

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **19K409**

School Name: **EAST NEW YORK FAMILY ACADEMY**

Principal: **ANTHONY YARD**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: East New York Family Academy School Number (DBN): 19K409
Grades Served: 6-12
School Address: 2057 Linden Blvd, Brooklyn, NY 11207
Phone Number: 718-927-0012 Fax: 718-927-0411
School Contact Person: Anthony Yard Email Address: Ayard3@schools.nyc.gov
Principal: Anthony Yard
UFT Chapter Leader: Valrie Wauchope
Parents' Association President: Geraldine Ector-Khan
SLT Chairperson: Barbara Carraby-Thomas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Takeeba Davison
Student Representative(s): Denisha Smallwood

District Information

District: 19 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: (718) 455-4635 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Bernadette Fitzgerald
Director's Office Address: n/a
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 347-225-5119 Fax: n/a

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)
Anthony Yard	*Principal or Designee	
Valrie Wauchope	*UFT Chapter Leader or Designee	
Geraldine Ector-Khan	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shaylese Davis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Takeeba Davison	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shasha Graham	CBO Representative, if applicable	
Nicole Goddhard	Member/Parent	
Marilyn Smith	Member/Parent	
Patricia Grant	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea Steele	Member/ Teacher	
Elizabeth Anunkor	Member/ Teacher	
Barbara Carraby-Thomas	Member/ Teacher	
	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.

East New York Family Academy is a middle-high school with 464 students from grades 6-12. The school population comprises 64% Black, 34% Hispanic, 1% White, and 1% Asian students. The student body includes 2% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014 - 2015 was 91.6%.

We predict that by September 2015 we will have grown to at least 500 students and for the first time have an I.C.T class at each grade level (6-12). This student population will need a wide range of differentiated assessments and pedagogical techniques to develop common core aligned skills within each student and measure the growth of these of skills within each student.

Based on the Framework For Great Schools report in 2015 , East New York Family Academy hd the Most Progress in the following elements.

- A. Rigorous Instruction
- B. Collaborative Teachers
- C. Effective School Leadership
- D. Trust

The Key areas of focus for this school year are:

- A. Supportive Environment
- B. Strong Family and Community Ties

Strategic collaborations/partnerships:

A. Brooklyn Community Service (B.C.S) provides STEM afterschool activities for our middle school students and train high school students to be mentors. Students are engaged in the courses of robotics, dance, leadership training, swimming, drama, sports, martial arts, computer graphics and book publishing.

B. Apex provides professional development/training, materials and networking for teachers of Advance Placement courses and free Saturday A.P. prep courses for students. We will have five A.P. courses for the 2015-2016 school year.

C. Bootstrap is a curricular module for students ages 12-16, which teaches algebraic and geometric concepts through computer programming.

Theory of Action : If we continually develop the content and pedagogical skills of our teachers and provide them with opportunities to collaborate with all stakeholders then students will become College and Career Ready.

ENYFA Mission Statement

“We are a kind and caring family of curious and thoughtful learners.”

- We recognize the ability of all children to learn well.
- We instruct, support and prepare students for higher learning and successful workforce participation.
- We strive to maintain rigorous academic standards and current technological preparation.
- We facilitate our students’ exploration of their individual intelligences, emotional and social skills, and we guide their access to their full potential.
- We are committed to communication among our staff, parents and students that reflects kindness and caring.

19K409 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	482	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	15	# Music	13	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		91.7%
% Free Lunch	78.9%	% Reduced Lunch		6.2%
% Limited English Proficient	1.3%	% Students with Disabilities		10.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		68.4%
% Hispanic or Latino	28.6%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.97	# of Assistant Principals (2014-15)		2
# 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)		20.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.0%	Mathematics Performance at levels 3 & 4		30.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		93.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	80.0%	Mathematics Performance at levels 3 & 4		73.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	93.3%	% of 2nd year students who earned 10+ credits		88.7%
% of 3rd year students who earned 10+ credits	86.7%	4 Year Graduation Rate		92.7%
6 Year Graduation Rate	93.0%			
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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			

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

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

Part 1 – Needs Assessment

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

Based on the Framework For Great Schools Report 2015 our scores for the element of Rigorous Instruction are higher than the city average. This data confirms an improvement in the school’s overall ADVANCE observation ratings for component 3C: Engaging Students in Learning than that of previous years. Eighty -Seven percent of our staff is rated effective to highly effective this school year (2014-2015) as compared to Eighty percent in 2013-2014.

As a result

- a. teachers collaborate more and share best practices, use common core aligned rubrics and literacy strategies and making interdisciplinary connections
- b. lesson plans challenge and engage student thinking
- c. performance tasks are aligned to common core standards
- d. students are engaged in higher order thinking tasks
- e. students are engaged in more thoughtful questioning and discussions
- f. students are scoring higher on assessments

Despite our higher than city average score for rigorous instruction 83%, we recognize the need for improvement. It is our belief that all of our students can and will learn. Hence we have an obligation to move the remaining 17% of our students forward.

