. Maria Delfini (Assistant Principal), Mrs. Yip (ENL Teacher), Daneen Weingarten (IEP Coordinator), Lisa Addeo (Parent), Christine DiMatteo (Parent Coordinator) and Translator for Parent's preferred Language.

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

To ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined, one of the ENL teachers calls the parent asking them to expect the entitlement letter and briefly explains the entitlement status. We keep a list of the students who have tested into ENL. The letters are photocopied and maintained in the compliance binder and in student cumulative record. Continuation of Entitlement letters are distributed each year that a student remains an ELL. If a student is admitted from another DOE school and is an ELL, they also receive a letter. A copy of the Continuation of Entitlement letters is placed in student cumulative record files and in our compliance binder as well. Our compliance binder is securely kept in the Assistant Principal's office.

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).

Parent of newly admitted students are provided with information about the appeal process during registration and a translated letter explaining the appealing process is sent home.

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

: Parents of newly identified ELL students are provided with ongoing orientation workshops beginning with the date of admittance. During these workshops, parents are provided with information about our curriculum and the school's English language instruction. we

provide parents with an ELL parent brochure, provided by the NYC department of education's website. This brochure is provided to parents in their Native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. Entitlement and letters are translated into different languages and given to the ELL parents prior to the parent orientation meeting, which is conducted by one of our certified ENL teachers (Ms. Valerie Hurd, Ms. Melissa Nuzio, and Mrs. Yip). The ENL teachers explain each of the three programs: Transitional Bilingual Education, Dual Language, and Freestanding ENL. Parents also watch the orientation video in their native language. Parents receive program selection forms in the language of their choice and can be assisted in filling out these forms by our certified ENL teachers. Forms are stored and maintained in student cumulative record files and in our compliance binder.

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.

Entitlement letters are sent home by the ENL coordinator, Mrs Helen Yip. In order to ensure the Entitlement Letters are received, one of the ENL teachers calls the parent asking them to expect the entitlement letter and briefly explains the entitlement status. We keep a list of the students who have tested into ENL. The Parent Survey and Program Selection forms are distributed at the initial parent orientation after watching the video. To ensure we receive the selection forms we ask parents to sign the selection form during the meeting, unless parent request otherwise. We maintain a regularly updated list of parents who attended the parent orientation and completed the Parent Survey and Program Selection form. In addition, we keep a running record of Parent Program Selection choice. For those parents who do not attend the ELL orientation, one of the ENL teachers calls home and requests another preferred meeting time. When parent attends, they are then required to sign at this time. These forms are collected at the end of the meeting, photocopied, and maintained in student cumulative record and in the compliance binder.

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

In order to monitor the Parent Survey and Program Selection forms that have not been returned, ENL teachers call the parent asking them to complete and return the survey, assist them in completing the survey. We keep a list of the students who have tested into our ENL program. For those parents who do not attend the ELL orientation, one of the ENL teachers calls home and requests another preferred meeting time. When parent attends, These forms are collected at the end of the meeting, photocopied, and maintained in student cumulative record and in our compliance binder.

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

During parent orientation meeting, parents are provided with information about our curriculum and the school's English language instruction. We provide parents with an ELL parent brochure provided by the NYC department of education's website. This brochure is provided to parents in their Native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. The ENL teachers explain each of the three programs: Transitional Bilingual Education, Dual Language, and Freestanding ENL. Parents also watch the orientation video in their native language. When parent attends, they are then required to sign the survey and program selection form. ENL teachers make a list of all newly identified ELL students and Placement parent notification letters are distributed. Placement letters are provided to parents in their native language. These letters are photocopied, and maintained in the compliance binder and in student cumulative record files.

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

HLIS, and a copy of the non-entitlement, and entitlement letters are stored and maintained in student cumulative record files and in our compliance binder.

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.

All ELLs are administered the NYSESLAT each year. ELL students are monitored by our certified ENL teachers, the testing coordinator, administration, and coaches. Prior to the NYSESLAT, an RLAT is run from ATS to ensure that all students who are identified as ELLs are tested accordingly. This is further verified by Ms. Maria Delfini, our testing coordinator and our three certified ENL teachers (Ms. Valerie Hurd, Ms. Melissa Nuzio, and Mrs. Yip). All four components of the NYSESLAT are administered. Attendance records for each day of testing are maintained to ensure that any students who are absent are tested immediately upon their return. For the speaking component, our certified ENL teachers schedule students and maintain a spreadsheet to ensure that all students are tested.

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

The ESL Coordinator, Ms. Yip, sends all ELL related documents home to parents and an ELL Folder/binder of all critical ELL documents including dated and signed copies of each student's (Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non Entitlement letter, and Language Proficiency Team NYSITELL Determination Form. Our compliance binder is securely kept in the Assistant Principal's office. Continuation of Entitlement letters are distributed each year by the ESL Coordinator, Ms. Yip, that a student remains an ELL. If a student is admitted from another DOE school and is an ELL, they also receive a letter. To ensure that continued entitlement and transitional support parent notification letters are distributed, the ESL Coordinator, Ms. Yip generates a list of our current and Former ELL students entitled for ENL services. She distributes these continued entitlement and transitional support notification letters to parents of entitled students. All letters are translated into each parent's preferred language. Letters are photocopied, and a copy of the letters is placed in student cumulative record and in our compliance binder as well.

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).

