

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**17K484**

**School Name:**

**RONALD EDMONDS LEARNING CENTER II**

**Principal:**

**MICHELE LUARD**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ronald Edmonds Learning Center II School Number (DBN): 17K484  
Grades Served: 6-8  
School Address: 430 Howard Avenue  
Phone Number: 718-467-0306 Fax: 718-953-0682  
School Contact Person: Felicia Leggette Email Address: fleggette@schools.nyc.gov  
Principal: Michele Luard  
UFT Chapter Leader: Kareen Francis  
Parents' Association President: Lastar West  
SLT Chairperson: Kareen Francis  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Stacey Edwards  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 17 Superintendent: Clarence Ellis  
Superintendent's Office Address: 1224 Park Place Room 130  
Superintendent's Email Address: Cellis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson- Harris  
Director's Office Address: 415 89<sup>th</sup> Street Brooklyn New York 11209  
Director's Email Address: cwatson21@schools.nyc.gov  
Phone Number: N/A Fax: 718-953-4428

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michele Luard	*Principal or Designee	
Kareen Francis	*UFT Chapter Leader or Designee	
Lastar West	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Stacey Edwards	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>	
Rick Miller	CBO Representative, if applicable	
Mr. Alabi	Member/ Teacher	
Ms. Caesar Babb	Member/ Teacher	
Ms. Stacey Edwards	Member/ Parent	
Ms. Collisa Cranmore	Member/ Parent	
Ms. Maylene Saul	Member/ Parent	
Ms. Anita Brammah	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

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

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

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

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



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Ronald Edmonds Learning Center II, is located on the border of Ocean Hill Brownsville, Bedsty and Crown Heights. This school was created in 2005. Our mission is "to develop in students the desire and ability to attend and succeed at a college or university. We will prepare our students with a foundation to gain admission to a four year college or university. We will accomplish this by providing rigorous accelerated instruction while cultivating student's talents and interest in a challenging supportive and safe environment."

At Ronald Edmonds Learning Center II we keep the child and their family at the center of everything we do. We are a school that believes in understanding the needs of the individual child and creating a plan that will ensure that the academic, social and emotional needs of the child are addressed. Our staff goes above and beyond for our students. This is evident in their purchasing music instruments to ensure that our students are given the opportunity to learn music. Additionally we believe in community involvement. Our students visit the community centers in the area and provide them cheer. Our school has many extra curricula activities, such as needle work (sewing), bridge, Imani (all girls club), sports, SASF, NOBLE, Junior Achievement, Classroom INC and Urban Advantage to name a few. Most parents who visit our school enroll their child.

Because we are a small school we have challenges that larger and better financed schools don't have. However, these challenges are what make us a stronger and closer community. Both the principal and assistant principal teach classes which allows them to get to know students well, and informs them in their work with teachers when developing the curriculum. Nearly all of our teachers pitch in to teach enrichment classes (since we do not have a cluster position).

We have several clubs that we invite all students to be a part of; such as sewing, Boyz to Men, Imani, a principal's book club, tutoring, lunchtime games, and weekend Science trips. We have also developed partnerships with outside organizations such as Urban Advantage, the Police Leadership Program, Champs (basketball and volleyball) and the Sports and Arts In-School Foundation After-school, to provide our students with additional opportunities.

While the majority of our students are not yet performing at Standards Levels on the Math and ELA state tests, we made remarkable progress in the past year, and in fact, exceeded the targets that the city had set for us. 80% of our students made at least one year's progress in ELA, as compared to the city average 63.4%. 70% of our students made a year's progress in Math (city average 61.3%). And for our students who had scored in the lowest third in prior years, our students progressed by 87% in Math and ELA as compared to the city wide averages of 73% and 76.7%. We are working hard to close the achievement gap for our students. This progress is due in large part to the new curriculum we have adopted, to the greater emphasis that we are placing on training teachers, and to the implementation of the Danielson Framework.

We have also exceeded expectations set by the city regarding the environment and culture of the school. 97% of our school community feels that the school is on the right path towards providing an engaging and rigorous curriculum. 98% of our school community feels that structures are in place for improving the school. And 97% of our community feels safe and comfortable with the school's culture.

Despite these gains, we have only just begun to make significant changes in the school. Our focus for this year is improving instruction to students by focusing on refinement of curricula, and on developing pedagogical strategies that

engage students in their own learning. Every classroom at R.E.L.C II has a Smart Board, we are presently developing engaging strategies for students using the available technology.