To move these students forward we will carefully review our end of year assessments: scholarship report, Regents and other city-wide measures of assessments, as well as surveys. We have specifically targeted our bottom third, ELL’s, and Special Needs populations, and we have formed action committees to better address the needs of these students.

Part 2 – Annual Goal

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

By June 2016, 84% of our students will become more proficient in the use of citing evidence to support their claims as measured by variety of assessments that include formal class projects, presentations and assessments, SchoolNet, state exams, and fall and spring term final exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Incorporate new modalities for learning and information sharing, including technology and universal design for learning.</p> <p>2. Include academic supports (e.g., tutoring and co-curricular activities) and extended learning opportunities (e.g., after-school and supplemental educational services).</p>	<p>Bottom 3rd in all of our academic areas and Hispanic and Black males</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, S.L.T and Parents</p>
<p>1. Incorporate multiple research-based instructional strategies—such as scaffolding, differentiated instruction, and double dosing—for all students, including those with special needs and ELL’s</p>	<p>ELL’s</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, S.L.T and Parents</p>
<p>1. Incorporate cognitive skills development, including note-taking, outlining, content summarizing and synthesis, study skills, and test-taking skills.</p> <p>2. Include academic supports (e.g., tutoring and co-curricular activities) and extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services), and scaffolding, differentiated instruction, and double dosing—for all students, including those with special needs and ELL’s</p>	<p>Special Needs</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, S.L.T and Parents</p>
<p>All teachers will use a common growth model approach to measure student progress and therefore create a stronger correlation between student report card grades and their common core state exam scores.</p>	<p>All Students</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, S.L.T and Parents</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.

Title I School Wide Programs
 Reduced Class Size
 Professional Development
 Parent Involvement
 Contract for Excellence
 Reduced Class Size
 Tax Levy Fair Student Funding
 PM School (Budget Permitting)
 Community Based Afterschool Program (Middle School Only)
 Saturday Academy (Budget Permitting)
 Framework for Great Schools
 Measures of Student Learning
 Core Curriculum Support
 ELA/Math Student Support (MS Only)
 Parent Teacher Conferences (MS Level 1 Students)
 ARRA RTTT Data Specialist Support
 NYSTVP Voucher Program
 AIDP
 AP Expansion Grant Funded NMSI Initiative

Funding allocations where available will be used to appropriately support the Chancellor’s Framework.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Fall Semester Final Exams
 Classroom Projects, Presentation, and Assessments
 Danielson Observation Cycle
 Weekly Grade Level and Department Meetings
 Weekly Parent Outreach
 Weekly Curriculum Development
 Advisory and Student Goal Setting
 Monthly SLT and PTA Meetings
 Weekly CBO Afterschool Planning Meetings

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

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

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

Part 1 – Needs Assessment

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

Based on the Framework for Great Schools in the element of Supportive Environment which is predominantly measured by student responses, 7 indicators were lower than the city average. The 2013-2104 Quality Review Indicator 3.4 we were rated proficient. The attendance rate is 91.4 % and is at par with last year’s rating. The number of suspensions has decreased by approximately 10% but the number of referrals for Guidance Counseling intervention increased by 15%. In addition, we survey students through the student government and the results were always positive and encouraging.

In regards to the element of Supportive Environment the students at East New York Family Academy have a safe and caring environment that is open 6-7 days a week. In addition, students stay afterschool up to 8pm to talk with peers and Staff, relax, attend after school activities receive homework help, and use the computer lab for assignments. Staff members volunteer their time during their lunch periods, after school and on Saturdays to tutor and/or engage students in extra-curricular activities i.e. Chess club, sports and arts activities. Therein lies the strength of our school as evident by the number of students/parents and Staff (including school safety and custodians) actively involved and committed to the East New York Family culture. There is a saying in our school that we have to plead for students to leave the school compound or they will never leave.

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 we will have a 15-50% reduction in the number of student referrals/suspensions due to cyberbullying and/or the inappropriate use of social media as measured by number of referrals, suspensions and an increase in the element of Supportive Environment in the Framework for Great Schools.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Conduct Family workshops on how to support students' academic and socio-emotional needs.	Families, Students	October 2015- June 2016	Teachers, PTA, SLT, Administrators, Counselors
Advisory classes – teachers will have a small group (maximum of 14 students) of mixed grade level students to meet once a week to discuss strategies and student issues to support the academic and socio-emotional wellbeing in the class and school culture.	Students	Weekly	Teachers, Administrators, Counselors
Parent Teacher Outreach on Tuesdays- Parents and their children will meet with their Grade team to discuss student strengths, goal setting and next steps needed to improve academic and socio-emotional growth	Parents, Students	Weekly	Teachers, Administrators, Counselors
Student Government comprised of adult(s) supervisors and elected student officials to discuss, plan and execute activities to support the academic and socio-emotional growth of all stakeholders.	Parents, Students, Staff	Monthly/as scheduled	Teachers, PTA, Administrators, Counselors, C.B.O, students, parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Title I School Wide Programs Professional Development Parent Involvement PTA Contract for Excellence Student Government and PTA fund raising C.B.O OSYD support Mental Health and Family outreach programs i.e . Christopher Rose Community Empowerment Campaign, Inc. (CRCEC)										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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.

