



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**15K442**

**School Name:**

**CARROLL GARDENS SCHOOL FOR INNOVATION (CGSI)**

**Principal:**

**DEANNA SINITO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Carroll Gardens School for Innovation School Number (DBN): 15K442  
Grades Served: 6-8  
School Address: 317 Hoyt Street  
Phone Number: 718-222-6420 Fax: 718-222-6425  
School Contact Person: Noreen Mills Email Address: [Nmills@schools.nyc.gov](mailto:Nmills@schools.nyc.gov)  
Principal: Noreen Mills  
UFT Chapter Leader: Damian Jones  
Parents' Association President: Nick Nyhan  
SLT Chairperson: Lisa Genduso  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street Brooklyn, NY  
Superintendent's Email Address: [Askop@schools.nyc.gov](mailto:Askop@schools.nyc.gov)  
Phone Number: 718-935-4317 Fax: 718-935-4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston street  
Director's Email Address: [Bfitzge2@schools.nyc.gov](mailto:Bfitzge2@schools.nyc.gov)  
Phone Number: 718-935-3954 Fax: 718-935-2382

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Noreen Mills	*Principal or Designee	
Damian Jones	*UFT Chapter Leader or Designee	
Nick Nyhan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Genduso	Member/ teacher	
Evelyn Owbor	Member/ teacher	
David Bruder	Member/ teacher	
Mildred Hammond	Member/ Parent	
Rosemarie Wright	Member/ Parent	
Aurea Cruz	Member/Parent	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

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

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

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

### **NYCDOE's Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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

"MS 442's mission is to empower globally conscious, critical thinkers for the 21<sup>st</sup> century."

Carroll Gardens School for Innovation is a unique school community committed to high expectations for the academic achievement, social development, and personal growth of each of our students. We believe that each child should have an individualized education, that challenges students to engage in problem based learning, while engaging in asynchronous learning opportunities. Our educational philosophy is based on our belief that:

- The most meaningful and enduring learning occurs when students choose to apply their new knowledge and skills to a real-world context and creativity To fostered through access to a variety of media;
- Student success is dependent upon the critical partnerships between home and school, where communication and collaboration are paramount;
- Promoting a culture of student driven, interdisciplinary projects will be the basis for creating civic minded, socially responsible community leaders;
- On-going assessment, reflection, and goal setting allow educators to tailor responsive, individualized instruction to meet the specific needs of a diverse student population;
- Co-curricular and extra-curricular activities for middle school students must balance the academic and social-emotional needs distinctive to adolescent learners;
- A culture of respect, acceptance, and understanding celebrates differences and serves as the foundation of our school community;
- Responsibility for the environment is accepted by immersing students in practical studies on conservation and global sustainability.

MS 442 serves approximately 30% students with special needs and 8% ELLs. While most students make growth on their AYP a small portion of students are meeting standards on State ELA and Math Assessments.

The element of the Framework for Great Schools where MS 442 made the most progress this past year was in Rigorous Instruction. We've made great progress in individualizing instruction for a variety of learners. We were recognized as a Showcase School for "Supporting All Students through Innovative Instruction." We strive to personalize learning for students by presenting them with purposeful challenging common core aligned curriculum.

While we feel we have made strides in all elements of the Framework for Great Schools we will continue to focus on Strong Family-Community Ties. We would like to increase interaction with families while providing a variety of opportunities to cooperate with the CGSI faculty.

## 15K442 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	193	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	45
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	8	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.4%	% Attendance Rate			89.8%
% Free Lunch	76.2%	% Reduced Lunch			3.1%
% Limited English Proficient	7.3%	% Students with Disabilities			46.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			40.4%
% Hispanic or Latino	47.7%	% Asian or Native Hawaiian/Pacific Islander			3.6%
% White	7.3%	% Multi-Racial			0.5%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.5	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			4.91
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4			4.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			36.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			94.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	NO	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			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	HE
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	HE
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>School leader, in collaboration with department heads, scheduled weekly department meeting and planning sessions to ensure appropriate common core aligned instruction</li> <li>Teachers created common core aligned learning outcomes, regularly assist students for mastery of these learning outcome, and design rigorous earning tasks to meet the needs of individual students.</li> <li>Units are grounded in project based learning opportunities that allow for collaboration over different subject areas. Teachers make use of their professional periods to work with technology lead to enhance instruction.</li> <li>Our mentoring system insures that students are weekly examining their academic progress on our personalized mastery based data system. Based on their assessments they are guided by their mentor to set goals for themselves.</li> </ul>		

**Part 2 – Annual Goal**

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

Data will be collected through formative and informative assessment and logged in our online grading platform by teachers. By June 2016, student will demonstrate a 10% increase in mastery of learning outcomes through the use of targeted intervention and/or enrichment periods compared to percentage of students meeting learning outcomes based on 2015 mastery data.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Flexible Intensive Periods. 6th and 7th graders will receive 2 additional literacy periods weekly and 2</p>	<p>Student body</p>	<p>9/15-6/16</p>	<p>Genduso, math and literacy departments</p>

<p>additional math periods weekly. 8th graders will receive 3 additional literacy and 3 additional math periods weekly. These periods are based on data collected from formative and informative assessments of mastery of learning outcomes. At the conclusions of units of studies groups will be reformed so that students are scheduled into the cycle the best meets their needs based on mastery ratings and determination of highest leverage learning outcomes.</p>			
<p>TCRWP Resources: Literacy department head coordinates resources to used and strategies to be implemented by our ELA, Social Studies and Science Departments. This will allow for consistency across curriculum and allow the students to build on strategies in multiple settings.</p>	<p>Student body</p>	<p>9/15-6/16</p>	<p>Alberico</p>
<p>ELA II and Problem Solving Class periods</p> <p>ELA II Class provide students the opportunity to engage in leveled reading. Problem Solving Class provides the opportunity for students to use critical thinking skills to collaborate to solve real world problems</p>	<p>Student body</p>	<p>9/15-6/16</p>	<p>Howard, Genduso and Sutton</p>
<p>Ell pull out/ push in services- Students will mandates for services are seen by our ESL teacher in addition to a literacy teacher.</p>	<p>Ell Students</p>	<p>9/15-6/16</p>	<p>Howard and Levine</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Class periods for ELA and Math will be altered to allow for 6 periods in a traditional ICT setting and 2 periods in homogeneous groups based on mastery levels. Teacher's and students will be schedules flexibly to allow for purposeful assignments of remediation or enrichment periods.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016 75% of students who were placed in remediation cycles will demonstrate mastery of targeted high leverage learning outcomes.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>School leader has put both a PBIS system and Student mentoring system into place.</li> <li>All students are matched up with a mentor who they meet with weekly. Students track progress and set goals for themselves based on their academic performance, behavior tracking and social activity. Families have the opportunity to monitor their child's progress by using our customized online platform, "the hive."</li> <li>All staff members received training how to navigate our online mentoring system and use common language and procedures to allow students to understanding how to consistently remain in good standing in our school wide behavior tracking system.</li> <li>Behavior infractions are monitored by administration, deans and councilors to ensure that student needs are being met.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Based on the PBIS School Wide Individual Point System , by June 2016 there will be a 5% decrease in the amount of students deficient in points due to documented incidents via Behavior Documentation Referral and restorative practices.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create and Implement a customize online tracking program where staff can track the amount of SWIPs for each student as well as allow students and families the opportunity to also monitor the student's standing and work on strategies to rectify infractions as necessary.</p>	<p>Student body</p>	<p>9/15-6/16</p>	<p>Camacho, Sutton, Molina</p>
<p>Restorative Justice Professional Development-</p>	<p>Staff</p>	<p>9/15-6/16</p>	<p>Camacho, Molina, Ford</p>

Deans attend sessions, and bring back practices to implement in classrooms. Deans hold lunch sessions to help students learn strategies to rectify negative behaviors and restore SWIPs.			
Positive Behavior Rewards: A staff member is designated per grade level to coordinate recognition of students who consistently follow the school wide expectations. In addition, students are rewarded on an individual basis on class for demonstrating the expectations as well as a community by earning class points in individual subjects.	Student body	9/15-6/16	PBIS Team
CPPST- Team meets weekly to target specific students in need of additional supports as well as devise plans and strategies to implement to help students make improvements.	Students with low point totals	9/15-6/16	Mills

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Deans will work to provide professional development training to staff on restorative justice practices. Point system will be implemented to track student behaviors and efforts to restore lost points. Mentors will work with students to set goals and determine action steps to earn back points there were previously lost in a designated time period.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
95% of students will have a SWIP total over 18 as of February 2016
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	HE
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	HE
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	HE
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Administrations works with academic cabinet to assure that departments are creating project based units grounded in real world common core aligned activities.</li> <li>Teachers design individual learning experiences for students. They meet them at the level they are at and create a plan for students to access material.</li> <li>Teachers provide opportunities for student choice in various aspects of their learning experience. This could take their form of presentation or learning experience.</li> <li>Teachers flexible plan, respond to student's needs and purposely provide students with activities to beat meet their learning styles and needs.</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Teachers will collaborate, within departments, to create a library of mastery resources for all learning outcomes by November 30, 2015. This will allow teachers and students to have easy self-paced access for assessment of learning outcomes when they believe that have mastered an outcome.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development Time to create and monitor mastery checks within library: Teachers will be given time within department to work on mastery checks for the interactive library as well as structured time to develop best practices for assessment</p>	<p>Staff</p>	<p>9/15-6/16</p>	<p>Mills and Focus Leaders</p>
<p>Mastery Collaborative Living Lab School: As one of 8 schools chosen as MC Living Lab Schools we will work on monitoring the progress of</p>	<p>Staff and Students</p>	<p>9/15-6/16</p>	<p>Sutton, Genduso, James, Nowak</p>

student's mastery levels as well as flexible schedule students as needs arise for intensive periods.			
Inquiry Half days to allow teachers to investigate their practice and document their findings to share with their community.	Staff and students	9/15-6/16	O'Shea
Implementing messaging function on our online grading platforms during mentoring sessions. Students will weekly set goals based on individualized data in their mastery based grading system.	Student body	9/15-6/16	Sutton, Mentors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly department meetings will be used to create library of resources of mastery checks, as well as evaluate student progress and create groups based on collected data.											
<b>Part 4b.</b> 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		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By November of 2015 40% of mastery checks resources will be created and used by students to assess for mastery. By February the remaining 60% of the library will be completed.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