## 17K484 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	149	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	9	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
				2
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.2%	% Attendance Rate		89.3%
% Free Lunch	90.5%	% Reduced Lunch		2.7%
% Limited English Proficient	3.4%	% Students with Disabilities		27.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		85.8%
% Hispanic or Latino	12.8%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.95	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		26.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		8.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		46.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

#### **Strengths:**

- Teachers at Ronald Edmonds Learning Center II, have mastered the art of culminating assessment of the lesson or unit, they are also able to assess students at the beginning of the lesson.
- Teachers provide common core curriculum aligned lesson in a nurturing environment.
- Administrators collaborate and provide support for teachers to be able to deliver rigorous instruction to scholars.
- Based on the 2014 - 2015 quality review, the school leaders and teachers effectively align curricula to Common Core Learning Standards and ensure the integration of the instructional shifts. School-wide, teachers utilize student work and data to plan and refine curricula and academic tasks.

#### **Needs:**

Based on the 2015 New York State Mathematics Exams

- 8 % of 8th graders are on or above grade level
- 5% of 7th graders are on or above grade level
- 10 % of 6th graders are on or above grade level
- rising 5th graders are performing at 7 % on or above grade level.

Based on the 2014-2015 quality review, the school received a developing on indicator 1.2 Pedagogy:

- Across classrooms teachers practice are becoming aligned to the curricula and reflect a set of beliefs about how students learn best as informed by the Danielson Framework for Teaching and Learning.
- Across classrooms , teaching strategies (including questioning) are inconsistent and do not reflect multiple entry points to ensure higher order thinking skills.

### Part 2 – Annual Goal

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

By June 2016 all teachers will improve scholar learning by 3% through the continuous use of formative assessment in all lessons by providing timely, meaningful and rubric based feedback of all scholars work. This will be achieved through the use of progress monitoring tools and AIS.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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?</i></p>
<p>All teachers will engage in professional development (P.D) on student engagement and assessment. These teachers will be expected to implement strategies taught by administrators and model teachers. Teachers will peer assess each other and provide support where necessary. Professional Development from the Principal on rubric development and the use of rubrics in the classroom. Teachers will be expected to implement the use of rubrics in the classroom.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Teacher leaders, and administration</p>
<p>Curriculum Team will review curriculum units in the common planning time and gave timely feedback.</p>	<p>Humanities, Mathematics and Science Teachers</p>	<p>September 2015 – June 2016</p>	<p>Content Leaders and Administration</p>
<p>Teachers will be given the necessary administrative support in the design and revision of their lesson plans.</p>	<p>Humanities, Mathematics and Science Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>There will be morning enrichment to provide supplementary instruction in both Math and English Language Arts. As a result of the performance of our students enrichment will be tiered and provided to all students.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<ul style="list-style-type: none"> <li>• Teachers will participate in weekly common planning meetings for 45 minutes during their professional development period.</li> <li>• Two days per week for 10 weeks of teacher's per session</li> </ul>

- Assistant Principal dedicated to provide AIS support
- Paper and ink for Office supplies and presentation,

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

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

**Part 5 – Progress Monitoring**

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

1. By December, 2015 , fifty percent of teachers including the instructional leads will have their lesson plans and curriculum aligned and their lessons will be implemented to demonstrate rigor for all students. Additionally teachers will have coherent curriculum which is reflective in their lesson execution and plans for all learners in their classroom. This will be evidenced by curriculum and unit and lesson plans available in the classroom and main offices as well as online for parent.

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

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

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

### **Part 1 – Needs Assessment**

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

#### **Strength(s):**

Ronald Edmonds provides a very supportive environment for our students.

- Staff allow students to connect with them through an 'Adopt a Parent model" .
- We have infused technology as a tool in instruction and provided common core standards based curriculum for teachers.
- We have also provided resources to ensure that teachers are able to engage students.
- Collaboratively we have created units designed to engage students. Teachers have a connection with students.
- Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students.

#### **Needs:**

Based on the 2014-2015 school year Measure of teacher Practice:

- 90% of teachers received a Developing on their HEDI scale in Danielson Framework component 3b questioning and discussion.
- The Quality Review conducted in March of 2014 the school received a developing on indicator 1.2; Students in most classrooms are compliant rather than engaged during lessons. There is a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
- RELC II has approximately 30% of its student body living in temporary housing.
- RELC II has approximately 29% of Students with disability.