Monitoring student online behavior will be on going. Once a month during our school safety meeting we will assess student online and social media behaviors by reviewing anecdotal and any other OSYD reporting platforms. In addition, once a month and when needed, Guidance Counselors, Staff and Administrators will meet to discuss the effect the program is having on the school community in regards to student online behaviors and revise plans when needed.

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

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

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

Part 1 – Needs Assessment

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

Based on the Framework of Great Schools Element of Collaborative teachers our school scored at or above the City average in 4 out of 9 of the indicators. We scored exceptionally well on Reflective Dialogue. In our 2013-2014 Quality Review indicator 4.2 we were proficient. Teacher feedback regarding their engagement in grade, department or whole school professional development were always positive as they try new techniques and strategies to drive student outcomes. Looking at the ADVANCE ratings and feedback there is an increase from last year’s in coherency of instruction across the disciplines as evident by the May 2015 Principal Performance Observer’s comment: The principal has systematized a process to conduct frequent, low inference observations that are aligned to the Danielson Framework for Teaching and build a shared understanding of effective teaching. He also works with his assistant principal to ensure that the observation and feedback process is yielding improvements in teaching and learning.

The following strengths are evident

- Teachers are collaborating in their Grade /Department Teams
- Teachers are conducting and providing feedback during peer inter-visitation
- Teachers are using common rubrics and share Best Practice in regards to literacy techniques and classroom management
- Teachers are effectively using the Inquiry cycle (monitor, revise lesson plans) when analyzing student work
- Teachers conduct Professional Development to showcase best practice
- Professional Learning Committee drive teacher development
- I.C.T are collaborating and continuing to make strides in differentiating instruction to fit all learners
- Students’ passing rates have improved as per the scholarship reports.

Next Steps:

- Continue to support and evaluate best practices for frequent assessment strategies across classrooms including checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps.
- Continue to monitor teacher team work to ensure that they lead to instructional and curricular next steps, improved teacher practice and yield student progress and mastery of goals for groups of students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, 84% of ENYFA pedagogues will be able to effectively use assessment in their instruction as measured by the Danielson Rubric for Teaching (Components: 3b, 3d) and teacher inter-visitation feedback.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will continue to explore ways to implement pedagogical practices in assessment that will increase student understanding, fluency and application of key concepts in Math; and increase student capacity to ground their reading, writing, and discussion in evidence from the text across the disciplines.</p>	<p>Teachers Paraprofessionals Students</p>	<p>Sept 2015- June 2016</p>	<p>Professional Learning Committee, Administrators, CBO,SLT, Department and Mentors</p>
<p>All Staff will participate in weekly grade/department meetings during their common planning blocks, with the support of their professional learning community to analyze assessments and students’ responses, teacher questioning techniques and DOK levels.</p>	<p>Teachers Paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Professional Learning Committee, Administrators, CBO, SLT, Department and Mentors</p>
<p>Staff will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; We will continue to a collaborate and provide our C.B.O and other afterschool support with information needed for consistency in pedagogical practice .</p>	<p>Parents, C.B.O</p>	<p>September 2015- June 2016</p>	<p>Professional Learning Committee, Administrators, SLT, Department and Mentors</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.

- Title I School Wide Programs
- Reduced Class Size
- Professional Development

- Parent Involvement
 - Contract for Excellence
 - Reduced Class Size
 - Tax Levy Fair Student Funding
- 1) Middle School (Budget Permitting)
 - 2) Saturday Academy (Budget Permitting)
 - 3) Citywide Instruction Expectations
 - 4) Measures of Student Learning
 - 5) Core Curriculum Support
 - 6) ELA/Math Student Support (MS Only)
 - 7) Parent Teacher Conferences (MS Level 1 Students)
 - ARRA RTTT Data Specialist Support
 - NYSTVP Voucher Program
 - AIDP
 - AP Expansion Grant Funded NMSI Initiative
 - College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.
 - Community Based Organization- Brooklyn Community Services
 - All Staff will participate in weekly department meetings during their common planning blocks, with the support of their professional learning community.
 - Department and grade level teams will examine student work from the 2014-15 school year and the current school year to understand gaps in the reading comprehension of their students and the citation of evidence in their reasoning.
 - School leadership will meet with teachers and their PLCs on a regular basis and coordinate this work across the grades.
 - Teachers will have additional opportunities to earn per session for curriculum planning and task design that addresses the reading comprehension of their students and the citation of evidence in their reasoning.
 - Schedule common planning time for departments and grade levels.
 - Review units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work within in each department and grade level.
 - Teachers will include more text-based learning tasks in their lessons so students can practice using evidence to support their claims.
 - Teachers will incorporate the use of online programs to support student proficiency during and after school hours.