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

**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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, All staff members will participate in a minimum of 3 professional development opportunities provided by outside of school based supports.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Saturday Retreats- Staff members attend 2 Saturday retreats days during the year. At this time experts may be brought in to work with staff on designed outcomes based on needs and new initiatives.</p>	<p>Staff</p>	<p>9/15-6/16</p>	<p>Mills</p>
<p>Monday Professional Development Time- Department Leads and Focus leaders conduct professional development opportunities based on: Literacy, Math, Science, Technology, Mastery and Mentoring Systems.</p>	<p>Staff</p>	<p>9/15-6/16</p>	<p>Mills</p>

Apple Academy- 4 Staff members have attended apple academy to foster the full staff's use of infusion technology. These experts conduct professional development for staff members.	Staff	9/15-6/16	Mills
Teacher's College- Representatives of TCRWP work with all staff to improve on instruction of literacy in all subject areas.	Staff	9/15-6/16	Mills, Alberico

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Surveying staff and providing a clearly defined professional development plan.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>	X	<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Staff survey will be given in February 2016 to determine if staff has completed at least 2 outside of the building professional development opportunities.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Student's mentor, parent coordinator, and office staff ensure that there is regular weekly communication between school and family by phone, email or school designed online platform, the hive.</li> <li>The Hive allows families and students to gauge an understanding of strengths and needs as well as opportunity to communicate concerns or set next steps.</li> <li>We work with various Extended Learning Opportunities to open the walls to the students learning experience: The Beam Center, Bric Media, Scenarios.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By the end of the 2015-2016 school year, CGSI will increase family participation during PTA meetings by 20% using various forms of technology to allow for virtual attendance and by comparing records in sign-up genius and classroom sign-in logs from 2014 to current 2015 numbers.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Use Technology to broadcast PTA meetings: We will film meetings and broadcast on our school youtube channel.</p>	<p>Parents/ Families</p>	<p>9/15-6/16</p>	<p>Castro</p>
<p>Increase student interaction with the school through use in our online mastery based grading platform: Mentors and families use the hive to communicate about goals and students progress.</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Castro</p>

Have all 8 <sup>th</sup> grade families attend high school planning meetings: Staff members set up individual meetings with families to allow for students to be prepared to fill out their high school applications to best match their needs in high school choices.	Parents and students	9/15-6/16	Ford and Contrino
Have students attend social events like Ramp-ups and grade picnics" Conduct events throughout the year for families to build relationships and interact with school members.	Parents and students	9/15-6/16	Castro

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
As an Apple Distinguished School we have the resources to make use of technology to better reach our entire community. By making meetings available via live streaming opportunities and CGSITV, families can stay informed and be active in decision-making.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 70% of our families will have attended at least one parent teacher conference or PTA meeting (in person or virtually). CGSI will continue parent outreach on Tuesday afternoons and disseminate information about upcoming PTCs and PTA meetings through various e-mails, school visits, and social media. CGSI will compare records in “sign-up genius” and classroom sign in logs by grade level after every PTC and PTA meeting to ensure progress toward 70% February goal.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Mastery Levels	LLI	1-1 Small group.	During the day, Saturday School
<b>Mathematics</b>	Mastery Levels	i-Ready, IXL, Think Through Math	Small Group	During the day, After school, Saturday School
<b>Science</b>	Mastery Levels	Edmodo groups	Small Group	During the day
<b>Social Studies</b>	Mastery Levels	Literacy Infused	Small Group	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Recommendation by the SIT Team and IEP Coordinator	Individualized Strategies dependent on student needs.	1-1 or small group	During the day, before school, after school

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
In order to be successful it is necessary to have a unified and dedicated staff. When determining needed positions administration and department heads work collaboratively to determine best candidates. Once positions are posted on the open market systems, resumes and reviewed by the hiring committee based on highly qualified criteria. Then perspective candidates and invited to interview and conduct a demo lesson. Potential employees are told of the high standards upheld by the school and the necessary level of dedication needed to successfully guide our population.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Professional Development is responsive to staff and students needs. The professional development team collaborates with administration to bring the staff professional development to guide teacher practice.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A group of staff chosen by teachers and administration collaborate together by making use of known student data to determine appropriate multiple assessment measures.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	130,756.00	X	11,13,15,17,19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,464,690.00	X	11,13,15,17,19

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Carroll Gardens School for Innovation, 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. **Carroll Gardens School for Innovation** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

**Carroll Gardens School for Innovation**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>442</b>
School Name <b>Carroll Gardens School for Innovation</b>		

### 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 <b>Noreen Mills, I.A.</b>	Assistant Principal
Coach <b>Cathy Alberico/ELA</b>	Coach <b>Lisa Genduso/Math</b>
ENL (English as a New Language)/Bilingual Teacher <b>Norma Levine/ ESL Teacher</b>	School Counselor <b>Monseratte Aviles-Hodges</b>
Teacher/Subject Area <b>Chris Howard/ ELAll Teacher</b>	Parent <b>n/a</b>
Teacher/Subject Area <b>Nora Green/ Science Teacher</b>	Parent Coordinator <b>Edward Castro</b>
Related-Service Provider <b>n/a</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>n/a</b>	Other (Name and Title) <b>n/a</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	221	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	7	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	7		0	7		1	6		3	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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

## 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
<b>Entering</b> (Beginning)									2					0
<b>Emerging</b> (Low Intermediate)									1					0
<b>Transitioning</b> (High Intermediate)							1		2					0
<b>Expanding</b> (Advanced)							1	3	5					0
<b>Commanding</b> (Proficient)							1	1	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				0
7	2	1			0
8	6	3	1		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			2	1					0
7			3		1				0
8	2	1	6	2		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					3				0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Paste response to questions here:  
 Initially, we examine the NYSITELL, Spanish LAB, or NYSESLAT scores and other New York State and New York City assessments, along with DRA's and the Teacher's College Comprehension and Decoding Literacy Assessments, to get an early impression of our ELLs literacy skills. The data indicates that most students are Expanding or Commanding in the Speaking & Listening, but Entering through Expanding for Reading and Writing. Therefore the main focus of our ESL program is in Reading and Writing skills and strategies with content area vocabulary development.  
 DRA and TC reading assessments have shown that long multisyllabic words are difficult for our ELLs to break apart, interfering with reading comprehension. Discreet teaching of units on prefixes and suffixes, other vocabulary, and grammar topics has shown to be beneficial with improved fluency and comprehension. Use of the Fountas and Pinnell Levelled Literacy Intervention guided reading program has also shown improved results in reading comprehension and vocabulary development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Paste response to question here:  
 On the Spring 2015 NYSESLAT 1 of last year's 6th grade students, 1 of the 7th grade students, and none of the 8th grade students were proficient in all areas of the NYSESLAT with a Commanding score. All of our last year's ESL students, but 4 Newcomers (here less than 1 or 2 years), achieved an equivalent Expanding or Commanding score for the Speaking test with raw scores above the benchmark of 18 for 6th grade or 17 for 7th and 8th grade, ranging from 18 to 21. Majority (14 of 18) of last year's students' Listening scores appear to be in the Expanding through Commanding range across the grades. Majority (12 of 18) of last year's student's Reading scores were in the Expanding to Commanding range across the grades. Majority (12 of 18) of last year's students achieved an Expanding to Commanding in Writing, though only 6 out of the 11 of last year's 7th graders scored an Expanding or Commanding in the aggregate scores. Incoming 6th graders scores reveal that most (2 out of 3) students achieved Expanding or Commanding levels of proficiency on the overall NYSESLAT with the majority above the benchmarks in all modalities. One 6th grade student, here for less than 2 years, was below the benchmark only in Reading and Writing. For the LAB-R or NYSITELL results from the past 3 years our Newcomers scores are as follows: Chong Hui Liao scored 8 in Listening,

14 in Reading, 15 in Writing, and 9 in Speaking. His strengths were in Reading and Writing in English and he needed the most help in Listening and Speaking in English. All the other's scores were zeros or close to it across the modalities.

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

Paste response to question here:

Most (15 of 20) of our current ESL students are in the Expanding or Commanding range on the NYSESLAT in the Listening, Speaking, Reading and Writing aggregate scores, with 7 students below the NYSESLAT benchmark in Reading and 7 students below the benchmark in Writing. 15 of the 20 ESL students are also scoring below standards (1's and 2's) on the ELA. Therefore the ESL program focuses heavily on these areas, with planned integration of Content area and Common Core vocabulary for language development. For those Newcomer students who need Listening and Speaking support, short listening passages with notetaking skills and strategies are included in the ESL curriculum throughout the year. Though a push-in model is preferable, ample small group settings in ESL and Lunchtime support, with Ms. Levine and Chris Howard, and in mentoring groups, with their content area and special education teachers, provide the ELL students additional opportunities to express observations, state opinions, and draw conclusions in the smaller peer groups to ensure maximum language development.

4. For each program, answer the following:

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

Paste response to questions here:

Currently our only ELL program is a Freestanding ESL program.