### **Part 2 – Annual Goal**

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

By June 2016, 100 % of teachers have a series of professional development in the first two months of the school year on Questioning and Discussion techniques, resulting in 80% of teachers improving one HEDI scale in Danielson Framework component 3 thereby creating an atmosphere that encourages students to enjoy school because they feel supported. This will be evidenced by increased attendance and classroom engagement.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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 Supportive Environment 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?</i></p>
<p>After-School professional development cycle on Danielson component 3B led by administration and staff during the first two months of the 2015- 2016 school year. Teachers develop unit-wide questions to address the needs of range of learners .</p>	<p>All Teachers</p>	<p>9/14/2015 - 01/25/2016 During the Monday meetings</p>	<p>Administrative Team and model teachers</p>
<p>Inter visitations to Model Teacher(s) classroom as well as content area colleagues to conduct low inference observations and to debrief student and teacher questions and responses , showing best practices around students while being supported and nurtured so as to foster academic and interpersonal success.</p>	<p>All Teachers</p>	<p>11/02/2015 03/31/2016 During the school day.</p>	<p>Model Teachers</p>
<p>Teachers will use ARIS Learn professional video/materials to observe highly effective questioning techniques and to evaluate themselves in the domain of questioning.</p>	<p>All Teachers</p>	<p>9/14/2015 - 01/25/2016 During assigned teacher prep.</p>	<p>Leadership Team</p>
<p>Participation in Learning Partners Program allows teachers to visit host school and turn key strategies during weekly PD periods.</p>	<p>LPP teachers</p>	<p>09/21/2015 - 06/07/2015</p>	<p>Model teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p>OTPS funds to cover teachers release for professional development. We have arranged the schedule to facilitate inter-visitiation for teachers. We will release teachers to visit other teachers classes. We will also have teachers visit schools and use funds from OTPS to cover their classes.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

## **Part 5 – Progress Monitoring**

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

- By February 2016, there would be a 50% increase in student led lessons.
- By February 2016 there would be a 50 % increase in attendance when compared to the average of September , October and November.
- By February 2016, 50% of teachers observation would reflect an improvement of one HEDI scale in Questioning and Discussion.

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

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

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

### Part 1 – Needs Assessment

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

#### **Strength(s)**

Based on the 2014- 2015 quality review:

- School leaders constantly communicated high expectations( professionalism, instruction, and other elements of the Danielson Framework for teaching) to the teachers and paraprofessionals through training and by holding the staff accountable for those expectations..
- Across grades and content areas, rubrics are aligned to the school’s grading policy. As a result, students are able to plan next steps independently, with peers, or with the teacher which has led to an improvement in the learning process.
- Students know what they need to improve upon and next steps since the teachers provide supportive feedback on assessments to demonstrate student growth.

#### **Needs:**

Based on the 2015 New York State English Language Exams

- 13% of 8th graders were on or above grade level
- 18% of 7th graders were on or above grade level
- 15% of 6th graders were on or above grade level
- incoming 6th graders have 2% reading on or above grade level

Deeper analysis of the item skills data, we recognized that:

- students experienced difficulty with informal texts especially in Grade 6
- we recognized that students scored lower in the written portion of the test, we attributed this to lack of stamina on the part of our students.

Our Benchmark tests showed that across all grades students needed support with:

- subject verb alignment
- spelling
- use of strong verbs

Based on our 2014 - 2015 quality review, the school received a developing on indicator 1.2 Pedagogy:

- absence of student led discussions
- inconsistency in scaffolds of questions, and multiple entry points.

### Part 2 – Annual Goal

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

By June 2016, all teacher teams will meet in a professional learning community where they will revise data and modify instruction in order to improve pedagogical practices and student outcomes for Students with Disabilities (SWD's), English Language Learners (ELLs) and the lowest third resulting in a 3% increase of students within these subgroups scoring at or above proficiency as measured by the New York State English Language Arts, and , math assessments.

**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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Teachers will collaborate each Monday and Tuesday to engage in activities such as analyzing relevant screening and diagnostic data, analyzing student work, formative assessments, UDL strategies, progress monitoring, response to data and shared beliefs on how students learn best in order to encourage increased teacher effectiveness so as to increase student learning in math, Ela and science.</li> <li>• provide professional development on teaching strategies to support reading comprehension.</li> <li>• Provide Professional development on creating and adapting depth of knowledge (DOK) level 3 or 4</li> <li>• Use data to monitor student performance</li> <li>• Analyze prior assessments to to determine academic needs of the students and provide targeted support</li> <li>• Provide AIS support aligned to students academic deficiencies.</li> </ul>	<p>Students with SWD, ELL and bottom third of students</p>	<p>Teachers will meet during the weekly Common Planning Time for 45 minutes.</p> <p>Professional Development Days September 2015 - June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist,</p> <p>Borough Field Support Specialists</p>
<p>Teachers of students with disabilities, the lowest third and English Language learners will collaborate with</p>	<p>Teachers</p>	<p>Teachers will meet during the weekly</p>	<p>Principal, Assistant Principals, classroom</p>