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

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

After each marking period, the Staff will assess how the varied assessments affects student outcomes and suggest what will be needed to reach our goal. After the first semester, February 2016 we will assess how close we are to our goal of 84% in teacher proficiency of effectively using assessment in their instruction. Moreover, the monthly meeting of the Professional Learning Committee will readjust their PD under the advisement of the Principal’s Cabinet and SLT to ensure reaching our goal.

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

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

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

Part 1 – Needs Assessment

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

Based on the Framework for Great Schools in the element of Effective School leadership we scored higher than the city’s average in each of the 4 indicators. The Trust element of the Framework also indicates a high level of Effective School Leadership between the trust of Staff, Parents and Students towards school administrators. Moreover, on the 2015 PPO the reviewer stated: The principal communicates high expectations to staff, students, and their families, and provides support structures to ensure success in meeting school expectations and in supporting students’ college and career readiness.

The strengths are evident:

In the above stated qualitative and quantitative data.

Next Steps:

- 1) Continue to build high expectations regarding teacher performance and student outcomes.
- 2) Communicate with all stakeholders (Staff, Students, C.B.O’s and Parents) how to measure student growth based on the Growth Model concept and it’s correlation to where students are in regards to Mastery of the Common Core Learning Standards
- 3) College and Career Readiness Section Rating on the 2013-2014 School Quality Guide is at the Approaching the Target Range (42.6).

Hence it is our endeavor to have all stakeholders shift their thinking behind the meaning of a student’s grade or score. In Best grading practice there should be a direct correlation between a student scores /grades and where they are on the continuum of mastery of the standards. We call it the **Growth Model Grading Policy** . This will prepare all stakeholders for the year 2022 when there will be a shift in Regents minimum passing score. A student scoring below a 75% in ELA or below an 80% on the Algebra Regents exams, failed that exam because they did not meet mastery of the tested standards.

Part 2 – Annual Goal

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

By June 2016 there will be a 10 percent increase in the College and Career Readiness Section Rating as measured by the School Quality Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent workshops on the Growth Model view of student scores and how it relates to mastery of the Standards.(Growth Model Grading Policy)</p>	<p>Parents , PTA</p>	<p>Sept 2015- June 2016</p>	<p>SLT , Teacher leaders, Guidance Counselors, Administration, Data Specialist</p>
<p>Train students on interpreting all of their assessment scores in relation to the standards and how it relates to their College and Career Readiness levels. .(Growth Model Grading Policy)</p>	<p>Students</p>	<p>Sept 2015- June 2016</p>	<p>SLT , Teacher leaders, Guidance Counselors, Administration, Data Specialist</p>
<p>Train all Staff on the Growth Model when scoring standards based assessments, how it translates to report card grades, and how to communicate the college and career readiness levels to all stakeholders. .(Growth Model Grading Policy)</p>	<p>Staff, CBO</p>	<p>Sept 2015- June 2016</p>	<p>SLT , Teacher leaders, Guidance Counselors, Administration, Data Specialist</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>On- going: Professional Development for Staff Parent Workshops Student government meetings Town hall meetings with all stakeholders</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

At the end of each marking period, the Staff will assess how their classroom assessments/projects correlate to the students' mastery of the Standards, which will translate to the students' report card grades and when ultimately how they performed on the State Exams, PSAT, SAT, ACT, A.P. exam scores. By The end of the 1st and 2nd semester the SLT, teacher team and principal's cabinet will assess the accuracy of the Growth Model grading policy.

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

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

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

Part 1 – Needs Assessment

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

Based on the Framework For Great Schools Report 2015 in the indicator of Parent Involvement our score is lower than the city average. However, teachers have increased conferencing with parents and their children during our regular scheduled weekly Parent Outreach on Tuesday afternoons. Moreover we have conducted four parent teacher conferences instead of the three allotted by the Chancellor.

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, ENYFA pedagogues and support staff will be able to demonstrate effective communication with families by achieving an increase in parent participation by 15% as measured by the Framework for Great Schools Report, PTA participation, Parent Conference participation, and Parent Workshop participation.

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>Conduct Parent Workshops Regarding:</p> <p>Transcripts</p> <p>School Expectations</p> <p>State Assessments</p> <p>College and Career Planning</p> <p>Child Development</p> <p>Online Resources</p> <p>Guest Speakers</p> <p>Growth Model for Student Progress</p>	<p>Whole School Community</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, SLT, PTA and Parents</p>
<p>Conduct Parent Conferences</p>	<p>Whole School Community</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, SLT, PTA and Parents</p>
<p>Conduct Parent Outreach</p>	<p>Whole School Community</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, SLT, PTA and Parents</p>
<p>PD for Teachers regarding effective Parent Outreach: Growth Model for Student Progress</p>	<p>Whole School Community</p>	<p>Sept. 2015 – June 2016</p>	<p>Classroom Teacher ,Guidance Counselor, Administrators, Grade Level Teams, Department Teams, SLT, PTA and Parents</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.