For the past few years the trend in program choices that parents has requested has strongly suggested a preference for a free-standing ENL program. With our Chinese population increasing each year, along with parental request, we applied for and received a Dual Language Program Planning Grant for 2015-16 to create a dual language program in Mandarin. It is also our desire to begin a Spanish Dual Language Program in the 2016-17 school year as well.

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.
Paste response to questions here: In freestanding ENL students will receive a combination of pull out services with a certified ESL provider and moving forward with content based ENL with services provided by dually certified providers or co taught by certified content area teachers and certified ENL teacher together. Classes generally travel together except in the case of ELA. At those times classes are parallel programmed so the ELLs receive ENL and EPs receive ELA instruction. Proficiency levels are mixed for content area classes. For ENL, entering and emerging students will be programmed together, transitioning students will form another group and expanding and commanding students will be programmed together
- b. TBE program. *If applicable.*
Paste response to questions here:
- c. DL program. *If applicable.*
Paste response to questions here: In September, 2015 we will have a Dual Language Mandarin Chinese DL class. This 50/50-2 way program will receive ENL in their self contained setting provided by the bilingually certified Chinese teacher. The class will include all levels of ENL students who will receive differentiated instruction. Language is taught through content areas as well as through literacy. The program is designed to have students spend 50% of their instructional time with a target language immersion teacher who uses only the target language for teaching Math and Social Studies. The remaining part of the day is spent with teachers who instruct only in English which is how they are instructed in ELA and Science classes. The primary language acquisition goals of the dual language program is the development of grade-level-appropriate bilingual and biliterate academic skills in both English and the target language of Mandarin for all students.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All ELL students receive ENL services with a sophistication program using either a collaborative co-teaching and push-in model. All general education ELL students are grouped by grade level and then further broken down into homogenous groups based on NYSESLAT proficiency level. Flexible scheduling is implemented to ensure that students receive the mandated numbers of ENL periods without losing content instruction. In addition they receive at 8 periods per week of ELA instruction from a certified Common Branches, Language Arts or Special Education teacher in their grade level class. The CR Part 154 instructional unit requirement for ELLs mandates that The CR Part 154 instructional unit requirement for ELLs mandates that Entering ELLs receive 360 minutes of instruction per week. 180 minutes in ENL and 180 minutes in ENL/ELA. Emerging ELLs must receive 360 minutes of instruction per week. 90 minutes in ENL and 90 minutes ENL or integrated ENL/ Content area and 90 minutes in ENL. Transitioning ELLs must receive 180 minutes per week. 90 minutes in ENL/ELA and 90 minutes in ENI or integrated ENL/ Content Area. Expanding ELLs must receive 180 minutes of instruction per week in ENL/ELA. Commanding Ells must receive 90 minutes of instruction per week of integrated ENL in ELA or content Area. We are in compliance with these requirements. Students receive explicit instruction using a collaborative co-teaching model. Our Entering and Emerging students are provided with at least 360 minutes of ENL instruction .Our Transitioning and Expanding students are provided with at least 180 minutes of ENL instruction a week and our Commanding students receive 90 minutes of instruction per week.Students do not receive formal Native Language Instruction.

In the DL program students will also receive the mandated combination of stand alone ENL and integrated ENL within their self contained setting. One unit of HLA will also be provided by the bilingually certified Mandarin instructor.

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.

In our DL Program, the content areas of Science and ELA are delivered by a certified ESL teacher who will provide instruction in English. In the content areas of Math and Social Studies, a certified Dual Language teacher will provide instruction in Mandarin.

Our teachers provide instruction to regular sized groups and reduced groups of ELL students. It is conducted in English only using intensive ELL methodologies. Native language is supported with bilingual classroom libraries in our ESL and AIS classrooms. Our ELL teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for the 6th, 7th, and 8th Grade ELA assessment test. Our Math, Language Arts, Science and Social Studies teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for NYS assessment tests. Content area teachers focus on vocabulary to expedite content knowledge. We implement the New York State ESL Standards in students' academic language development program and regular content area classes. These standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. The ELL teachers provide supplementary instruction to reinforce those skills learned in these classes. Sufficient lessons in reading and writing skills are ongoing during the year. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Additionally, ELL students are encouraged to attend during mandated extended time for assistance in math and language arts. Native Language Arts is supported in all classrooms using peer translation, bilingual dictionaries and glossaries, Google Translator and teacher translation when available.

The academic program for our ELL students is based on periods-per-week in subject area classes. Each period is approximately 45 minutes in length. ELL students receive the following instructional periods:

ESL – tbd by proficiency levels

ELA – 8 periods

MATH – 8 periods

SCI – 5 periods

SS – periods

ELL students have access to the various aspects of the Comprehensive Approach to Literacy and Comprehensive Approach to Balanced Mathematics Curricula along with the use of Code-X, and iReady. We will continue using Milestones, which is a scripted curriculum. It comes with student textbooks, workbooks and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the NYS ELA assessment. Sufficient lessons in reading and writing skills are ongoing throughout the school year. All ELL students go to Science/Social Studies/Math as a homogenous group with teachers trained to work with the ELL population. Students have been placed in classes based on their NYSESLAT performance levels. Entering and Emerging level students are placed in a pull out class. Instruction is delivered in English with appropriate native language support when necessary to improve basic comprehension of vocabulary and directions as well as to activate students' prior knowledge to help them make connections with the new content being delivered. Content area instructional materials are utilized in the education of our ELL students as well. Instruction uses content area taught with a whole language approach fostering speaking, reading, writing and listening to strengthen language development and learn the content subject area.