<p>general education teachers each Monday and Tuesday to share, revise and adapt instructional techniques, lesson and unit plans based upon students IEP and/or their individual needs</p>		<p>Common Planning Time for 45 minutes.</p> <p>Professional Development Days September 2015 - June 2016</p>	<p>teachers, literacy and math coaches, Teacher Center Specialist,</p> <p>Borough Field Support Specialists</p>
<p>Parents will meet on Tuesdays with teachers, to discuss student goals that promote high levels of student engagement and inquiry. The school will also provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and science</p> <ul style="list-style-type: none"> <li>• Provide materials to support training that will allow parents to assist their child at home thereby improving their child's proficiency level.</li> <li>• Foster a caring and supportive home- school partnership to ensure that parents can effectively support and monitor their child's progress by sharing the standards with parents and work that they can support their child with during conferences and parent workshops.</li> <li>• The School Leadership team and Parent Teachers Meeting will work collaboratively in planning and making decisions that support the education of their children.</li> </ul>	<p>Parents</p>	<p>09/15/2015 - 06/28/2015</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist,</p> <p>Borough Field Support Specialists</p>
<p>To understand needs and incorporate trust, teachers will work collaboratively in horizontal, vertical and/or interdisciplinary teacher teams to establish student goals that promote high levels of student achievement in Ela, science and math.</p>	<p>Teachers</p>	<p>Teachers will meet during the weekly Common Planning Time for 45 minutes.</p> <p>Professional Development Days September 2015 - June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist,</p> <p>Borough Field Support Specialists</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<ul style="list-style-type: none"> <li>• Teachers will participate in weekly common planning meetings during their professional periods</li> <li>• Four days /week for 12 weeks during the school years teacher per session for analyzing data</li> <li>• Office supplies for news letters and presentations</li> <li>• teacher communications to parents</li> <li>• upkeep of school messenger</li> <li>• upkeep of the school website.</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

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

By February 2016 Students with Disabilities (SWD's), English Language Learners (ELLs) and the lowest third would have shown a 1% increase of students within these subgroups performing better on the January benchmark assessments.

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

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

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

### **Part 1 – Needs Assessment**

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

#### Strength(s):

- There are several strategies demonstrated during professional development that allow teachers to inform their teaching through the use of data. Inquiry-based professional collaborations at this school.
- There is improved pedagogy, coherent implementation of the Common Core Learning Standards and instructional shifts, and progress for all students inclusive of students with disabilities.
- Use of data to support instruction:
  1. Students need to graduate reading on or above grade level or as close as possible to grade level
  2. 90 % of our students are not presently on or above grade level in mathematics
  3. 83 % of our students are not presently on or above grade level in English
  4. 70% of our students are not on or above grade level in science
  5. Our data can inform us about areas of weakness and strengths.

#### Needs:

Based on the 2014 - 2015 quality review, the school received a developing on indicator 1.2 - Pedagogy:

- Across classrooms, teaching practices are becoming aligned to curricula and beginning to reflect a set of beliefs about how students learn best as is informed by the Danielson Framework for teaching and the instructional shifts.
- Across classrooms, teaching strategies ( including questioning, and students' assessment for and of learning) inconsistently provide multiple entry points into the curricula leading to uneven engagement, uneven demonstration of higher- order thinking skills in student work products, including the work products for all students ( black males, lowest third, english language learners, student with disability )

### **Part 2 – Annual Goal**

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

By June 2016, all teachers would use data gathered from assessment to inform their planning of lessons thereby resulting in a 3% increase of students who are performing on or above grade level in English Language Arts and mathematics,

**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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers of Grades 6-8 will engage students in higher order questioning and discussion techniques through the use of Depth of Knowledge (DOK), Cognitive Rigor Matrix, Socratic Seminar, and Philosophical Chairs. They will also participate in professional learning communities activities centered on these instructional strategies.</p>	<p>Students in Grades 6-8</p>	<p>Teachers will meet after school one day per week for one hour</p> <p>October 28th 2015 - June 16th 2016</p> <p>Tax levy</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center</p>
<p>Inter - visitation to model teachers classrooms and model schools with reflection time and through the Learning Partners Programs ( LPP)</p>	<p>All staff</p>	<p>09/21/2015 - 06/16/2016 on a need basis</p>	<p>Staff, LPP, Admin</p>
<p>Teachers will meet in grade levels and in content areas weekly to develop questions and lessons.</p>	<p>All staff</p>	<p>Weekly for 45 minutes during common planning time from 09/09/2015 - 06/20/2016</p>	<p>All teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will participate in weekly common planning time once per week for 45 minutes as a professional period.
- Teachers will participate in biweekly professional development for 75 minutes
- teacher per-session for weekly one hour data meeting
- Office supplies for copies and data
- books to support reading

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

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

### **Part 5 – Progress Monitoring**

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

By February 2016, 80 percent of units of study will reflect a pre and post assessment for students. Lesson plans would reflect grouping of students based on data. Eighty percent of student assessment will reflect student growth toward being proficient for math and english language arts.