- Provide materials and training to help parents work with their children to improve student achievement in literacy, math, and technology
- Provide parents with information and training to be more involved in planning and decision making for their children;
- Foster a caring and effective home-school partnership to ensure that parents can support and monitor their child’s progress
- Provide assistance to parents in understanding City, State and Federal standards and assessments.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide professional development opportunities for school staff and parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and our school community.
- Ensure families are aware that all students are challenged to complete more difficult work
- Prepare students to be successful in the world beyond school and encourage families to support their children in rising to this new challenge.
- Share evidence of student progress with families.
- Celebrate student progress with families, peers, and the community at large.
- Seek partnership with superintendent office and Borough Family Advocate

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

In February 2016 the school will review agendas, attendance, and feedback from the activities highlighted above.

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)	ELA/Grade Teacher team, Rtl, parent recommendations, progress reports, Classroom performance, mock State exams/final exam results	Prerequisite/ vocabulary skill building activities, , PM School (Budget Permitting) Saturday Academy (Budget Permitting) 90-Minute Periods of Instruction, Differentiated Instruction Universal Design For Learning , Understanding By Design, Cooperative Learning	Small Group, Peer/ Teacher/C.B.O led tutorials , I.C.T, computer based learning and assessment platforms- i.e. Scantron Performance Series, Castle Learning	During the school day, After school tutorial, Saturday tutorial, Summer school
Mathematics	Math/Grade teacher team. Rtl, parent recommendations, progress reports, Classroom performance, mock State exams/final exam results	Prerequisite/ vocabulary skill building activities, , PM School (Budget Permitting) Saturday Academy (Budget Permitting) 90-Minute Periods of Instruction, Differentiated Instruction Universal Design For Learning , Understanding By Design, Cooperative Learning	Small Group, Peer/ Teacher/C.B.O led tutorials, I.C.T, computer based learning and assessment platforms- i.e. Scantron Performance Series, Castle Learning	During the school day, After school tutorial Saturday tutorial
Science	Science/Grade teacher team, Rtl, parent recommendation, progress reports, Classroom performance, mock	Prerequisite/ vocabulary skill building activities, , PM School (Budget Permitting) Saturday Academy (Budget Permitting) 90-Minute Periods of	Small Group, Peer/ Teacher/C.B.O led tutorials, I.C.T, computer based learning and assessment platforms- i.e. Scantron	During the school day After school tutorial Saturday tutorial

	State exams/final exam results	Instruction, Differentiated Instruction Universal Design For Learning , Understanding By Design, Cooperative Learning	Performance Series, Castle Learning	
Social Studies	Social Studies/grade team , Rtl, parent recommendations, progress reports, Classroom performance, mock State exams/final exam results	Fact cards, Prerequisite/ vocabulary skill building activities, , PM School (Budget Permitting) Saturday Academy (Budget Permitting) 90-Minute Periods of Instruction, Differentiated Instruction Universal Design For Learning , Understanding By Design, Cooperative Learning	Small Group, Peer/ Teacher/C.B.O led tutorials, I.C.T, computer based learning and assessment platforms- i.e. Scantron Performance Series, Castle Learning	During the school day, After school tutorial
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor/SAPIS, Parents and School Psychologist 's recommendation	Parent, Teacher(s) and student create goals and next steps to correct ,monitor and revise behaviors , conduct cards	Small group / one to one counseling, parent teacher conferences, Outside resources	During the school day, After school counseling

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

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.
Our school has a teacher led team that recruits, interviews; rates demo lessons and select candidates for possible teaching assignments. After this vetting process the teacher team rates the performance of each candidate then make a recommendation to the Principal's cabinet for final decision. In regards to retention of qualified teaching staff, teachers are an integral part of the Administrative team to monitor, revise and conduct professional development plans, as well as engage in peer observations/ inter-visitation and provide actionable feedback during grade and department meetings.

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).
All members of our professional learning community are engaged in book /article studies that showcase best practice that improves student outcomes. Moreover, they reflect on their practice and are provided a safe, trusting environment in which they share successes and areas in need of improvement. Teachers who show best practice share their pedagogical and content strategies with the Staff during our whole school, grade and department meetings. Lastly, our learning community is engaged in analyzing student work, performance tasks and unit plans that are aligned to the Common Core State Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Using the school’s theory of action and school’s philosophy the teachers choose assessments that engage students to increase literacy across the disciplines by having students cite evidence and provide a rational for their answers in written, oral and project based forms. Pedagogical Staff analyze student work, discuss students’ strengths and weaknesses and then design next steps to increase student outcomes. This inquiry process drives the professional development plans for the whole, grade and department professional learning meetings.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	335,507.00	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,894,047.00	X	X
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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. **East New York Family Academy** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 19	Borough Brooklyn	School Number 409
School Name East New York Family Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Anthony Yard	Assistant Principal Robert Hornick
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher John Lawhead	School Counselor Deborah Banks
Teacher/Subject Area Valrie Wauchope / ELA Sp Needs	Parent Geraldine Ector-Khan
Teacher/Subject Area Reita Khan / SS Sp Needs	Parent Coordinator N/A
Related-Service Provider Barbara Rosenberg	Borough Field Support Center Staff Member N/A
Superintendent Karen Watts	Other (Name and Title) Earle Yearwood