1 out of 5 - 6th grade students took the Math test in their native languages and received a score of 2. Two of the other 6th grade students received a score of 2 and the remaining two students received a score of 3. The 6th grader taking the test in her native language scored comparably with the other ELL students who took the exam in English.

5 - 7th graders who took the Math test in their native language. One received a score of 1, two received a score of 2, one received a score of 3, and 1 received a score of 4. Of the ELLs who took the exam in English one score a 1, five scored a 2, and none scored a 3 or 4. Therefore in 6th grade 0 of 1(0%) students who took the exam in a native language met or exceeded grade standards, compared with 2 out of 4 (50%) met or exceeded grade standards who took the test in English. 2 out of 5 (40%) 7th graders who took the test in their native language met or exceeded grade standards, compared to 0 out of 6 (0%) met or exceeded standards who took the test in English.

During the past 2 years the Periodic Assessment for ELLs was no longer being administered as an assessment tool. Results would be shared with all teachers of ELLs with scaffolding and differentiation of reading and writing skills and strategies implemented across the grades if it had been used.

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

Paste response to question here: n/a

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

Paste response to question here:

In our Freestanding ESL program 100% of instruction is in English with occasional modelling in native languages where necessary. As indicated by the Spring 2015 NYSESLAT scores students demonstrating Transitioning or Expanding levels of English, will receive 180 minutes per week of ESL instruction, and those scoring Entering or Emerging levels of English language development will receive 360 minutes..

Those students who have received a Commanding level on the Spring 2015 NYSESLAT exams will continue to receive 90 minutes of ESL support for the next two years and continue to receive extended time and other ESL accommodations on all New York State assessment examinations for two years through Spring 2017. The levels are determined by using the New York State Raw to Scaled score NYSESLAT conversion charts and several ATS reports (REXH, RLAT, RLER), and are evaluated using the English Language Learners Class Data Profiles sheets provided by the Region.

All teachers are informed, within the first week of school, as to who is an ENL student, what their proficiency levels are, if they are former ESL students, and if they are still entitled to ESL accommodations on their tests. All content area materials are scaffolded for ELLs and ENL students according to their needs and proficiency levels to ensure grade level academic English and Common Core specific vocabulary is developed. All content area classrooms have content related word walls to support acquisition of grade level content specific language using graphic support (charts, graphs, pictures, photos) where possible. Classroom charts include strategies with sentence starters to make accountable talk and other academic discussion accessible for ELLs.

Student's prior knowledge from their previous educational experiences are valued and are considered in instructional decisions, such as how recognition of cognates or grammatical rules from their home language are used for academic vocabulary building in new language development.

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?

Paste response to questions here: n/a

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

Paste response to question here:

The number of last year's MS442 students receiving Commanding (2 of 18) or Expanding (11 of 18) scores on the 2015 NYSESLAT is at 72.22% (13 of 18 in all). Our explicit instruction in ESL, ELA, and other Content areas for Reading and Writing skills and strategies has helped improve ESL student performance across the grades in all areas.

## 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.

Paste response to question here:

Initial identification of ELLs generally has already occurred, via the Home Language Identification Survey (HLIS) and NYSITELL assessment scores, at the elementary school level. For those few new middle school arrivals to New York City from out of state, or out of the country, the HLIS and NYSITELL are then immediately used to determine entitlement. The HLIS form, completed at Registration, with assistance from the ESL pedagogue, Norma Levine, indicates what languages are spoken by the student and his/her family in school and at home. Based on their response to the survey and an informal interview is conducted by Norma Levine, certified ESL teacher, with Monserrate Aviles, Bilingual Guidance Counselor, with the student and parents, in English and their native language, with translation by other teachers or staff (Dean, teachers, Guidance, office staff, etc) in Spanish or Arabic. Translation and Interpretation Services are contacted for assistance with other languages. The determination is made as to whether (s)he is an ELL and entitled to be tested for ESL services. Within the first 10 days of arriving at school the NYSITELL is administered to an ELL. This determines eligibility for ESL services. If the student scores in the Commanding range in Listening, Speaking, Reading, and Writing portions of the test, then (s)he will not need ESL services. If the scores place him in the Entering to Expanding ranges on these tests then ESL services are necessary and provided in accordance with CR Part 154.

For those students who speak Spanish, the Spanish LAB is administered, also within the first 10 days of arrival, to help determine the level of proficiency and literacy in their home language.

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).

Paste response to question here:

Based on information provided by the parents at registration on the HLIS, at the interview, and on any previous school records provided, a determination is made as to whether the student is an ELL. If they are an ELL then the NYSITELL and Spanish LAB are administered. If the parents during the interview process indicate that education has been interrupted, or inconsistent, or if the results of the assessments indicate a gap, then the Oral Interview Questionnaire and a Literacy Evaluation (LENS) are administered. If no "red flag" occurs during the initial registration process but the teachers notice that the student's classwork performance is 2 or more years below grade levels, then the Oral Interview Questionnaire and LENS administration can be made within 30 days, and modified up to 12 months, of initial enrollment.

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).

Paste response to question here:

This year none of the newly enrolled ESL students are students with IEP's.

If a student should enroll with an IEP the Language Proficiency Team, consisting of certified ESL Teacher, Norma Levine, ELA II Reading and Social Studies Teacher, Chris Howard, A.P. and I.A. Principal, Noreen Mills, and Bilingual Guidance Counselor and Special Education Coordinator, Monserrate Aviles-Hodges, would meet to review evidence of the student's language development and recommend if the student should take the NYSITELL or not. The LPT's NYSITELL Determination Form is then completed. Students taking the NYSITELL within the first 10 days of enrollment, will use the score to determine ELL status. If the student scores into ESL then the parents will receive the usual DOE parent notification letters, in English and home language, within the first 10 days of enrollment advising them of their child's ELL status and inviting them to a Parent Orientation within the first 20 days for placement in an ENL program. If the LPT recommends that the student not take the NYSITELL their recommendation is sent to the Principal for review and if

the principal agrees then the ELL identification process terminates. Parents will be notified with a DOE letter in English and home language within 3 days of the decision. If a student is determined to be an ELL and further assessments are needed to determine SIFE status school has 30 days from initial enrollment to proceed with the SIFE Identification Process using the DOE SIFE Oral Interview Questionnaire and the LENS.

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.

Paste response to question here:

DOE Entitlement letters have been prepared and mailed home, in English and the native language, by Norma Levine, ESL teacher, to all new ESL students, within the first 10 days, inviting parents to the Orientation meeting described above. At the Orientation meeting DOE Brochures and Parent Survey and Selection forms are provided in the Native language and completed at the meeting with assistance from staff or the Translation and Interpretation Services when necessary. For those parents unable to attend the Orientation meeting DOE brochures and Parent Survey and Selection forms are mailed home in English and Native language with a letter asking them to call for further assistance to ensure informed choice and a timely response. As soon as the Parent Survey and Selection forms are completed and returned the results are entered into ATS on ELPC. Parents Survey and Selection forms are stored in the ESL Administration cabinet.

DOE Entitled (scored into ESL on the NYSITELL), Non-Entitled (scored out of ESL on the NYSITELL), Continued Entitlement (scored into ESL on the NYSESLAT), or Transitional Non-Entitlement (scored out of ESL on the NYSESLAT), are all mailed home in English and native language, by Norma Levine, ESL teacher, within the first 10 days of the school year. Copies of the parent letters are retained in the ESL Administration file cabinet, by Norma Levine, ESL teacher.

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).

Paste response to question here:

Parents are informed they they have the right to appeal ELL status within 45 days of enrollment with a DOE Entitlement or Non-Entitlement letter, in English and native language, sent home after initial identification of ELL status is made, within the first 10 days of enrollment, and after the NYSITELL has been administered. The Reidentification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request, within 45 days of enrollment, that the ELL Identification process be administered a second time. The reidentification process is utilized for students who have a home language other than English and are ELLs or non-ELLs. The school must initiate a review of ELL status upon receipt of written request from a student's parent, a student's teacher, or a student 18 years old or older. The reidentification process must be completed within 10 days of receipt of written notice by members of the Language Proficiency Team (named above), or 20 days if the CSE must be consulted. Parents are sent home notifications in English and native languages of the decisions made. Copies of the DOE parent letters are kept in the ELL Administrative file cabinet and in the "ELL Folder of Critical Documents " by the administration.

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.

Paste response to question here:

For those ELL students who are entitled to receive ESL services their parents are sent NYC Department of Education Entitlement letters in English and their Native Language, within 10 days, inviting them to an Orientation Meeting with Norma Levine, certified ESL pedagogue, where they are shown the New York City Department of Education brochure and video, in their native language, describing the three types of programs (Transitional Bilingual, Dual Language, and Freestanding ESL), including an explanation of the explicit ELA, ESL, Native Language instructional minutes per program, and explaining the choices to be made. Translation services are provided at the Orientation Meeting for the question and answer session for any further explanations, by Monserrate Aviles, Bilingual Guidance Counselor, in Spanish. Currently staff members available for translation speak Spanish, French, and Italian. DOE Translation and Interpretation Services are contacted for other languages, when necessary. For those parents unable to attend the initial Orientation meeting, the DOE brochure is mailed home in English and Native language with a letter asking them to call to schedule an Orientation meeting, to ensure an informed choice is made. Follow up calls are made to ensure a timely response. If 15 or more Parents, in 2 contiguous grades, select a Transitional Bilingual program or Dual language program for the same language then a program will be created and a class opened. Then those parents who have selected a Bilingual or Dual Language Program in that language will be informed immediately by mail of the program availability and invited to join the TBE/DL program using the DOE Placement letter in English and home language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

If 15 or more Parents, in contiguous grades, select a Transitional Bilingual program or Dual language program in the same language then a program will be created. Then those parents who have selected a Bilingual or Dual Language Program in that language will be informed immediately by mail by the ESL Teacher, Norma Levine, of the program availability and invited to join using the DOE

Placement letters in English and home language.