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

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

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

### Part 1 – Needs Assessment

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

Strength:

The Ronald Edmonds Learning Community II has a core group of parents ( 2.66%) that participate in school wide activities. These parents attend curriculum fairs, PA meetings, and student run events.

Need:

On our 2015 -2016 NYC school survey

- 4% of parents feel that the principal does not make shared decisions
- 54% of parents have never attended or have only attended events once
- 26% of parents do not know about the school leadership team

### Part 2 – Annual Goal

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

By June 2016, the school will increase the number of parent activities by 15 percent, resulting in an increase in the number of parents participating in school-wide activities as evidences by signatures on attendance sheets for each event.

### Part 3 – Action Plan

<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> <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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Weekly Parent Book Club	All Parents/Guardians	Monthly from 11/18/2015 - 06/15/2016	Administration
Use of the 35 minute every Tuesday to conduct outreach to parents via, one on one conference, phone calls, emails and flyers. Additionally we use the "Remind APP" to notify parents of activities and about homework and projects	All Parents/Guardians	09/09/2015 - 06/24.2016	All Staff
Use of the school messaging system to inform parents of all school- wide events.	All Parents/Guardians	09/09/2015 - 06/24.2016	Staff
Parent work, every other month, content, dealing with adolescence, time management etc.	All Parents/Guardians	09/09/2015 - 06/24.2016	Varies

**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.
<p>payment for school messenger</p> <p>20% payment for school website</p> <p>translation of funds</p> <p>purchase books</p> <p>office supplies</p>
<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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><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.</p>
<p>By February 2016, we would have seen an increase of 10 percent in the amount of parents attending parent involved activities as evidenced in the signatures on attendance sheets.</p>
<p><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.</p>

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<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>	Students will be selected based on baseline and benchmark assessments for interactive and repeated readings and writings  After school program	Iready, and study island,	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need	Lunch and learns, after school, Saturday school
<b>Mathematics</b>	Students will be selected based on baseline and benchmark assessments for practice problems and models	Iready, and study island	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need	Lunch and learns, after school, Saturday school
<b>Science</b>	Students will be selected based on baseline and benchmark assessments for science content support through E.L.A and Mathematics	Iready, and study island	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need	Lunch and learns, after school, Saturday school
<b>Social Studies</b>	Students will be selected based on baseline and benchmark assessments for Social Studies content support through E.L.A	Iready, and study island	Small group instruction is provided five times in two weeks for all students, students receive enrichment during lunch and learn, pull out based on their need	Lunch and learns, after school, Saturday school
<b>At-risk services (e.g. provided by the</b>	Students will be selected based on	The Guidance counselor provides	The Guidance counselor provides	Individual and group

<p><i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>incidents and day to day interactions for Guidance Counselor to counsel. Additionally students who are mandated for individual and in small groups. The Psychologist also counselors students on a needs only basis.</p> <p>The Nurse provides immediate attention and assessment of students' medical needs.</p>	<p>weekly for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.</p>	<p>weekly for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis</p>	
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<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.
<ol style="list-style-type: none"> <li>1. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all areas.</li> <li>2. Mentors are assigned to support struggling and new teachers</li> <li>3. School Mentoring Plan identifies mentors, mentee and activities to support professional development towards retention.</li> <li>4. The pupil personnel secretary and administration will work closely with the Borough Support Center-HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.</li> </ol>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> <li>1. School Professional Development committee meets regularly to discuss and collaborate on professional learning activities for staff</li> <li>2. Teachers and paraprofessionals receive professional development during team meetings and professional development activities regularly conducted by the Assistant Principals, Principals, literacy and math coaches, and UFT Teacher Center Specialist.</li> <li>3. Teacher Development Coach provides professional learning cycles to at-risk and non-tenured teachers</li> <li>4. Content specific professional development is scheduled by the Borough Field Support Center for teachers and paraprofessionals</li> <li>5. Teachers receive implementation support from contracted vendor for newly purchased programs</li> <li>6. ESL teachers receive support in effective ESL strategies by attending DOE OELL and Fordham University professional learning offerings</li> </ol>

7. Principal and Assistant Principals attend scheduled district professional development

8. Principal and Assistant Principals receive scheduled professional development through the District Talent Coach

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

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.