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	493	Total number of ELLs	15	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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	2	0	0	5	0	0	8	0	7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	2	7	1	1		0
Chinese														0
Russian														0
Bengali							1							0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				0
7	1				0
8	2				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	3								0
7	1								0
8	1		1						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	2		2						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	1		0	
Integrated Algebra/CC Algebra	3		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	3		0	
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	1		1	
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.
ELL students are given a teacher-generated Spanish reading test and the Bader Reading and Language Inventory which is a one-on-one assessment of English word decoding and reading comprehension. These assessments provide information about native literary skills and word-recognition, reading level, strengths and weaknesses of comprehension in English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
ELL students in this school received scores on the NYSESLAT that range from entering to expanding levels of proficiency. All students have had at least four years of service. We have relatively large subgroup of students with learning disabilities. All students in grades 7-9 received scores in the low range (1) on the ELA state tests.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school did not reach the AMAO targets for the 2013-2014 school year. An analysis of NYSESLAT subscores has allowed our school to evaluate the progress our students are making in language skills. Our students have shown more consistent progress on the speaking and listening subtests compared with the reading and writing parts.
- 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?
ELL students are testing poorly in English all grades compared to test performance in their native language. The ELL periodic assessments revealed weaknesses in reading comprehension both for non-fiction text and literature. Students are encouraged to develop reading skills in English and their native language through independent. We provide parallel texts in Spanish for beginning and low intermediate students in their content classes, including global studies and ELA.

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](#).]
Our school uses formative assessments to identify specific areas in need of improvement. Students struggling with content classes have access to after-school and lunchtime tutoring.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers plan lessons and classroom activities that specifically focus on listening, speaking, reading and writing skills. Students are exposed to connections between new concepts and vocabulary and similar ideas and words in their native language. Students receive feedback for their classwork that reflects both content and language objectives.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The progress of ELL students is evaluated by using data on their attendance, passing rates, rates of grade-level promotion and credit accumulation, class grades, performance on unit and comprehensive exams in class and the results of state tests.

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.
Our ESL coordinator and a Spanish teacher share responsibility for evaluating newly admitted students as well as list notice students. Newly enrolled students are given the Home Language Survey either before or during a family orientation session. Upon finding that a student is eligible for testing for ESL/bilingual services the students' parents or guardians are shown a video introducing the program options for English Language Learners. The parents or guardians complete a survey according to their preferences. The NYSITELL, the Spanish LAB (if appropriate) and an in-house assessment are administered to determine the students' eligibility for services and program placement.
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).
Students are evaluated for possible SIFE status through the initial parent interview using the SIFE Oral Interview Questionnaire. The literacy skills of new students are tested with the Spanish LAB and the Literacy Evaluation for Newcomers diagnostic assessments.
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).
For newly enrolled students with IEPs who are eligible for ESL/bilingual education services a Language Proficiency Team is convened which includes an assistant principal, the Special Education Department liaison, the ESL teacher and the student's parent or guardian.
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.
Families of students who have been screened with the NYSITELL are informed of the results and significance for entitlement within five days by first-class mail.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The notification letter containing the NYSITELL results and entitlement status also contains information about the right of parents to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents and guardians of students who are eligible for the NYSITELL assessment attend an orientation session led by a teacher who is fluent in the family's native language. The family member view a New York City Department of Education video about the program choices for bilingual/ESL services. They discuss any questions they have and then complete a survey form according to their preferences.

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.
In a situation where the response forms have been completed away from the school the school will reach the family by phone and provide any assistance require in order to ensure that the papers are returned to the school in a timely manner.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
An ESL coordinator monitors the completion and return of parent survey forms by using a checklist.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are sent by schedule using first-class mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL coordinator maintains a filing system for all ELL documents and records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL coordinator oversees the administration of the NYSESLAT according to the protocols set forth in current memoranda.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL coordinator prepares and sends parent notification letter by first-class mail.
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).
Most parents have expressed a preference for a free-standing ESL program. Some parents have expressed an interest in a transition bilingual education program and they have been informed of the location of such programs in other schools in the district.

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.
ELL students in our school receive English language services through integrated instruction in their English Language Arts and Social Studies classes with a licensed ESL teacher working cooperatively with content teachers. The ESL teacher works individually with ELL students and also provides mini-lessons that have language and content objectives. Free-standing classes also meet during the school day with ungraded and heterogeneously mixed groups. These classes address the objectives of all of the students' content classes as well as language development.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Classes in our school meet for forty-four minute periods. ELL students at the entering level of proficiency are given stand-alone classes and integrated instruction for 15 periods. Students at the emerging and transitioning levels are given 10 periods of either type of instruction and students at the expanding level are given 5 period of only integrated instruction. Proficient students are programmed so that they have access to the ESL teacher during two of their content classes.
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.