If newly enrolled parents do not complete and return the DOE Parent Survey and Selection forms in a timely manner they will be contacted by phone by the certified ESL teacher, Norma Levine, with assistance from other staff, or Translation and Interpretations Services, to ensure choice. If no choice is then determined the ELPC program in ATS will reflect a default to a Bilingual education program choice. The Parent Survey and Selections forms are stored in the ESL Administrative file cabinet and maintained by the ESL teacher, Norma Levine.

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

Paste response to question here:

If the DOE Parent Survey and Program Selection forms have not been completed and returned within a timely manner the parents will be contacted by phone by the ESL teacher with assistance from staff or the Translation and Interpretation Services, to ensure parental choice. If no choice is determined due to lack of response then the ELPC program in ATS will reflect a default to a Bilingual education program choice. Parents are then notified of this choice by the ESL teacher using the DOE letter in English and home language. A copy of the correspondence is kept in a file in the ESL Administrative file cabinet.

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

Paste response to question here:

For new students first entering the NYC school system, DOE Entitlement or Non-Entitlement letters are mailed home, in English and native language, within the first 10 days of school informing parents of the NYSITELL results. After the Parent Orientation and the Parent Survey and Selection forms have been completed and updated in ATS on the ELPC, the DOE Placement letters are sent home, in English and in the appropriate native language, indicating that the student has been placed in the program of their choice. Currently all parents have opted for ESL and have been placed in our ESL program.

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

Paste response to question here:

The HLIS remains in the student's cum folder in the file cabinets in the school office. Copies of the DOE parent notification letters sent home are filed in the ESL Administrative file cabinet and are maintained by the ESL teacher, Norma Levine..

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.

Paste response to question here:

Each September when the NYSESLAT scores become available on ATS (REXH,RLAT), the students eligibility is reevaluated using the latest Raw to Scaled score sheets from the State. DOE Continued or Transitional Non-Continued letters are mailed to ELL parents within 10 days in English and Native languages. Each Spring parents of ESL students are sent notices, in English and Native languages, of the up-coming NYSESLAT exams with the dates, time and location of exams, and explaining the importance of attendance. Testing coordinator, Lisa Genduso, orders the NYSESLAT based on eligibility determined through the ATS reports (ie: RLAT, RLER, RELL). She ensures timely administration of all 4 modality sections of the NYSESLAT for all eligible students, ensuring all modifications according to IEPs for small group or separate location are complied with. Each of the 4 modalities is scheduled by Ms. Genduso on separate days within the State mandated dates ensuring separate times for the different band widths (6th grade, 7th-8th grades) for the Speaking and 3 combined Listening, Reading, and Writing modalities. The tests are then administered by the certified ESL teacher, Norma Levine.

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

Paste response to question here:

Within the first 10 days of school DOE Continued Entitlement or Transitional Non-Entitlement letters are mailed home, in English and native languages, by the certified ESL teacher, Norma Levine, notifying parents of their child's progress in ESL according to the NYSESLAT results.

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).

Paste response to question here:

During the past five years the trend in program choices that parents have requested on the Parent Survey and Selection forms have been for ESL and all the parents opted to remain here in our ESL program. Four years ago only 1 parent choice was for a Transitional Bilingual program in Spanish. Three years ago 1 parent choice was for a Transitional Bilingual program in Spanish, and last year only 1 parent choice was for a Transitional Bilingual program in Chinese. Therefore, the current program model of ESL is aligned with parent choice of ESL. In the future, should 15 or more student's families in two contiguous grades opt for Transitional Bilingual or Dual Language programs then a program will be opened to align with parent choices. The families will be contacted immediately, in English and their native language, using the DOE placement letters, or the DOE Translation and Interpretation Services, to notify them of program opening.

# Part V: ELL Programming

## A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Paste response to questions here

Based on parent choice surveys our ELLs are served in a Freestanding push-in/pull-out ESL program with 100% of instruction in English in an all ICT model school. Currently, the majority of our ELLs have either Entering through Commanding level English proficiency and are grouped heterogeneously according to grade level and class. A separate Newcomer's group is conducted for recent arrivals to provide ample opportunities to develop vocabulary building, automaticity, and fluency skills for social and situational speaking in a lesser affective, small group setting. As per CR Part 154 those students at Entering the level receive 360 minutes of ENL/ESL support with 180 minutes in stand-alone ENL and 180 minutes in integrated ENL. Those students with an Emerging level receive 360 minutes of ESL/ENL support with 90 minutes of stand-alone ENL, 180 minutes of intergrated, and 90 minutes of stand-alone or integrated ENL instruction in ELA or other content areas. Those students with a Transitional level will receive 180 minutes of ESL with 90 minutes in integrated ENL and 90 minutes in either stand-alone or integrated ENL in ELA or other content areas. Those students with an Expanding level receive 180 minutes of ESL with all 180 minutes in integrated ENL/ELA or other content area instruction. Those students with a Commanding level receive 90 minutes of integrated ESL in ELA or other content areas.

- b. TBE program. *If applicable.*

Paste response to questions here: n/a

- c. DL program. *If applicable.*

Paste response to questions here: 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)?

Paste response to questions here:

MS 442 has a Freestanding ESL program only, therefore 100% of instruction is in English, with occasional modelling in Spanish. Last year we have implemented a foreign language French program for each class, including the ESL students, on every grade twice a week. As indicated by the Spring 2015 NYSESLAT scores our ELLs achieved Entering (Beginner), Emerging or Transitioning (Intermediate), Expanding (Advanced), or Commanding (Proficient) levels of English proficiency. Students demonstrating an Expanding level will receive 180 minutes of integrated ESL instruction. Those at a Transitioning level will receive 180 minutes per week of a combination of stand-alone and integrated ESL instruction, and those scoring Entering or Emerging levels will receive 360 minutes of a combination of stand-alone and integrated ESL, as per CR Part 154. Those students who have reached a Commanding level on the Spring 2015 NYSESLAT exams will continue to receive 90 minutes of integrated ESL support for the next two years and continue to receive extended time and other ESL accommodations on all New York State assessments for the next two years.

\*\*\*ESL students have four push-in or pull-out ESL periods a week,

and each ESL student also attends six small group Intensive periods a week, with ESL and other content area teachers, to comply with CR Part 154 mandates.

All ESL students receive 8 full 46 minute periods of ELA instruction per week.

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.

Paste response here:

Literacy is taught using ESL techniques and tools using the Teacher's College Readers' and Writer's Workshop model Balanced Literacy Program and aligned with the Common Core Standards. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, manipulatives, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners, and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. ESL targets Common Core vocabulary and concepts to help make the challenging content comprehensible. The Math and Science curriculum includes discreet literacy classes for targeted content area vocabulary

development specifically with ELLs in mind. In addition, the ESL teacher, Norma Levine, pushes into the Math, Science, Social Studies, and ELA classes to support the students' classwork and assist them in meeting the demands of the Common Core Standards. We assist the content area teachers in modifying curriculum to contextualize the content. The regular classroom texts and lab books are used during push-in sessions for content areas. Each of those content area classrooms has been provided with the Spanish versions of the texts, along with Department of Education Word-to-Word Glossaries for content area subjects in Spanish, Chinese, and Arabic. ESL is taught using an eclectic mix of materials including student-produced materials, their independent reading books in English and native language, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and Fountas and Pinnell's Levelled Literacy Intervention guided reading program for reading comprehension, as well as Great Leaps and the Wilson program for some of our ELLs with special needs.

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

Paste response to question here:

ELL's initial evaluation of Native language skills is done through an informal interview by the ESL pedagogue, Norma Levine, along with other staff members fluent in those languages such as Monserrate Aviles-Hodges (Bilingual Guidance Counselor) in Spanish, or the DOE Translation and Interpretation Services for other languages. Formal evaluation of English language proficiency is provided by the ESL pedagogue, Norma Levine, using the NYSITELL for Newcomers within the first 10 days of their entrance to school and the NYSESLAT for continuing ESL students. Formal evaluation of Spanish literacy skills for Newcomers is provided by administration of the Spanish LAB within the first 10 days of their entrance to school by Ms. Aviles-Hodges.

In our Freestanding ESL program 100% of instruction is in English with occasional modelling in native languages. Therefore, assessments throughout the year are generally conducted in English, be they informal teacher-made assessments. Occasionally end of unit assessments may be conducted in English with use of technology, such as Google Translate, for translation into native languages. Word-to-word glossaries are available in Spanish, Arabic, and Chinese in each of the content area classrooms. Exceptions are made for Newcomers or recent transfers from Bilingual or Dual Language programs for whom native language versions of NYS Mathematics and Science exams are provided for content areas. Newcomers may also use the NYS Word-to-Word Glossaries on the NYS Mathematics and Science exams.

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

Paste response to question here:

Lisa Genduso, the Testing Coordinator, checks various reports in ATS (ie: RLAT, RLER) to ensure tests are ordered and administered for all mandated ESL students. She arranges room assignments on the State mandated dates, the times, and locations for all 4 modalities for each grade band.

Within the first 10 days of the school year parents are mailed a notification, in English and in their home language, explaining the results of the NYSESLAT exams and how much ESL instruction their child is entitled to receive during that school year. In the Spring the parents are sent a notification, in English and the home language, with the dates and times of the NYSESLAT exams to encourage full attendance for the entire battery of exams and explain the importance for a complete evaluation of their English language proficiency.

Informal assessments, DRAs, TC running records, On-Demand writing, and other Performance Assessments in Content areas are conducted monthly and classroom quizzes and tests are conducted summatively at end of units to ensure steady growth of all 4 modalities of English acquisition is on-going throughout the year. Content Area Acuity exams are conducted, for the entire school including ELLs, twice a year to monitor the students' development. Informal assessment is on-going in small group Intensive, Mentoring, and other pull-out small groupings to ensure sufficient non-affective Speaking opportunities for ELLs and to monitor the acquisition of academic and non-academic fluency and vocabulary development.