The decision making process followed Chancellor's guidelines:

1. Principal designated 5 staff members and the UFT designated staff members to form a team
2. After receiving professional development, Principal conducted training session on the purpose, protocols and responsibility of the team
3. Team members attended professional development during the summer of 2015
4. Team members met to examine and decide options for the staff

Team members presented selection of appropriate assessment measures to the staff during a professional development Monday in September

#### 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	122,648.00	X	5 A, 5B,5C,5D,5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,079,751.00	X	5A,5B,5D

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

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

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

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

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

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

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

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### **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. **[Ronald Edmonds Learning Center II]**, 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. **[Ronald Edmonds Learning Center II]** will support parents and families of Title I students by:

- **Providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, through evening programs and workshops during the school day ;**
- **Fostering a caring and effective home- school partnership to ensure that parents can effectively support and monitor their child's progress through the use of School messenger, Remind App, phone calls, and mail;**
- **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;**
- **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. This information will be provided in a format and language 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 our school community;**

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

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

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

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

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

### **III. Student Responsibilities:**

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

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

DBN: **17K484**

School Name: **Ronald Edmonds Learning Center II**

Superintendent: **Clarence Ellis**

**Before you begin, please check the following:**

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

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

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

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

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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.

We translate all material sent home to parents. We have purchased Emergency Blue cards in our current languages. We decided to purchase Arabic based on our assessment of changes made in the community. We use when available translation from the DOE website or we use a translator to ensure that the parent is clearly understood.

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.

English, Spanish and Arabic

## Part B: Creating a Communications Calendar

---

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

Blue Cards - at admission and at the beginning of the school year  
Face to face letters, when requested.  
School communication - continuous  
Report Cards- through a translator  
Handbooks at the beginning of the school year ( only students)  
Communication for events and PTA - continuously  
Letters from SLT - as needed

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.

We conduct the four Parent teachers Conferences additional the Principal has principla's breakfast once/ mth. Then in June we have the Gold Carpet event, Awards ceremony, weekly assembly and our Culture Day.

## 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.

NYCDOE website, teacher translates, family para translate, and when necessary a translator is used. The material is disseminated at the same time when native english speakers receive their own.

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.

In- house staff will translate over the phone and in writing when necessary we use the Translation and Interpretation Unit.

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

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

This is done during the September opening meeting, it is also in the handbook.

## **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

The Welcome poster and the Language ID guide is at the security desk, visible to all students who enter. The parents bill of rights and the parent guide to language access is back packed and mailed home.

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

---

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

The yearly parent survey and during any of the parent meetings mentioned above.

**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>17</b>	Borough <b>Brooklyn</b>	School Number <b>484</b>
School Name <b>Ronald Edmonds Learning Center II</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>Michele Luard</b>	Assistant Principal <b>Mecca Geters</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Wendy Caesar- Babb</b>	School Counselor <b>Glaudia Holly</b>
Teacher/Subject Area <b>Spanish</b>	Parent <b>N/A</b>
Teacher/Subject Area	Parent Coordinator <b>N/A</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Clarence Ellis</b>	Other (Name and Title)

### 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	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	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)	142	Total number of ELLs	6	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>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	6	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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	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		2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						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)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  

The assessment tools our school uses include: LAB-R; NYSESLAT; Foundations; Fountas and Pinnell; DIBELS and Unit tests. A triangulation of the data (Fountas & Pinnell Running Records, DIBELS and Unit assessments) showed that 8% of the ELL students are reading on or above grade level. The deficits were shown to be in decoding and fluency. Based on these findings, our plan is to implement Foundations and Wilson.

The data gathered from these assessments allow us to identify our ELLs' areas of strengths and weaknesses. We are able to use the data for lesson planning and addressing students' needs. The ESL teacher in collaboration with the classroom teachers are able to use the gathered data to differentiate instruction and organize flexible groupings.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

Data patterns across proficiency levels identified on the LAB-R and NYSESLAT indicate the following:

  - \* 31% of our ELL students showed improvement on the NYSESLAT from 2014 to 2015.
  - \* Across the grades, 80% of the ELL students are showing growth in the areas of Listening and Speaking. However, Reading and Writing continues to be an area of deficit for our students. Our new ELL students showed the lowest achievement in the proficiency levels as they need time to build vocabulary and acquire the language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  