In Social Studies and Science, the teachers utilize the Access History and Science books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ENL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ENL teachers also collaborate with one another and content area teachers on inquiry teams during Collaboration Time on Monday afternoons. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Students also take part in the Extended Day Program which provides them enrichment in English and Mathematics for 50 minutes twice a week after school. The NYSESLAT is given in the spring to determine the eligibility of continued entitlement to ELL services for students in grades 6-8. The test is aligned with New York State English as a Second Language Standards and determines entitlement of services and analysis of students' English language proficiency. ATS reports such as RLAT are used to help target student instruction effectively and identify our groups of ELLs, in particular, our Commanding and Former ELLs to ensure that teachers continue supporting them with appropriate scaffolding where needed. Students continue to receive ENL services and testing accommodations for two years after reaching proficiency on the NYSESLAT. ELL students are afforded equal access to all school programs. ELL students are identified in RESI and placed in appropriate morning program classes. The parent coordinator actively reaches out to parents of ELL students to encourage the students to participate in all after school programs. We also have a dedicated ENL after-school program that all ELL students are invited to participate in. Joseph B. Cavallaro I.S. 281 also hosts a yearly celebration of our diverse cultures during Respect for All

Week which ELL students are always included. The rationale and goal behind this is to support the students social, emotional, and intellectual development, as well as improve learning outcomes and foster engagement in the school community. The smaller student to teacher ratio provided in after school programs gives the students a more focused support and greater opportunity for remediation, which supports their engagement with grade-level appropriate texts during the school day.

Our ELL students take part in several after school programs and supplemental services supported through Title III and Title I funding. We have an academic intervention after school program specified for ELL Students. The students in this program are grouped by proficiency and serviced by an ENL certified teacher. In addition to their regular ENL hours, students will be pulled by a reading specialist who focuses on first-time test takers to provide support and instruction of skills necessary to succeed on the ELA assessment. For the past several years we have been fortunate to participate in the Arts for English Language Learners and Students with Disabilities Program that funds arts partnerships that serve a diverse group of student participants where they have the opportunity to participate in a unique program that provides arts education. Our students have been a part of the Story Studio, part of Urban Arts Partnerships which is a rigorous Arts and English Language Program for middle school students who are recent immigrants or are learning English. The program uses drawing, painting, collage, storyboarding and simple acting techniques combined with structured reading, writing and vocabulary activities to advance students proficiency and fluency in English. The program culminates with the Story Giants storytelling festival. We hope to continue this partnership in the 2015-16 school year once funds become available.

Joseph B. Cavallaro I.S. 281 utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content accessible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. Access History is used by Entering, Emerging, Transitioning, and Expanding students. In Math, manipulatives and hands-on activities are used by all subgroups of ELLs. We offer an extended day program and after school programs for all our ELL students. We are also implementing Milestones, which ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach will provide language-acquisition and content knowledge crucial for academic success.

Technology is used to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. Teachers use teacher-student created visual aids, such as charts, pictures, and graphic representations, creating a print-rich environment to provide students with alternative and supportive ways to comprehend content.

Additionally, many of the content area teachers use SMART boards, which help ELLs to visualize and comprehend the content. LCD projectors are also used to display PowerPoint presentations. Entering level students are encouraged to write in their native language so that the teachers get a clearer understanding of their level of comprehension and ability in their native language. This is then translated into English using Google translation tools. All student writing is valued and used as an entry point to motivate student engagement and participation. ELL classes have been scheduled in the computer labs to support the use of Destination Reading and Earobics computer programs designed to improve speaking, listening, reading and writing abilities. We have also designated a computer cart with laptops and iPads for our ELL classes to use (from Title I grant).

Content area instructional materials are utilized in the education of our ELL students as well. We use Access History, manipulatives in Math, and glossaries in all content areas. This is used in conjunction with the language support materials to give our ELL students access to content knowledge as they acquire English skills.

All materials utilized by our ELL students are high interest, but tailored to their reading level and include age appropriate content. Additionally, native language libraries have been provided through the Office of ELLs and NYC DOE. Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate in this. We also complete an inventory of materials to ensure that they are available.

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

We have highly qualified ELL staff that speak the multiple languages of the ELL students at IS 281. All care and attention is paid to their careful evaluation throughout the school year in home languages. During the home language identification process, students are interviewed in English and their home language when necessary to assess their level of comprehension. Once eligibility is established, Spanish speaking students are administered the Spanish LAB-R as an initial evaluation of their native language.

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

Cavallaro ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the academic year through data analysis, on-going assessments, informal assessments, teacher made material through collaboration. The ELL Periodic Assessment administered twice a year tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. To prepare for the NYSESLAT we use the ELL Periodic Assessment to design data driven instruction in the four modalities of English. All ELLs are administered the NYSESLAT each year. We analyze the data, find trends across the four modalities, set goals based on trends, and form groups for the upcoming school year. ELL students are monitored by our certified ENL teachers and are evaluated in all four modalities of English language acquisition using formal and informal assessments. They

use standardized exams, periodic assessments, ELL student evaluations, and local measures of performance on oral presentation and portfolios throughout the year. We use the NYSESLAT assessment as a teaching tool to formulate questions and classroom activities in all four modalities. Our school is a technology rich learning environment that allows ELLs to have access to language based websites, i.e., Brainpopesl.com, Achieve3000.com, stornynory.com, eslcafe.com, esl-lab.com. During instruction time, ELL students have the accessibility to interact with the Smart Board and classroom laptops to further their language acquisition skills.