Formative assessment of Listening and Speaking skills is conducted in small group settings throughout the year where students are asked to persuade, support ideas, elaborate, describe, explain, and debate content area topics and issues.

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

Paste response to questions here: update in September with NYSESLAT results

There is a total of 20 ESL students. The breakdown is as follows: 0 SIFE, 7 Newcomers, 7 ELLs in years 4-6, 6 Long Term ELLs, and 4 Special Education ELLs.

SIFE students will be provided the full range of AIS services during Lunchtime, Intensive-small group, Mentoring, Afterschool, Saturday school, and other small group sessions, with additional opportunities planned using the technological support of the Rosetta Stone language program on computer and Books-on-Tape or CDs for audible support for leveled books, Fountas and Pinnell Levelled Literacy Intervention books series for reading comprehension and academic vocabulary development, Kaplan Advantage Test Companion book series, and Curriculum Associates New York Ready books targeting Math and ELA

vocabulary, strategies, and skills. iPads and laptops are used to provide visual support. An individual needs assessment will be made and a creation of an AIS plan with focus on literacy, math, and other content area components.

Newcomer students are provided an appropriate range of AIS services during Lunchtime, Intensive-smallgroup, Afterschool, Saturday school, and other small group sessions, with additional opportunities planned using the technological support of the Rosetta Stone language program on computer and books-on-Tape or CDs for audible support for leveled books. Ipads and laptops are used for visual support. Newcomers meet in additional small groups for Intensive and Mentoring sessions at least 7 times a week with ESL and ELA and other content area teachers. Work includes vocabulary building, automaticity, and fluency skills, along with ELL Guided Reading and sight word development using the "1000 Most Common Words in the English Language" list, Fountas and Pinnell Literacy Intervention books, and appropriate level texts to help build comprehension skills and academic vocabulary development. Word-to- word glossaries are available for use in the content aea classrooms for added support. The students are also encouraged to join our Afterschool clubs and Good Shepherd to increase their opportunities for language usage and development.

ELLs with 4-6 years of ESL service are provided with a combination of push-in ESL, to support their work in the content areas, and pull-out ESL, to work on discreet ELA topics, such as: vocabulary associated with the Common Core curriculum; prefix and suffix work to help decipher longer, more complex words in their reading; idioms study for reading comprehension; writing persuasive passages using text evidence; writing descriptive passages; small group sessions to continue development of receptive and expressive oral fluency and automaticity. These ELLs are also provided a full range of AIS services during Lunchtime, Intensive small group, Mentoring groups, Afterschool, and Saturday school. Technology, such as CDs, IPADs, and laptops, are available for audio and visual supports. Intensive small group enrichment and Mentoring sessions 7 times a week with ESL, ELA and content area teachers.

LongTerm ELLs will be targeted for additional ESL and AIS services during mandated Intensive small group, Lunchtime, Mentoring, Afterschool, and Saturday school sessions. Currently, half of our Long term ELLs have special needs with scaffolding and differentiated instruction planning on-going across the content areas. This is a team effort by ESL, ELA, Special education teachers, and Content area teachers meeting weekly to ensure these students meet language and content area goals. Some may receive targeted individual reading comprehension development sessions with the Supporting Adolescent Literacy program specialist, Ms Howard, to develop the necessary strategies and skills.

Those students who have achieved a Commanding score on the Spring 2015 NYSESLAT exams will continue to receive 90 minutes of ESL supports per week for the next two years, and continue to receive ELL modifications ( time and a half, and third readings on listening passages) on all New York State assessments for the next two years., through the Spring of 2017. They continue to participate in all ELL targeted AIS and Intensive small group enrichment activities.

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.

Paste response to questions here:

Initial ELL status identification is determined within the first 10 days of enrollment, by the certified ESL teacher, Norma Levine, based on the HLIS, interview, and NYSITELL results. DOE parent notification letters are sent home in English and native languages stating that the parents have 45 days in which to appeal the ELL or Non-ELL status. If the parent, the student if over 18 years old, or the student's teacher request a reidentification in writing then the appeals process begins.

Students awaiting a "Re-identification as ELLs" classification by the Language Proficiency Team (already mentioned above) have been taken as ESL students on an "at risk" basis by the certified ESL teacher, Norma Levine. They have been provided all the AIS and Intensive small group, Mentoring, and other enrichments, along with the other ESL students, to ensure continuous academic progress. They are pulled-out with the other ENL students to work with the ESL teacher with ESL scaffolding, strategies, and academic vocabulary development. Once ELL or Non-ELL status is determined, within the 45 days of enrollment, the student's program is modified accordingly. Those awaiting ELL status now are ELLs and receive all ELL supports and mandates, such as, time and a half on all NYS exams. Those awaiting non-ELL status are now terminated and ELL supports are now removed. Notifications and relevant documents, in English and native languages, are kept in the student's cum records in the cum file cabinet in the school office. Currently, there is only one student awaiting Re-identification as an ELL and there are no students awaiting re-identification as non-ELLs.

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?

Paste response to question here:

MS 442 school is an ICT model school with both a content area and special education teacher in every classroom with the

exception of Music, Art, and Gym. For ELLs with special needs we use various pedagogical resources such as English at our Command, Reading Rewards, Great Leaps, and other Wilson program materials, Fountas and Pinnell Levelled Literacy Intervention program, Books-on-CD to provide audio support, along with internet sources on IPADS and laptops to provide visual support, for acceleration of English language development with ELL-SWDs. Discreet strategies and skill are taught along with content area vocabulary to accelerate language development and are charted on Word Walls and bulletin boards in each of the classrooms to ensure accessibility at all times for those students who need the visual support. To provide access to academic content in the content area classrooms we use a combination of scaffolding, bridging, and contextualization, with graphic supports such as charts, graphs, pictures, and photos, using IPADS and laptops for internet sources and translation support into native languages for those who need it. Grade level content area classroom materials are used, with differentiation and scaffolding, to ensure accessibility to grade level and Common Core curriculum. They are targeted during Lunchtime, Intensive small group, Mentoring, Afterschool, and for other small group enrichment with ESL, ELA, and Special Education teachers. Scaffolding of content area subjects is an on-going team effort of ESL, ELA, Content area, and Special Education teachers through grades meetings, discipline meetings, and inquiry work. Differentiated instruction of the Common Core Standards and Danielson Framework for ELLs with special needs will be implemented throughout the year. Related services providers (Speech, OT, PT) both push-in and pull-out of the content area classrooms ELL-SWD's to provide mandated services.

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

Paste response to question here:

The program model used throughout MS 442 is an ICT program. Students with IEPs are placed in ICT classrooms as mandated by their IEPs. General Education students' families choose to send their children to our school knowing that this is an ICT model school. Therefore all students are placed in ICT classes. Those ELLs with disabilities are provided with non-disabled peer models in every class for a least restrictive environment. ESL students are provided with non-ESL peers to model grade and age level vocabulary to help attain academic and non-academic English proficiency.

ESL is taught at MS 442 as a push-in and pull-out program to allow for a flexible, least restrictive environment. Some curricula and instructional needs require push-in, whole group-general class attendance with ESL scaffolding occurring in the class. Other topics and curricula needs require pull-out small group instruction, occurring in the ESL room, to develop and attain English proficiency. Currently 2 out of 4-7th grade ESL students, 2 out of 13 - 8<sup>th</sup> grade ESL students, and none of the 6<sup>th</sup> grade ESL students are ELL-SWD with maximum time spent with non-disabled peers. SETTS and Related services are also provided to ELL-SWDs on a push-in/pull-out basis to ensure scheduling flexibility in least restrictive settings.

All school programs, curricular and non-curricular, are available to all our students including the ELL-SWDs, to ensure they achieve their IEP goals, both social and academic, in the least restrictive environments. All students at MS 442, including ELL-SWDs, are grouped in various whole groups for content area classes and small groups for Intensive small group, Mentoring, Good Shepherd, and Afterschool clubs (sports, music, science, computer, theatre, etc.) to enable diverse groupings, including ELL-SWDs with their non-disabled peers.

Chart

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

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

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

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



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

Chart

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

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

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

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

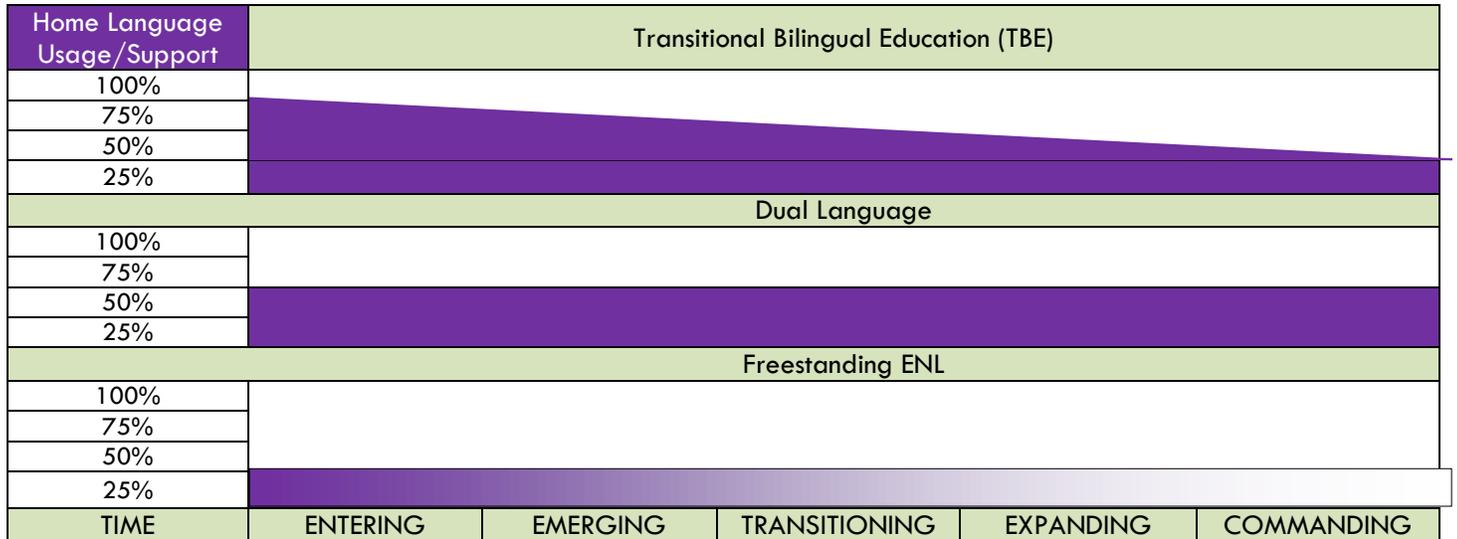


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here:

Literacy is taught using ESL techniques and tools aligned with the Balanced Literacy Reader's and Writer's Workshop Program. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to each vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners; and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. Mentoring and Advisory sessions meet weekly. To meet the needs of our ELL and ELL special education students our ELL subgroups worked with ESL, ELA, Content Area, and Special education specialists, working on vocabulary building, automaticity, and fluency skills for social and situational speaking (Newcomers), ELL guided Reading and sight-word development with the Dolch "1000 Most Common Words in the English Language" to build comprehension skills, and strategies and skills to ELA, Math, Social Studies, and Science for grade specific and Common Core content. In school, Afterschool, and Saturday school test prep for all NYS assessments (ELA, Math, Science, Social Studies) is provided and available to all students, including ENL and former ELL students. The regular classroom texts and lab books (Math, Social Studies, Science) are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish version of the texts ( Math, Social Studies, Science) along with Department of Education Word-to-Word Glossaries for content area subjects (Math, Science, Social Studies) in Spanish, Chinese, and Arabic. Classroom leveled books for ELA are available on CDs or on computer translated into Spanish, Chinese, or Arabic for audio and visual native language supports. Translation by paraprofessionals and other pedagogues is available in Spanish for native language support. AIS services are also available during Lunchtime help and Afterschool classes for all content areas, individually and in small group, over the course of the year. Other aspects of our program are designed to ensure that ELLs will meet or exceed New York City and State standards. These supports include teachers actively scaffolding instruction, integrating elements of Teacher's College Literacy curricula, the Connected Mathematics Project3 (CMP), and the Common Core Curriculum, and participating in professional development with considerations for ELLs. Staff Professional Development meetings are held each Monday, as per the DOE/UFT contract, with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold and differentiate instruction for ELLs. Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. We implemented a series of Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. On-going Professional Development workshops are conducted at the Network for ESL teachers on the SIOP model, NYSESLAT and CR Part 154 changes, and for the Parent Coordinator and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. Workshops, such as "Navigating the High School Application Process for ELLs", and the latest changes in services in the Translation and Interpretation Unit information are made available for the Guidance Counselors.

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

Paste response to question here:

The majority of our ENL students are making incremental progress in both content and language development across the grades as measured by the NYSESLAT and other NYS content area assessments scores. As of Spring 2015, 75.00% of our ENL students received NYSESLAT scores of Expanding or Commanding. 5 were English proficient and scored out, needing only push-in ESL support services for the next 2 years. As a result of having scored 3's or 4's on the NYS Math exam, 3 of our 8<sup>th</sup> grade ELLs and are participating in the accelerated Algebra course and 4 of our 8<sup>th</sup> grade ELLs are taking the SHSAT prep class.

Within the first 10 days of school all ENL and former ESL students have been identified and all the staff members have been notified, by the ESL pedagogue, Norma Levine, so they are aware of the needs of their students. ESL and content area teachers (ELA, Math, Science, Social Studies) meet regularly to plan and assess the needs and progress of the ENL students in both content and language development. Content area materials and texts are scaffolded for ELLs and classrooms (ELA, Math, Social Studies, Science) have bilingual texts, word-to- word glossaries, word walls, strategy and skill charts, graphs, charts, pictures, and photos for graphic support, and IPADS and laptops for audio and visual support, to meet the needs of the ENL students in content and language development. Targeted interventions are planned weekly in committees across the content areas (ELA, Math, Social Studies, Science, Health, French) to see if students have mastered skills, strategies, or performance tasks, or if interventions are effective or need tweaking. Depending on the skill or strategy being targeted, committee created checklists or rubrics are used to gauge student mastery and intervention effectiveness each week for on-going content and language development. Throughout the year language and content development are measured formatively and summatively at the end of units of study. DRA's and TC running records are conducted 3 times a year in the Fall, Winter, and Spring, On-Demand Writing assessments are conducted bi-weekly, and on-going small group discussions monitor progress throughout the year to ensure effectiveness.

12. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

This year we have developed a new program of Intensive small groups targeting a specific subset of skills and strategies matched to student needs. Our ELLs meet in Intensive small group meetings 6 times each week with ESL, content area, and special education teachers. This year we are continuing small group Mentoring sessions weekly, and daily Lunchtime support to meet the needs of our ELLs. This year we are continuing our Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. We are implementing the Common Core Standards curriculum using the Danielson Domains and examining how, when, and where they reflect the needs of ELLs. We are continuing to implement our Green Roof program to provide hands-on inquiry work of the life sciences.

13. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

We have discontinued our daily Extended Day AIS classes for targeted content area vocabulary development specifically with ELLs in mind. Through our on-going Inquiry work we discovered that it was more effective, with better results, to teach this vocabulary in context, within the regular content area class.

We discontinued individual mentoring sessions in favor of small group to afford the Newcomers and former Bilingual program students maximum oral language development opportunities.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: Update with changes in September

The ESL program provides a teaching and learning environment that promotes equitable opportunities, respecting and celebrating the diversity of our students, staff, and community. The program meets the academic, physical, social and emotional needs of our ELL students. During our school day we offer all students, including our ELLs, the following services, supports and interventions: Intensive small group remediation in literacy, mathematics and science; family workshops on how best to support student success in content areas and with homework; life skills interventions, Good Shepherd Services Homework Help; inter-mural sports teams (soccer, basketball, track, softball, volleyball, running, flag football); the school musical (performance, stage crew, media); instrumental music (violins, winds, drums, guitar); Yearbook, art portfolio preparation group; Excelerated math - Algebra; Studio in a School, Lego-Robotics, BRIC - media, BEAM - hands-on technology, and specialized high school test prep. New this year additional Afterschool clubs include Video Games Technology, Low-Tech Gaming, Yearbook, Cheerleading, Yoga, Circus Arts, Chess, and Earthscience. Also available to our ELLs are supplemental services such as Lunchtime Help, Saturday classes, and other AIS sessions. Written notifications are sent home, in English and home languages, informing the parents of the availability of these services to all students, including ELLs.

Homeroom teachers announce all curricular and extracurricular programs to all students, including ELLs, and written notifications are sent home in English, Spanish, and Chinese, to all students, including ELLs, about all extracurricular activities that require parental consent. Curricular services occurring during the regular school day, such as Intensive small group and Mentoring are assigned by administration to ensure all students, including ELLs, are included. Good Shepherd and other Afterschool activities are specifically recommended to ENL students and their families via written notifications (in English and translation) to ensure their inclusion and participation in the MS 442 community.

Currently ELLs participate in these Afterschool activities: Good Shepherd ( 6 ELL students), Accelerated Math and Science (3 ELL students), the SHSAT prep class (4 ELL students), Art portfolio (1 ELL), Language in Play, Circus Arts, instrumental music (4 ELLs) (violins, winds, drums, guitar), sports (8 ELLs)(soccer, flag football, basketball, track), and Leave out the Violence (LOVE) Girls group and Boys group. In the past ELLs also participated in Lego Robotics and the school musical.

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.

Paste response to question here:

ESL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at Our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and Guided reading using the Fountas and Pinnell Levelled Literacy Intervention program for reading comprehension and vocabulary development, as well as Great Leaps and the Wilson program for some of our ELLs with special needs. Technological support is provided to Newcomers with IPADS and laptops using Google Translate and the Rosetta Stone language program on computer and is available for all ELLs through the use of Books-on-CDs to audibly support the independent reading books. Some grade level books are available in Spanish, Chinese, and Arabic versions.

Content area texts and materials are scaffolded for ELLs. In addition, there are Spanish versions of the text available in the classrooms with some available on-line in translation or using Google Translate. Internet sourced materials can also be used in translation where available. DOE Word-to-Word Glossaries are available in Spanish, Arabic, and Chinese for the content areas.

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

Paste response to question here:

MS 442 recognizes the importance of native language support in developing English proficiency. We offer native language support, when necessary, and have continued to build a library of bilingual and native language books in Spanish, Chinese, and Arabic, and Books-on-CDs, which are made available to ELL students and their parents. Each of the content area classrooms have Spanish versions of the texts and there are DOE Word-to-Word Glossaries in each of the content area classes in Spanish, Arabic, and Chinese.