Patterns across the NYSESLAT modalities help us identify areas of strength and weaknesses, in reading comprehension and writing. The ESL teacher in collaboration with the classroom teachers will plan lessons to address students' specific needs. These lessons will be taught in the 90 minutes Blocks in Push-In / Pull-Out models. The ESL teacher will confer with the students in establishing students' goals.
- For each program, answer the following:

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

a) Results of the NYSESLAT in the testing grades (3-5) indicate that 60 % of the ELL students scores decreased in the areas of reading and writing on the NYSESLAT by at least 3 points. In grades K-2, the trend noted on the Fountas & Pinell Running Records showed that 28 % of the students are on grade level. 33% of those students also received an overall rating of Advanced on the NYSESLAT.

b) The School Leadership reviews the data and makes program selection decisions. The teachers in collaboration with the Data Specialist analyze the data for instructions and student grouping.

c) The Periodic Assessments/Benchmark allows the school to identify the gaps in student learning.

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

The school uses the data to group the students into Tiered groups (1, 2, and 3). The classroom teacher provides small group instruction using the core curriculum. The ESL teacher uses a research-based program to provide additional instruction based upon students' needs.

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

The success of our Free Standing Push-In/Pull-Out program is evaluated through continuous formal and informal assessments of students' work performance in the classroom and in small groups sessions; and in analysis of test results including Periodic Assessment, NYSESLAT, and test practices.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

The success of the ELL program is assessed through using teacher-created assessments, Fountas & Pinnell Running Records.

## 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.

At the initial identification of a student who may be possibly an eligible ELL student, our ELL pedagogue conducts an informal interview with the parent/s to determine whether the child is exposed to a language other than English. At that time, the parent is given the Home Language Identification Survey (HLIS) form to complete. Any questions or concerns are addressed in either English or the parent's native language (Spanish; Haitian Creole; French, Arabic). Following the completion of the HLIS form, our ELL pedagogue then administers the LAB-R. Based on the results of the LAB-R, a student who did not test out is classified as 'beginner, intermediate or advanced'. In collaboration with the Assistant Principal and the ELL pedagogue, the Parent Orientation conference/workshop is conducted within a window of 10 days. During the Parent Orientation meeting, the parent receives information about the various educational programs available in our school and elsewhere. Our school offers a Freestanding ESL Program only. In the spring, our ELL pedagogue administers the NYSESLAT; students who score below proficiency that is beginning, intermediate or advanced levels will continue to receive ELL services. \*[The Spanish LAB, is administered exclusively to the Spanish speaking ELLs to determine the students' language dominance. This test is administered once within the 10 day window. Based on the student's grade level, the content/modality is selected. Having completed the test, the ESL teacher hand scores, grades and forwards the test results to the "Screening Center" for official scoring.]

or,

\* (The Spanish LAB is administered exclusively to the Spanish Speaking Students in conjunctin with the NYSITELL within 10 days after resgistration; and the content or modality is determined on the basis of students' grade level: all grades are tested on all four modalities including Listening, Speaking, Reading, and Writing portions. The test is then hand-scored by the ESL teacher before being sent to the DOE Screening Center for official scoring. )

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).  
N/A
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).  
At the Parent Orientation Meeting, our ESL pedagogue, provides the parents with both oral and written translation and interpretation of each program in the language of the majority of our ELL students that is: Spanish . This information is disseminated to the parents within 10 days of enrollment.
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.  
Entitlement letters and Parent Survey and Program Selections Forms are distributed to the parents at registration; parent orientation meeting and one on one conferences scheduled by the Parent Co-ordinator. All information is provided in the parents' native language/s. The teacher follows- up with phone calls to ensure that all parents adequately served.
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).  
After the parent has made a program choice, and the student has been classified based on the NYSITELL results, our ELL pedagogue informs the parent orally and in writing in the parent's native language.
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.  
At registration the ESL teacher and a translator explains to the parents their choices
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.  
School Messenger , parent phone call in their language as well as mail in their language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
After all of the above is exhausted we equest the family worker visits the students tto request the form from their parents
9. Describe how your school ensures that placement parent notification letters are distributed.  
We mail them and back pack them home in their native language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
It is kept in the student's individual folder in the Assistant Principal's office
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The following steps are taken: The test coordinator in collabortion with the ESL teacher create a testing schedue. Letters are sent home to the parents informing them that the students will be tested. The ESL teacher administers the test as outlined in the memorandum from the state department. Parents of absent students are contacted by phone. Make-up testests are administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
We mail them and back pack them home in different languages
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).  
The Freestanding ESL Program model offered at RELC II ( MS 484) is in alignment with most parents requests.