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

Our ELL teachers articulate on an ongoing basis with classroom teachers, sharing strategies and projected school work. The ELL teacher assists students in becoming proficient in four language skills: listening, speaking, reading and writing. The overall goal of ELL instruction is the acquisition of linguistic and communicative competence. We differentiate instruction for our ELL subgroups. Students continue to receive all testing modifications. They receive extended time during testing. During NYS ELA exams, they receive a third reading of the listening selection.

- a. For SIFE, we offer afterschool and extended day programs for SIFE. We offer a Saturday School and a summer program that caters to their needs. ELLs are grouped homogeneously and are given ELA instruction along with test preparation. Students who are SIFE, are encouraged to attend these valuable sessions on the weekend or in our afterschool program. These programs provide small group instruction to ELLs on improving reading comprehension skills and writing skills.
- b. These are identified under CR Part 154 as having English as a new language instruction, as a component of their freestanding English as a new language program, for a total of zero to three continuously enrolled school years in the United States. We utilize the Milestones program for ELA instruction and Access History, Science and Math for the other content areas. These textbooks are meant to supplement the instruction in the content areas and allows for differentiation of instruction.
- c. Developing ELLs are identified under CR Part 154 as having received English as a new language instruction, as a component, of their freestanding ESL program, for a total of four to six continuously enrolled school years in the United States.
- d. ELLs receiving services 4 to 6 years are offered a more rigorous supplemental Saturday and summer program that targets their weaknesses. For long term ELLs (completed six years), the instruction is more intensive, but tailored to their needs. They are also reviewed by our PPT Committee to determine if additional services are warranted.

Our supplemental programs for ELL students included three periods of RTI instruction a week. Teachers provide supplementary instruction during enrichment periods to reinforce those skills learned in the Language Arts classes. All students are encouraged to attend our Extended Day program which meets two days a week for fifty minutes and provides homework help and individualized instruction to help ELLs develop academic language in content areas. It is mandatory that all long term ELLs attend this program.

We incorporate our special needs children into our ESL program, based on NYSESLAT level and not always by grade level. We utilize our special needs instructional staff for supplemental services to our special needs population, (ICT, SETSS, and self contained). Our guidance department is very supportive and sensitive to the needs of our ELL students. They are actively involved in providing services for those students who are struggling socially or emotionally. In addition, teachers and administrators work collaboratively to assist our students both academically and socially to help ease the transition into American society.

Our ELL students make up an important part of our after-school NIA program, where they receive academic and emotional support services, as well as, important socialization skills in an inclusive setting. This year the NIA is continuing with a program which targets 30 ELLs who participate in a literacy/homework help afterschool program which meets from October to June for approximately three hours on Mondays-Thursdays. The program also includes life skills, counseling and recreation. On Saturdays and before/after school hours, ELL students are also encouraged to participate in our CHAMPS program in basketball, flag football, and soccer.

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.

The re-identification process may be utilized for student who have a home language other than English and, are ELLs and non-ELLs. It allows for schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request within 45 school days of enrollment only, that the ELL Identification Process be administered a second time. This is only done if the school has received a written request from either a student's parent/guardian, a student's teacher or if the student is of 18 years or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice. Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian and the student. If the principal, based on the recommendation of the ESL Coordinator, Ms. Yip, 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 and may reverse the determination within this same 6-12 month period. We would continue with our assessment plan by doing a baseline assessment and then continuously assess utilizing benchmarks and end of the year testing. Teachers of ELLs constantly assess then reassess to determine if students are making gains in all four of the different modalities.

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?

Teachers of ELL-SWDs are using Access, Milestones and Code X with their students. For progress monitoring we will be implementing IReady to focus on monitoring these subgroups progress. This web-based literacy program addresses content, reading skills, fluency, word recognition, and comprehension for individual students. IRead differentiates based on the students' reading levels, while moving them to more rigorous, grade-level appropriate instruction through the year. The programs both incorporate audio components with visual stimuli to reinforce language and content acquisition. These classes have been programmed into our school's computer labs to facilitate the use of these programs. Through this use of flexible scheduling, we ensure that these programs are meaningful and continuous for all students.

As part of our normal school culture to support least restrictive environments, we will identify ELL SWDs whom we can mainstream into other classes for their ENL services.

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?

ELL SWD receive ENL services using either a push-in or pull-out model. Our web-based iReady literacy programs address content, reading skills, fluency, word recognition, and comprehension. It differentiates based on the students' reading levels, while Destination Reading exposes them to more rigorous, grade-level appropriate instruction. The programs both incorporate audio components with visual stimuli to reinforce language and content acquisition. Through this use of flexible scheduling, we ensure that these programs will help our ELL-SWD achieve their IEP goals and attain English proficiency.