High School ELL students are programmed for two content classes with integrated instruction provided by content and ESL teachers. The ESL provides instruction both individually and with small-group mini-lessons. Instruction is provided in English. Student are provided with supplementary materials and parallel texts in their native language. Stand-alone classes also meet which are conducted in consultation with the students' content teachers. These classes address both content and language learning objectives.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Beginning and intermediate-level ELL students complete some of their content assignments in their native language and this work is evaluated for accuracy and fluency of expression.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Class time is utilized to develop students' language skills in all four modalities and students' developing proficiency is evaluated through classroom observation, completed assignment and teacher-generated and standardized tests.

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

The school is prepared to meet the needs of SIFE and newcomer students with differentiated instruction and materials. At this time our population is made of developing, long-term and former ELL students. The instruction provided for developing learners includes supplementary native language resources, basic resources for English, including picture dictionaries and low intermediate-level reading texts and strategies for building vocabulary. Long term ELL and former ELL students are provided with high-interest supplemental reading materials in the content areas and receive individual feedback on writing mechanics and fluency.

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.

After the principal has reversed an earlier determination and approved a re-identification appeal a group of staff members who are familiar with the student will plan appropriate support services in consultation with the students' parents or guardians. The family will be notified of what services are being offered.

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?

Students with learning disabilities who are entitled to bilingual/ESL services are programmed for small classes with an Integrated Collaborative Team Teaching model. Teachers provide scaffolding techniques, small group instruction, templates for writing and discussion, classroom library and tutoring outside of class.

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

Students in the ELL population who have IEPs are scheduled together at the same grade level for Integrated Collaborate Team Teaching and Integrated ENL. This provides them with a learning community that includes general education students and native English speakers.

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.

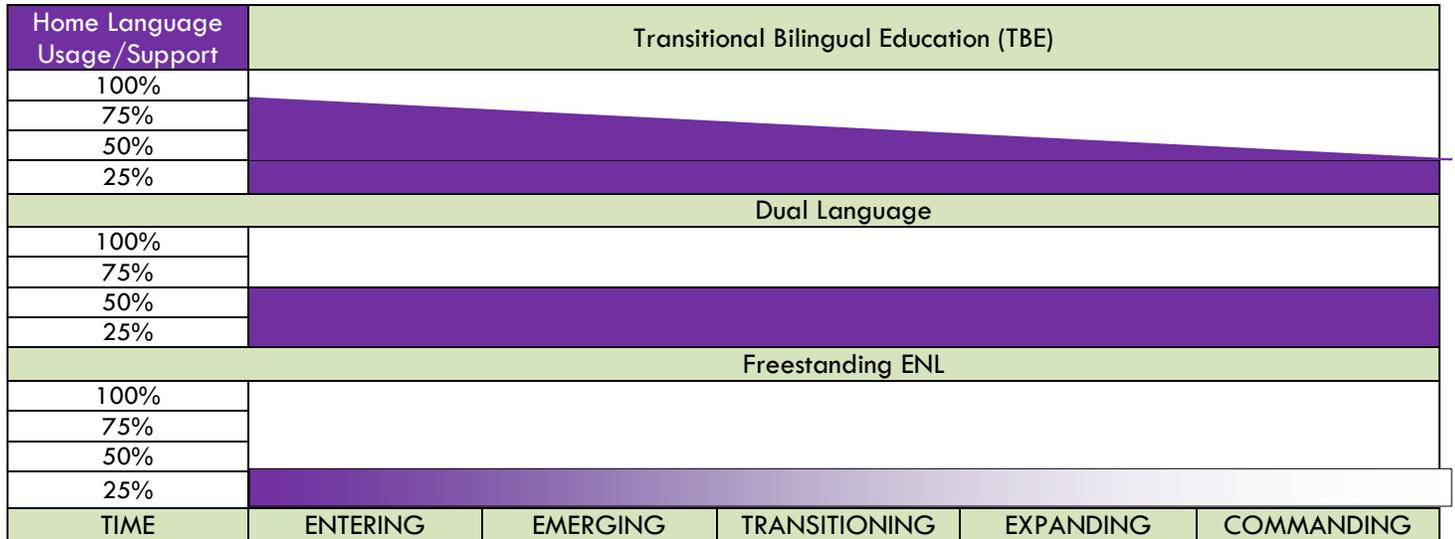


*Note “other approved services” does not apply to New York City at this time.