The Freestanding ESL program offers 100% of instruction in English with occasional modelling in native languages

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

Paste response to question here:

Until Spring 2013 the Writing portion of the NYSESLAT required a different type of essay to be written according to the ages and grade band-widths of the students. In the 7th & 8th grade exam the essay was a compare and contrast essay requiring a minimum of 4 to 5 paragraphs. The 5th & 6th grade band-width required a different type of essay, not compare and contrast, often about the environment, ecology, or conservation, usually requiring a 3 paragraph essay. In 2014 the format changed to align with the Common Core curriculum. They included 2 writing assignments for all students grades 3-12. They were a short descriptive paragraph based on a photograph, and a fact-based or data-based essay based on at least 2 pieces of content area articles or graphs and charts, from which they need to elicit information, draw conclusions, make inferences, etc. In 2015 they changed the NYSESLAT again. Now it includes a written assignment for each day of the exam based on a non-fiction passage from the Reading portion of that day's exam.

Our ESL classes will continue to work towards scaffolding and supporting the Common Core curriculum for all our ELLs, grades 6 through 8, with continued practice of data-based work. In an ICT model school all curriculum is planned by all teachers with ELLs, Special Education students, and ELL-SWDs in mind. ESL teachers plan with content area teachers to modify, scaffold and contextualize content area materials. Technology such as IPADS, Laptops, CDs, Google Translate, and other internet sources is used for auditory and visual support to ensure all curriculum is made comprehensible correspondings to ELLs ages and grade levels.

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).

Paste response to question here:

MS 442 schedules orientations in June and August for all new students and their families, including ELLs and their parents, with translation available in Spanish, French, Italian, and Arabic. These orientations are conducted by the Parent Coordinator, Edward Castro, Monserrate Aviles-Hodges, Bilingual Guidance Counselor, and Corinne Contrino, former Parent Coordinator. Students are encouraged to join our Afterschool clubs and activities, school sports teams, and Good Shepherd Afterschool program, to integrate into the MS 442 community. All ELLs, including new ELLs, participate in Intensive small group and Mentoring groups with ESL, content area, and special education teachers. In addition, new ELLs are encouraged to join our ESL Lunchtime group.

19. What language electives are offered to ELLs?

Paste response to question here: Update in September

Currently, French language classes are continuing to be offered to all our students on a twice-weekly basis. This is not an elective.

20. For schools with dual language programs:

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

Paste response to question here: 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.)

Paste response to question here:

All pedagogical staff members work biweekly with our consultants, Kate Roberts and Cornelius Minor, from Teacher's College, to ensure teachers receive support in scaffolding the Balanced Literacy curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. In addition teachers attend workshops at Teachers College on various topics including supporting work with ELLs and on ELLs meeting the Common Core Standards. Other aspects of our program are designed to ensure that ELLs will meet or exceed New York City and State standards. These supports include teachers actively scaffolding instruction, integrating elements of Teachers' College Literacy curricula, the Connected Mathematics Project 3 (CMP), and the Common Core Curriculum with ongoing support from the TC Literacy Coach, AIS and Curriculum (ELA, Math, Science, Social Studies) Coordinators, Cathy Alberico, ELA Coach, and Lisa Genduso, Math Coach, and by participating in professional development with considerations for ELLs. Staff planning meetings are held each week, along with Inquiry half days each month and twice-a-year Saturday Retreats: to work with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold the Common Core curriculum and differentiate instruction for ELLs in all the content areas. Some of the TC workshops our teachers will attend this year include: Tool kits for Supporting Diverse Learners, Small Group Work that can really Move Readers, Teaching into Text Complexity, Writing more Nuances in Literary Essays, Learn from National Think Tank on Supporting ELLs, Building 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Non-Fiction Skills with Informational Texts for ELA, Social Studies, and Science, and Preparing for Middle School exams for students with targeted needs.

In addition, staff members participate in various off-site professional development sessions to support our work with ELLs.

The ESL teachers attended workshops at: the Network for NYSESLAT and CR Part 154 changes; Using the SIOP Model with ELLs; at Teacher's College on supporting ELLs; and at New York University and Hunter College, to support our work supporting ELLs in the NEST Program.

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?

Paste response to question here:

Mandated professional development requirements, according to CR Part 154.2, include 15% total hours of ELL-specific PDs for all teachers and 50% of total hours of ELL-specific PDs for ENL teachers. Therefore, all pedagogical staff members will work biweekly with our consultants, Kate Roberts and Cornelius Minor, from Teacher's College, to ensure teachers receive support in scaffolding the Balanced Literacy curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. Other aspects of our program are designed to ensure that ELLs will meet or exceed New York City and State standards. These supports include teachers actively scaffolding instruction, integrating elements of Teachers' College Literacy curricula, the Connected Mathematics Project 3 (CMP), and the Common Core Curriculum with ongoing support from the TC Literacy Coach, AIS and Curriculum (ELA, Math, Science, Social Studies) Coordinators, Cathy Alberico, ELA Coach, and Lisa Genduso, Math Coach, and by participating in professional development with considerations for ELLs. Staff planning meetings are held each week, along with Inquiry half days each month and twice-a-year Saturday Retreats: to work with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold the Common Core curriculum and differentiate instruction for ELLs in all the content areas. In addition, ENL teachers have attended and will attend workshops at Teacher's College on various topics related to aligning instruction to the Common Core for ELLs specifically.

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

Paste response to question here:

Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. Our Guidance Counselors, Monserrate Aviles-Hodges and LaShawn Ford, attend several High School processing workshops, including the "Navigating the High School Application for ELLs" workshop, each year, to learn about the new High Schools and find out about the latest changes in the application process. They attended a workshop on the SEMS website for the High school enrollment process. They then turn-key the information to all our 8th grade students and their parents at a series of four 8th grade parent meetings. These meetings are given on a Saturday afternoon in November, during the day, and several evenings in November, to ensure maximum student and parental participation. They meet individually with all 8th graders and with our ELL parents to aid them in the process and teach them how to navigate the website. The Guidance Counselors and our Parent Coordinator, Edward Castro, accompany the students to the high school fair at Brooklyn Tech High School on a Saturday in September, and lead tours for our 8th grade students and their parents at various high schools in the borough and at several high schools in Manhattan. Ms Aviles -Hodges translates for the Spanish speaking parents when necessary.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

A minimum of 15% of the required professional development hours for all teachers will be dedicated to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ESL teachers will dedicate 50% or more of required professional development hours to language acquisition in alignment with core content area instruction including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

Staff members participate in various off-site professional development sessions to support our work with ELLs. For our NEST Program, which includes ELLs, currently 2/3 of all staff members including administration, coaches, guidance, teachers including Speech & ESL, Occupational and Physical Therapists, and paraprofessionals, have attended ASD workshops at New York University and Hunter College to better support these students. On-going professional development for this program includes additional workshops off-site and on-site with visiting consultants including specific workshops on ELLs in the NEST and weekly Case Conferencing.

As per the DOE/UFT contract each Monday full-staff Professional Development sessions include how to scaffold the Common Core curriculum and differentiate instruction for ELLs in all content areas. Work with consultants to assess student needs and abilities, collaboratively plan instruction, and explore professional materials with ELLs in mind.

In addition ESL teachers have attended workshops at the Network including a series of workshops on Using the SIOP model with ELLs, NYSESLAT format and scoring changes, and CR - Part 154 changes. ESL and other teachers also attend off-site workshops at Teachers College for developing academic and Common Core language, strategies, and skills with middle school students including ELLs.

On-going Professional Development workshops are conducted at the Region for the Parent Coordinator, the paraprofessionals, and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. They attend various workshops where, among other things, the use of Translation and Interpretation Services Unit information is explained. Secretaries participate in PDs and workshops at the Region and Central that include ATS training for: pupil accounting for admitting, discharging, and transferring students, including ELLs; admission routines pertaining to ELLs such as HLIS, medical, busing, and residency requirements, and accessing the DOE Translation and Interpretation services.

Records of staff attended PDs and other workshops, including those pertaining to ELLs, are maintained by school administration. The administration will maintain an "ELL Folder of Critical Documents " for all ELL related documents including a list of PDs provided and attended.

### 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?

Paste response to question here:

As per the DOE/UFT contract, Tuesday afternoons are set aside for Parental Involvement. Parent meetings are made on an individual basis with Content area, Special Education, and ESL teachers, for all students, including ELL students, as need arises, to discuss individual student goals, student progress in language development, language proficiency assessment results, and language development needs in all content areas. Translation and Interpretation Services are available for assistance with translation in Chinese and Arabic. Spanish translation is provided by pedagogical staff members.

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 to question here:

As per the contract, Tuesday afternoon individual parent meetings, including ELL parent meetings, are recorded on the DOE Parent Involvement form by the individual teachers. Any correspondence, such as DOE Parent letters, parent copies of IEPs, and other correspondence, are translated into appropriate languages, and placed in the student's cum records. The students' cum records are kept in a file cabinet in the school office and are maintained by the school secretary. Copies of DOE parent letters are kept in the ESL Administrative file cabinet. School administration will maintain the "ELL Folder of Critical Documents" file for other ELL related documents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

MS 442 schedules orientations in June and September for all new parents, including ELL parents, conducted by the Parent Coordinator, Ed Castro. These sessions include equal access to our ELL parents with native language translation materials and staff interpreters, currently available in Spanish, French, and Italian. For Arabic translation our co-location school has two staff members who provide translation when necessary. DOE Translation and Interpretation Services will be contacted if other languages are needed. We (ESL teacher, Guidance Counselors, Parent Coordinator) also schedule orientations in the Fall for the families of new ELLs, with translation available in Spanish, French, and Italian., and during the school year, when necessary to familiarize them with the New York State standards, various New York State assessments, including the ELA, Math, Science, NYSESLAT and New York State Regents exams, school expectations, and general program requirements for our ELLs. Translation is made available by staff in Spanish, French, and Italian based on parental needs assessment surveys completed by ELLs families at the start of the school year. DOE Translation and Interpretation Services are contacted for assistance with other languages. The ESL teacher and Parent Coordinator also participate in the School Curriculum Night and Parent-Teacher Conference Days and Nights for the purpose of school - family collaboration. The school Handbook and monthly Newsletters are on-line with a translation button providing a drop down menu of all the DOE available languages for instant translation to foster full participation of our ELL parents and Non-ELL parents alike.