As part of our normal school culture to support least restrictive environments, we will identify ELL SWDs whom we can mainstream into other classes for their ENL services.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

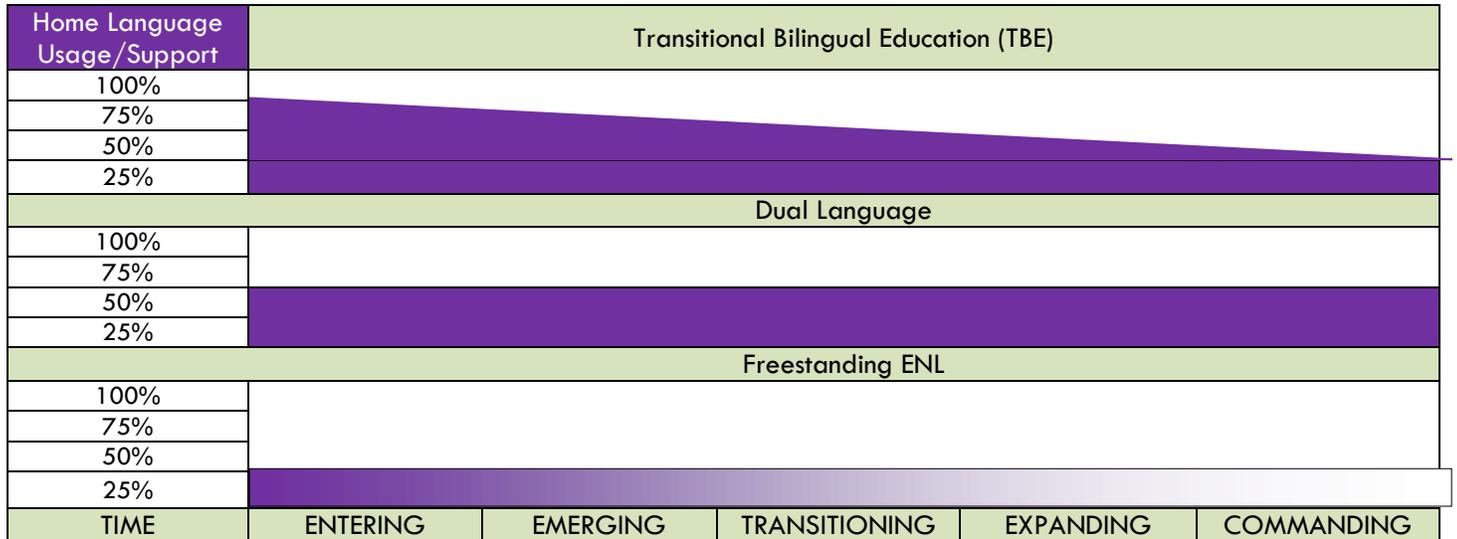


*Note “other approved services” does not apply to New York City at this time.

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.
- At Joseph B. Cavallaro I.S. 281 we provide targeted intervention in students' academic language/vocabulary development program and regular content area classes as well as the Common Core Learning Standards. Content teachers build English language development into their instruction. Teachers modify complexity in content so that students understand and can participate in classroom activities. Teachers do not rely solely on themselves as the sources of knowledge and learning, but encourage interaction among students and involve more proficient and less proficient students and involve paraprofessionals when applicable. The teachers encourage authentic and meaningful communication and interaction about course content amongst students, and between themselves and students.
- Information is presented in varied ways. Teachers place the information in a context that is more comprehensible to the students using multiple media. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content comprehensible for our ELL students. Teachers incorporate visual reviews with lists and charts, paraphrase points where appropriate, and encourage students to provide oral summaries. In Social Studies and Science, the teachers utilize the Access ENL books, which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We offer an extended day program and after-school programs for all our ELL students. This year, we are continuing to implement a research-based learning program called Milestones as well as a new literature anthology from Pearson. Milestones ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach provides language-acquisition and content knowledge crucial for academic success. For our entering and emerging ELLs we utilize Margarita Calderon's Rigor Program in conjunction with Milestones.
- ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills using fiction and non-fiction reading selections. They practice writing in different genres, such as personal narrative, fictional narrative, argumentative writing, and poetry. Students continue to receive all testing modifications. They receive extended time during testing. After school programs are offered to our transitional students to support and reinforce their reading, writing, listening, and speaking skills.
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 educational program incorporates challenging content as well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the language of instruction. Students have shown improvement. The majority of our students have shown progress. Out of 188 students, 71 are Expanding and 20 are commanding.
12. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will be using iReady to track individual student progress more frequently throughout the school year. We will continue to incorporate technology in our ENL classrooms. SMART boards and iPads are used to meet students' needs and to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills.
13. What programs/services for ELLs will be discontinued and why?
- n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are offered equal access to all school programs. ELL students are identified in ATS and placed in appropriate morning program classes. They are also receiving RTI as a supplemental support, targeting students with low growth percentiles in ELA and math. The parent coordinator actively reaches out to parents of ELL students to participate in our after-school programs. They are invited to take part in after school programs that support them in social, emotional, and intellectual development. These programs are funded through IS281 Title I and III funding. Additionally, we offer an ENL after-school program that all ELL students are invited to participate in which is funded by DYCD. I.S. 281 also hosts yearly cultural events during Respect for All Week, which ELL students are always a part of to help the school celebrate our diverse cultures. The students in after-school academic programs are grouped by proficiency level and serviced by an ENL certified teacher. In addition to their mandated ENL hours, students are pulled by a reading specialist who focuses on first time test takers to provide support and instruction of skills necessary to succeed on the ELA/math and NYESLAT assessment.
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.

utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies and Science, the teachers utilize the Access ENL books, which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We offer an extended day program and after-school programs for all our ELL students. This year, we are continuing to implement a

research-based learning program called Milestones as well as a new literature anthology from Scholastic in conjunction with our existing anthology from Pearson. Milestones ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach provides language-acquisition and content knowledge crucial for academic success. The Pearson literature anthology includes online and print resources to help teachers differentiate instruction for their ELL students. We are continuing to implement Destination Reading, which we began during our Title I ENL summer program and are sustaining throughout this school year using the laptops we purchased from the grant funding as well as our computer labs and iPads. We believe in the continued integration of technology within our curriculum. We will continue to incorporate technology in our ESL classrooms. LCD projectors are used to display PowerPoint presentations. SMART boards and iPads are used to meet students' needs and to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills.