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.
Our school offers lunchtime, after-school and weekend individual tutoring and small-group instruction in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The majority of our ELL student have participated in tutoring or small-group instruction. These programs have enabled the students to meet deadlines for assignments, make up assignment and review material taught in content classes. Students have also been able to develop conversation fluency and pursue personal interests through independent reading.
12. What new programs or improvements will be considered for the upcoming school year?
We anticipate adding a new study area for ELLs with bilingual resources, picture dictionaries and a reading library.
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 have equal access to all after school and supplemental services.
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.
Teachers of ELLs students make use of smart boards, classroom textbooks, classroom libraries, computers, computer rooms, reference books, supplementary bilingual materials and mobile labtops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELL students have access to bilingual dictionaries, online translators, supplementary bilingual materials in content areas and video and online material in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Services and resources are evaluated for age- and grade-level appropriateness by department curriculum teams in consultation with an ESL specialist or ESL teacher.
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).
Our school hosts an orientation session for all newly enrolled ELL students that includes presentations by upper-class student and teacher.
19. What language electives are offered to ELLs?
We do not offer any language electives at this time.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ESL teacher and other teachers of ELLs participate in a range of professional development sessions both planned in the school and at other sites. The topics of current and future workshops have included brain research, second-language acquisition, themes in applied linguistics, questioning techniques, cultural contrasts and integration, classroom resources, writing process, cooperative learning, critical thinking, attention, memory, the psychology of learning, social and emotion learning, use of the internet
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?
Professional development sessions focussed on the Common Core Learning Standards have included such topics as close reading, writing complex sentences, templates for persuasive essays, other writing scaffolds such as RACE, and interdisciplinary unit-writing.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Both ELL and mainstream students participate in a Bump It Up day in which high school teachers introduce themselves to graduating middle schoolers and provide them with an experience of ninth-grade subjects and assignments.
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.

Professional development workshops for teachers in our school includes sessions explaining how ELLs services work. Teachers also have opportunities to discuss issues related to their experience teaching ELLs as well as gain exposure to concepts and theory in the field of language acquisition. The sessions also include a demonstration of good practices for co-teaching and integrating language and content instruction for English language learners. The professional development activities are planned by the principal in consultation with teachers and the principal keeps a record of session agendas and attendance.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
The ESL coordinator plans annual individual meetings with the parents of ELL student in collaboration with students' guidance counselors. Bilingual teachers or paraprofessionals are available for translating.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The parents of ELL student participate in Parent Association meetings, parent-teacher conferences and other Open School Night events, award presentations, evening assemblies and variety of family-oriented events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school is partnered with Brooklyn Community Services to develop workshops and other services specifically for parents of ELL students.
5. How do you evaluate the needs of the parents?
Our school solicits feedback from parents at all events and activities as well as through regular printed communications.
6. How do your parental involvement activities address the needs of the parents?
The events our school plans for parents increases their awareness of the school's mission and its programs. It allows the parent to feel a sense of community with other parents, school staff and students. It gives them opportunities to raise concerns about their children's education and it allows to participate in furthering the work we do.

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:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Yard	Principal		10/26/15
Robert Honick	Assistant Principal		10/26/15
N/A	Parent Coordinator		
John Lawhead	ENL/Bilingual Teacher		10/26/15
Geraldine Ector-Kahn	Parent		
Valrie Wauchope	Teacher/Subject Area		10/26/15
Reita Kahn	Teacher/Subject Area		10/26/15
	Coach		
	Coach		
Deborah Banks	School Counselor		10/26/15
Karen Watts	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K409**

School Name: **East New York Family Academy**

Superintendent: **Karen Watts**

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.learn DOE.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.

Parents are interviewed during intake and orientation for new student admission in order to determine their preferred language of communication. The ESL coordinator uses responses on the Home Language Survey and ATS reports to identify students born outside of the U.S. Announcements are made in Spanish to all parents attending school events about the the availability of translation services. Parents who need interpretation are encouraged to sit in an area an interpreter is available. Based on ATS data, sign-in sheets and interviews with school staff continually update parents' language preferences as indicated on the Emergency Blue Cards which are stored in the main office of the school.

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

The languages preferred by parents for written and oral commication are English and Spanish.

Part B: Creating a Communications Calendar

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

The school provides announcements for curriculum nights, parent-teacher conferences, open school nights and days and special assemblies which are translated into Spanish and mailed to homes. Letters for IEP meetings or other services are similarly translated and sent to homes. Families are provided with a school calendar, school transfer option, college and career information, financial aid brochure and information about graduation requirements in their home language upon request by students or family members.

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

During the year parents will come to our school for curriculum nights in September and March, parent-teacher conferences in November and May. Throughout the year there are IEP meetings, meetings with teachers, deans, guidance counselors and administrators.

Part C: Providing Language Assistance Services

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

The school has a designated staff person who makes a Spanish translation of written announcements and communications provided to the parents.

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.

The school strives to insure that staff people are available for most in-school meetings. School and security staff who have frequent contact with parents are provided with a copy of Language Identification Guide in order to facilitate over-the-phone interpretation.

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.)

The school faculty is apprised of the procedures for using in-house school and over-the-phone translation at school faculty meetings. The school Language Access Coordinator meets personally with all school and school security staff who have frequent contact with parents. She distributes a copy of the Language Identification Guide and the Translation and Interpretation brochure.

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

The school displays a Welcome Poster, the Parents' Bill of Rights, the Parents' Guide to Language Access and the Language Identification Guide in the lobby of the school and its main office. Copies of the documents are provided to parents upon request.

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)

Parent feedback about the quality and availability of language translation services is solicited in the DOE parent survey and from the responses of parents attending school events and meetings as well as during over-the-phone conversations.