In addition, families of ELL students are invited by written notifications in English, Spanish, Chinese, and Arabic, and welcome to attend all Parent-Teacher Association meetings throughout the year. Translation is available upon request and based on needs assessment surveys. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessments, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria.

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

Paste response to question here:

The school partners with other agencies and community-based organizations to provide workshops and services for our ELL parents including Red Hook Initiatives, Center for Family Life, Park Slope Mental Health, The Family Reception Center, and the Puerto Rican Family Institute. Ms Aviles-Hodges, Bilingual Guidance Counselor, facilitates these services for our ELL and Non-ELL families. Ms Aviles-Hodges can translate for the Spanish speaking parents, will notify these agencies of any parental translation needs, and will contact the DOE Translation and Interpretation service for other languages to be translated when needed in facilitating the partnerships.

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

Paste response to question here:

The Parent Coordinator generates the needs assessment survey and distributes it throughout the school and to the families of our students, in English, Spanish, Chinese, and Arabic. The results of the survey are evaluated by the School Leadership Team and

Parent Coordinator. In addition, the classroom teachers conduct an informal language survey at the beginning of the school year to determine which families are in need of translation services and translated copies of written materials to ensure that the needs of all parents are met. The DOE Blue Cards are distributed to all the parents at the beginning of each year, information requested in both English and Spanish, along with a letter in English, Spanish, Chinese, and Arabic, inquiring as to when the best times to meet with them and or to contact them and preferred oral and written languages for communications. The Parent Coordinator makes the information available to the staff to ensure all parents needs are met.

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

Paste response to question here:

The Parent Coordinator greets all the parents at various parental gatherings and arranges for translation services for the activities including PTA meetings, Curriculum night, Parent-Teacher conferences, Musical Theatre Nights, and Graduation. The school Handbook and monthly Newsletters are on-line, with a translation button providing instant translation into all DOE appropriate languages to ensure parental involvement by non-English speaking parents. The former Parent Coordinator, Corinne Contrino, and 8<sup>th</sup> grade Guidance Counselor, LaShawn Ford, conduct the high school tours making certain that all 8<sup>th</sup> grader students and their families, including ELLs, are included and translation services are arranged for based on the needs assessments and response to parent notifications, in English, Spanish, and Chinese, about the time and locations of the tours. On an evening in June and again in September Ms Ford and Ms Contrino conduct a Information session for parents and students, including ELL parents and students to ensure equal access, about the High School Application Process. The High School Directories were distributed in English, Spanish, Chinese, and Arabic to all families in attendance. A separate session is held by the Guidance Counselor and former Parent Coordinator, for those ELL students in particular that were unable to attend, during a June school day, with assistance from the ESL teacher. Parents unable to attend these sessions can schedule meetings with Ms Ford or Ms Contrino at another time.

#### **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)
Noreen Mills	Principal		1/1/01
	Assistant Principal		1/1/01
Edward Castro	Parent Coordinator		1/1/01
Norma Levine/ESL	ENL/Bilingual Teacher		1/1/01
n/a	Parent		1/1/01
Chris Howard/ ELA II	Teacher/Subject Area		1/1/01
Nora Green/Science	Teacher/Subject Area		1/1/01
Cathy Alberico	Coach		1/1/01
Lisa Genduso	Coach		1/1/01
Monserate Aviles-Hodges	School Counselor		1/1/01
n/a	Superintendent		1/1/01
n/a	Borough Field Support Center Staff Member _____		1/1/01
n/a	Other _____		1/1/01
n/a	Other _____		1/1/01
n/a	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15K442** School Name: **CGSI**  
Superintendent: **A.Skop**

### 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](http://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

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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.

At the beginning of each academic year any new student entering the New York City school system for the first time completes the HLIS form as part of the Registration packet. On part 3 of the HLIS the parents indicate their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Needs Assessment Survey and the DOE Blues Cards are distributed to every student's home inquiring about preferred oral and written communications. ATS reports (REXH, RLAT, RLER) are also examined to determine which students are ELLs or former ELLs and which language(s) are listed as their home language(s). Once the Parent Surveys and Blue cards are returned to the school the information is turn-keyed to the SLT, who compile a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation.

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.

Our needs assessment survey shows that this year of our 220 students, Spanish speaking parents (19) and Chinese speaking parents (5) requested translation of written documents and oral interpretation. All of our Arabic speaking parents requested oral and written communications in English. In 6<sup>th</sup> grade, one family prefers communication in Spanish in 601. Parents of 3 students speak Spanish

in 602 and require written communications in Spanish. In 7<sup>th</sup> grade, parents of 3 students speak and want written communications in Spanish in 702. In 703, parents of one student speak Spanish. They require written communications in Spanish. In class 801, three families speak Spanish. They require written communication in Spanish. One family only speaks, reads, and writes in Mandarin. One family speaks, reads and writes both Arabic and English. They communicate with the school in English. In 802 two families speak, read and write Mandarin. Two families speak, read and write both Arabic and English and communicate with the school in English. One family communicates in Spanish. In 803, two families preferred communication is in Chinese. One family communicates in Spanish.

## Part B: Creating a Communications Calendar

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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.)

All DOE communications (HLIS, Parent Brochures, Entitlement letters, Continued Entitlement letters, Non-Entitlement/Transition letters, etc.) already come translated and are provided each year to ELL parents in the appropriate and requested languages, such as, Spanish, Chinese, Arabic, French, and English. There are distributed in the first two weeks of school. The New York State ELA, Math, Science, and Regents exams notifications come translated from the DOE in all appropriate languages. These are sent in late March or early April. The school's Handbook, which is distributed in September, and Newsletters are available monthly on the school website in English with a translation button for all appropriate languages. Parent-Teacher conference announcements, Afterschool program information, and other written notifications are provided in English with appropriate translations available based on the parent requests. Notifications about PTA meetings are sent out the week before the meetings each month with the appropriate translations. Meetings are scheduled October 15, October 29, November 16, December 21, January 25, February 22, April 18, May 9, and May 23. In addition, meetings are announced on the school website, with appropriate translations available. A parent meeting is scheduled March 14 about testing and parents will be notified on the website and by flyer, with translations in Spanish, Arabic, and Chinese. Translations will be requested from the Translation and Interpretation Services unit for these notifications and interpretation services will be provided.

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

Formal face-to-face meetings with parents occur during Curriculum Night (September 16), Parent Teacher conferences (Nov. 18, March 16, and May 11), PTA meetings (September- General Orientation, Nov.- Assessments, Standards, and Report Cards, Jan.- Supporting Students at Home, March- Monitoring Student Progress, May- Promotional Criteria), Graduation, and Parent Involvement meetings (Tuesdays afternoons- as per the contract) with immediate oral translation available from pedagogical and non-

pedagogical staff members in Spanish or Italian. For any parent calling in, or coming in, for information about their child, immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish and Italian. Also on-site, in our co-location school, there are staff members who are available for Arabic translation. Other languages requested are translated using the DOE Translation and Interpretation Services unit for on-site or telephone assistance.

## **Part C: Providing Language Assistance Services**

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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.

All DOE written communications (HLIS, Parent Brochures, Entitlement Letters, Continued Entitlement letters, Non-Continued/Transition letters, New York State ELA, Math, Science, and Regents exams notification) come already translated into all appropriate languages and are sent home in English and appropriate Home languages. The school's Handbook and Newsletters are posted on-line with translation available in most languages via a translation button on the side of the web-site page. Written notifications such as Parent-Teacher conferences dates or Afterschool program information are also sent home in English with appropriate translated versions. Spanish translation is provided by school staff and Chinese translation provided by the DOE Translation and Interpretation Services Unit.

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.

For parents attending the formal face-to-face meetings, such as Curriculum Night, the Parent-Teacher conferences, the PTA meetings, and Graduation translation is provided on-site in Spanish or Italian by pedagogical and non-pedagogical staff members, or in Arabic by our co-location school's staff members. Other languages are provided by the DOE Translation and Interpretation Service unit either on-site or by telephone. Parent Involvement meetings on Tuesdays or other impromptu individual student meetings are translated by pedagogical or non-pedagogical staff members in Spanish or Italian or other languages by the DOE Translation and Interpretation Services Unit. The following staff members speak Spanish: Molina, Aviles-Hodges, Rosas, and Uribe.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Once the Parent Survey and Bluecards are returned to the school and a Needs Assessment is compiled, the information is disseminated to the entire staff. The entire staff has been notified that our Parent Coordinator, Edward Castro, will contact the DOE Translation and Interpretation Services unit for translation services for communication with parents who have requested it when necessary to ensure

timely communication. The NYC DOE Translation and Interpretation Unit Available Languages poster, including the phone number, is posted in the office for all staff members to use when Mr. Castro is unavailable. Additional copies of the poster are being requested for each classroom.

## **Part E: Providing Notice of Language Assistance Services**

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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

Along with the Needs Assessment Survey letter and DOE Bluecards that are distributed during the first week of school to notify and inquire about the parental language preferences, at the entrance to the school's offices are the New York City DOE Welcome Poster in 10 languages inquiring if you need translation service. In the school's offices are the NYC DOE Translation and Interpretation Unit Available Languages poster listing 32 languages available for translation along with their phone number for both staff and parents use.

## **Part F: Monitoring and Quality Control**

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

At our Curriculum Night our Parent Coordinator, Edward Castro, greeted all the parents and inquired about any translation services needed. At our first PTA meeting of the school year the parent coordinator will distribute a survey to the parents inquiring about their satisfaction with the availability of translation services at the school.