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

In our ENL program all instruction is given in English. However, students' native languages are supported with bilingual dictionaries and content based native language glossaries. A selection of native language independent reading books are also available to promote native language literacy. In our DL Program

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

Required services, support and resources correspond to the ages and grade levels of our ELLs in that all materials utilized are high interest, but tailored to their reading level and include age appropriate content. Furthermore, all materials ELL students are exposed to in content area classes are aligned with the Common Core Learning Standards specified for each grade.

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).

Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate. We also complete an inventory of materials to ensure that they are available. Our ENL teachers also meet prior to the beginning of the school year to identify potential ELLs.

19. What language electives are offered to ELLs?

In our DL Program, we offer Mandarin as a language elective.

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)?

Our new DL Mandarin Program which will begin in September 2015. The Dual Language model is described as a 50-50 two way program where 50 percent of the students will be ELLs and 50 percent will be English proficient. Students will receive ENL in their self contained setting provided by the bilingually certified Chinese teacher. Students will receive instruction in English in ELA and Science content areas. They will receive instruction in Mandarin in Math and Social Studies content areas.

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.)
Professional development is ongoing throughout the year at I.S.281 for all ENL and content area teachers of our ELL population. This includes guidance counselors, paraprofessionals, secretaries, parent coordinator, administrators, coaches, psychologists and speech therapists. The hours surpass the minimum of 7.5 hours. They are currently receiving high quality staff and curriculum development through internal and external providers. Our CFN (533) and the Office of ELLs provides monthly professional development, and selected staff members turn-key to build capacity. We are focusing on the CCLS, instructional shifts, UDL, differentiated instruction and collaborative data inquiry and teacher team practice in our study groups. Webb's Depth of Knowledge and the Cognitive Rigor Matrix are utilized to ensure strategic and extended thinking activities. All members of the school community will be attending meetings and workshops offered for ELLs through our CFN 533. Teachers will also be encouraged to attend professional development available from the Office of ELLs. Study groups and book talks are offered at I.S.281. Professional development on using ELL and differentiating instruction resources are offered periodically, and all ELL personnel are committed and contribute to these PDs regularly. The resources utilized are: Differentiating Instruction by Carol Tomlinson, Learning to Learn in a Second Language, Scaffolding Language, and Scaffolding Learning by Pauline Gibbons as well as Teaching Second Language Learners in the Mainstream Classroom, and Bringing Words to Life by Dr. Isabel Beck. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice of identifying and implementing different ENL strategies with ELL students. All teachers of ELLs meet for one common planning period four times a week. For common planning periods, teachers share out ELL best practices, discuss individual student progress, and plan for interdisciplinary instruction.
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?
ENL teachers are currently receiving high quality staff and curriculum development through internal and external providers. Our CFN (533) and the Office of ELLs provides monthly professional development, and selected staff members turn-key to build capacity. We are focusing on the CCLS, instructional shifts, UDL, differentiated instruction and collaborative data inquiry and teacher team practice in our study groups. Webb's Depth of Knowledge and the Cognitive Rigor Matrix are utilized to ensure strategic and extended thinking activities. All members of the school community will be attending meetings and workshops offered for ELLs through our CFN 533. Teachers will also be encouraged to attend professional development available from the Office of ELLs. Study groups and book talks are offered at I.S.281. Professional development on using ELL and differentiating instruction resources are offered periodically, and all ELL personnel are committed and contribute to these PDs regularly.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school provides support for the staff to assist ELLs as they transition from one school level to another through open school night, Career Day, assemblies, and support from the guidance counselor. Presenters from area high schools come and explain the various programs that are available at their schools. The parent coordinator and guidance counselor support parents in completing the high school application. Career Day takes place each year and supports the importance of college and career readiness and the importance of a strong high school education.
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.

Paste response to question A
A professional development binder is maintained containing all of our ENL professional development logs that include teacher signatures and agendas. The ELL training of all staff exceeds the minimum of 7.5 hours for the school year. Also, the school has a record of all intervisitations amongst the staff so as to compile feedback that may be used for future professional development. Additionally, an outside professional development specialist, Joe Cantara, mentors new teachers and includes a minimum of 7.5 hours of ELL training.

Our ENL Professional Development Calendar includes the following:

- New DOE Capacity Framework
- Scholastic Code X (Instructional Routines review)
- NYC DOE Talent Coach (Norming and Calibration)
- Advance Training for Staff (Measures of Student Learning, Measures of Teacher Practice, Initial Planning Conferences)
- ENL/ELA Curriculum Mapping
- TIF Team
- CEP
- LAP Plan
- School Wide Instructional Focus
- Athletics Training
- iReady ELA & Math refresher pd

- ENL Principles
- Peer Instructional Coach/Demonstration Teachers Introduction
- MOSL
- Scholastic Code X – Planning for Unit 1 and Curriculum Map (ESL Strategies)Revision
- UDL/RTI – Planning for Success
- Quality Review
- Literacy in the Content Areas
- Math: Looking at Curriculum Maps/ Navigating Through DDC/ Exam View Test Generator
- Strategies for Incorporating Texts in Social Studies
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Lesson Sharing CCLS Lesson Plan Template/ Lesson Planning Using SchoolNet – Baseline Results
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- ENL Modality Analysis
- Mathletics/ Math IXL
- Academic Language Development for ELLs in CCLS
- BESIS Training
- Academic Vocabulary Across Disciplines
- NYSITELL Training
- Test Sophistication - Quarterlies Development
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Lesson Planning SchoolNet – Benchmark Results/ Scoring with the Mathematics Holistic Rubrics
- Breaking apart the NYESLAT April:
- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Preparation for the NYS 2014 Math Assessment
- ENL Principles
- Breaking Apart the NYESLAT May:
- Scholastic Code X (Network PD)
- TIF Team PD Workshops aligned to the Instructional Focus
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math/ELA: Breaking Apart the NYS 2015 Math/ELA Assessment
- Science: Breaking Apart the NYS 2015 Science Assessment
- NYESLAT Proctoring Review
- Scholastic Code X Year-End Review/Revise Curriculum Maps
- Math: Revisiting/Revising Curriculum Maps

C. Parental Involvement

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

Parents are invited to attend workshops with the ENL teachers. Parent Orientation meetings are ongoing throughout the year to support our enrollment. To evaluate the needs of our ELL parents, an oral interview is conducted at the end of the meeting to ascertain topics for future parent meetings and to inform them of school expectations. Translators are available to facilitate this process. The ENL Toolkit is utilized to support any needs in our ENL department. The ENL Assistant Principal, ELL service providers, parent coordinator conduct presentations guiding parents through the process of assessing their child's progress, especially using Pupil Path, and teaching them about the programs utilized by our ELLs. Additionally, a new DOE website, NYC Schools will also allow parents to assess their child's progress as well. In addition, resources will be made available on our school website. Strategies and support are offered and provided in collaboration with administrations, teachers and the parent coordinator.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our ELL teachers articulate on an ongoing basis with classroom teachers and parents, sharing strategies and projected school work. Notices going home are translated in the different languages. Parental involvement for parents of ELLs includes the following: Orientation Evening, Parent Teacher Conferences, Parent Outreach Committee, Holiday Social (CBO- NIA), fall and spring festivals of the arts, Specialized HS Night, May Parent Teacher Evening.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Urban Arts Partnership to invite parents to a culminating event as part of the Story Studio program. Our afterschool program, NIA, involves parents to holiday performances, and an annual musical.

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

We are able to evaluate the needs of our parents through parent surveys, and meetings. In addition, parents are encouraged to provide input when completing the NYC DOE's annual parent survey. At the beginning of the school year, we will be sending out a survey asking parents what types of workshops they would be interested in, what they would like to learn about in order to assist their children and what are some concerns that they might have about middle school. The collected information is used to schedule meetings, workshops, and other activities based on parents' concerns and needs. While we also work in conjunction with our CBO, to facilitate parental involvement as well. Translators are always available at all meetings with parents and the school.

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

One of our objectives each year is to increase parental involvement and strengthen the relationship between home and school. We invite all of our parents to school events and activities. We have Student of the Month presentations during monthly PTA meetings. We ensure to provide invitations in the native language. We invite parents on any excursions along with the students. We take part in various trips in New York City, such as visiting Ellis Island, the Tenement Museum, etc. to promote cultural literacy and instill core knowledge.

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: Joseph B. Cavallaro I.S. 281**School DBN: 21K281**

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)
Maria Bender	Principal		7/13/15
Maria Delfini	Assistant Principal		7/13/15
Christine DiMatteo	Parent Coordinator		7/13/15
Helen Yip	ENL/Bilingual Teacher		7/13/15
Lisa Addeo	Parent		7/13/15
Valerie Hurd	Teacher/Subject Area		7/13/15
Melissa Nuzio	Teacher/Subject Area		7/13/15
NA	Coach		7/13/15
NA	Coach		7/13/15
Danielle Thompson	School Counselor		7/13/15
Isabel DiMola	Superintendent		7/13/15
TBD	Borough Field Support Center Staff Member <u>Brooklyn South</u>		7/13/15
Daneen Weingarten	Other <u>IEP Teacher</u>		7/13/15
TBD	Other <u>Dual Language Tchr</u>		7/13/15
Kevin Adelson	Other <u>Asst. Principal</u>		7/13/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K281** School Name: **Joseph B. Cavallaro**
Superintendent: **Isabel DiMola**

Before you begin, please check the following:

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

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

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

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

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

Schools must determine within 30 (thirty) days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the DOE and school. After reviewing the LAP, ATS Reports (RLAT), and our Home Language Surveys our major findings indicate that 16.14% of our school population are English Language Learners and therefore are in need of written, as well as, oral interpretation. Translators are available when we determine whether the parent requires language assistance to communicate effectively. At I.S. 281, many of our translation services are provided by our staff. Parents often choose to rely on an adult friend/companion or relative for language and interpretation services. Much of our staff is bilingual in such languages as Spanish, Urdu, Arabic, Russian and Chinese. We have identified these languages as our most widely spoken languages. In addition, members of our staff also speak Italian and French. The school maintains an appropriate and current record of the primary language of each parent with such information maintained in ATS and on the student emergency card. We have created a master list identifying all in house translators in all languages of our diverse community. This document is reviewed and updated periodically throughout the school year. We utilize the Department of Education's Translation and Interpretation Unit to assess important letters in multiple languages so that parents are aware of their choices. We feel that most of our in house translation and interpretation needs are being met by our staff and other members of our school community.

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

Based on each child's home language survey, we ascertain the dominant language of the parent. Through the Home Language Survey and ATS reports, the trend indicates that Limited English speaking parents consists of the following major languages: Chinese, Mandarin, Cantonese, Russian, Spanish, Urdu, Uzbek, and Arabic. There are less than five in each of the following languages: Georgian, Korean, Japanese, Tadjik, and Italian.

Part B: Creating a Communications Calendar

- 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.)

The school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to a student's: health, safety, legal or disciplinary matters, and entitlement to public education or placement in any Special Education, ELL or non-standard academic program. Our school website also contains information about parent-teacher conference announcements, after-school program information, testing dates, general overviews of curriculum, letters from the school administration and is able to be translated in the various languages using Google translate. Any additional materials that require translation are sent out to the DOE's Translation and Interpretation Unit where they shall work with our school to make such translations available in a timely fashion.

Month	Activity &	Translated	Date
Grade			

September, 2015

16 - Meet & greet parents	5-8 pm		
21 - Bridg/it Grade Assemblies	10 -25	- ELA & Math	Baseline
28 - 10/2 - MOSL (Sci. & SS)			

Sept. 10

Sept. 16

October

9 - Mid Marking Period Reports			
14 - Grade 6 & 7 Pictures			
20 - Music for Many - Grade Assemblies			
22 - Open House	9 - 11 am		
	5:30 - 8 pm		
26 - 1st Quarterly Exams			
	LA, Math, Sci.,	Social Studies	

t. 30	Sep
2	Oct.
t. 9	Oc
November	
6 – End of Marking Period 1	
10 – Grades Due	
16 – IEP Progress Reports Due	
17 & 18 Parent Teacher Conferences	
ov. 23	N
December	
11 – Mid – Marking Period Reports	
January, 2016	
TBD Benchmark Exams LA & Ma	
11 – 14 Quarterly Exams	
15 – 2nd MP Ends	
22 – Grades Due	
28 – Grade 7 – Presentation Barynya Troupe	
27 – IEP Progress Reports	
29 – Report Card Distribution	
Jan. 14	
February	
4 - Grade 6 - Presentation Chinese Acrobats	
March	
17 – Mid MP Reports Parent – Teacher Conferences	
23, 24, 29, 30 – 3rd Quarter Quarterly Exams	
28 – Grade 8 Presentation Jabali Afrika	
31 – 3rd MP ends	
March 3 and March 24	
April	
1 – 4th MP Begins	
8 – Grades Due 3rd Quarter	
13 – IEP Progress Reports	
15 – Report Card Distribution	
5, 6, 7 NYS ELA Exam	
13, 14, 15 NYS Math Exam	
il 4	Apr

May

3, 4, 6 – NYSESLAT

11- Parent Teacher Conferences

17, 18 – MOSL EOY Sci & Soc. Stu.

25 – 31 – NYS Sci.

Performance

April 22 & May 3

June

2, 3, 7, 10 - 4th Quarter exams

6 – Grade 8 NYS Sci. Exam

TBD – EOY ELA & Math

15, 16 – Regents Liv Env & CC Alg

20 – SLP Proficiency

Exam

May 25 & June 9

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.

Formal face-to face meetings occur during our Orientation Evening, Parent/Teacher Conferences, End of the Year (May) Parent Meetings, PTA meetings, Fall and Winter Festival of the Arts Performances, IEP annual or triennial meetings, meetings with the attendance teacher, guidance counselors/SBST, or with administration and deans (if disciplinary in nature).

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.

Our school will follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth by Chancellor's Regulation A-633. The school will translate all notices home that pertain to students' academic and social needs. If the letter is not able to be translated, the school will notify the child of the need for translation. In the case that this does not work, the school will place a call to the parent to relay the information in the notice verbally through the use of a translator.

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.

Oral translation services are currently provided by staff volunteers or relatives serve as translators for parents. When in house translation is not possible, we utilize the services via telephone of the DOE Translation and Interpretation Unit.

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.)

To ensure that all staff members are aware of how to use translation services and over the phone interpretation service, they are provided with the information via T&I Brochure distributed at staff meetings along with a copy of Chancellor's Reg. A-663. This year, the Translation and Interpretation Unit will provide training to parent coordinators and other key school based staff on language access requirements if needed.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We are aware that it is our responsibility to provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our Parent Coordinator will disseminate this to the parents when necessary. We post in a location near the primary entrance of the school, a sign in each of the covered languages indicating the availability of interpretation services. The school's safety plan will also contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. If more than 10% of the students in our school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language for parents. The Parent Coordinator will direct parents to the Department's website which will provide them, depending on the covered language, with information concerning the rights of parents to translation and interpretation services and how to access such services.

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)

The school will maintain records of all language access services it provides to parents. Our Parent Coordinator will also contact the Translation and Interpretation Unit to acquire information about their records of all language access services it has provided to our school throughout the school year.