## 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.  
heterogeneous classroom and as pull out. They are also given a dictionary in their own language . They are also the ESL teachers AIS students and the ESL teacher meets with their content area teachers to provide support for them
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
We program them using the 154-2 K-8 program
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.  
It is delivered using their home language a, dictionary, and the computer.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Paste response to question here:
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:
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 statusBased on students' proficiency level, work performance and student data in the content area and literacy, students are grouped according to their instructional needs.
  - a. Plan for SIFE students:  
After Students with Interrupted Formal Education are identified, the ELL teacher designs units/lesson plans to address students' basic instructional needs.
  - b. Newcomers receive differentiated instruction as they are grouped on the basis of educational needs. Those needs are aggressively targeted and addressed through academic intervention and increased ESL instruction.
  - c. Plans for long term ELLs include: Extended Day literacy and math; After School program (pending on funding); Extra Curricular Activities (when available)
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.  
Through the process of Total Physical Response (TPR), the ESL teacher assesses students' understanding of commands given directly during a read aloud. Students in turn imitate the teacher and produce appropriate oral language response.
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?  
The ESL teacher uses the goals stated in the IEP to address the specific needs of the ELL-SWDs; using such strategies as small group instruction, multisensory material and graphic organizers for instruction. All grades implement the Common Core programs , CMP 3 for math, and Scholastic for ELA, we also use Foundations for Phonics. Additionally, all grades utilize the MS 484 curriculum maps to provide instruction in science and social studies.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
The instructional strategy that the school utilizes is differentiated instruction based on data as well as the goals stated on the ELL-SWD IEP. The ESL teacher provides additional comprehensible input and realia to facilitate comprehension and obtain English proficiency.

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

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



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

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

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

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

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

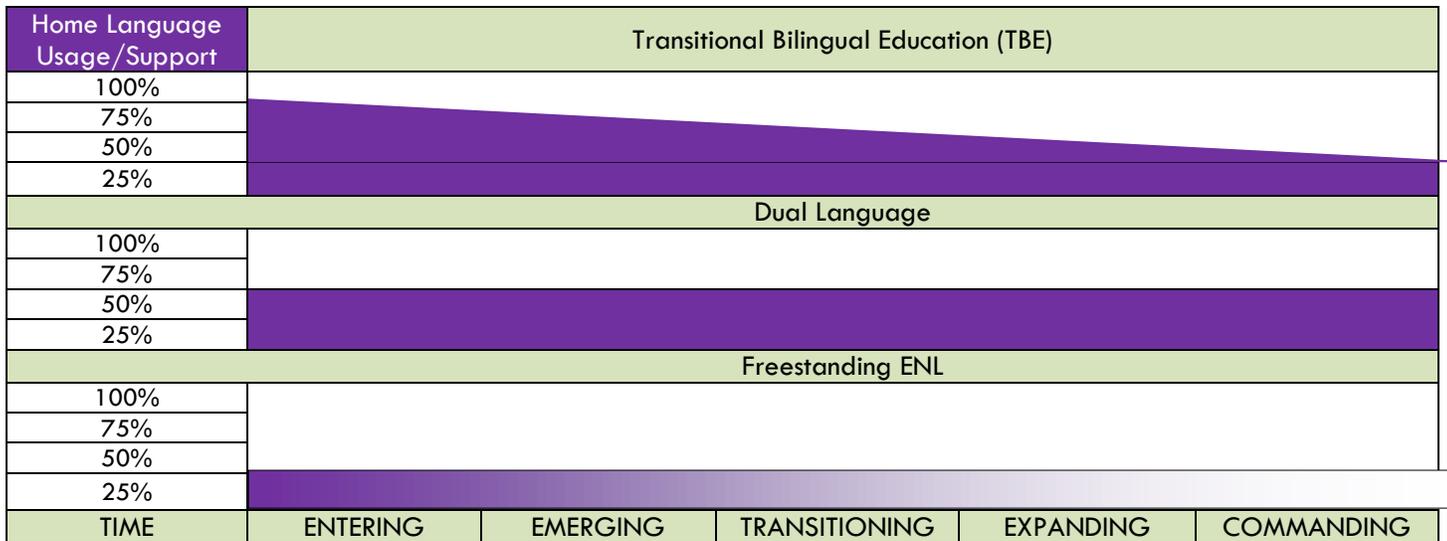


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our school uses SRA Reading Laboratory, Voyager, Wilson and Foundations programs for literacy intervention. To support Independent Reading, we will use 100 Book Challenge which provides books on all levels. In math, we are using CMP3 Intervention program and in the content area our ESL teacher scaffolds the lessons and identifies tiered words for instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
When our ELL students reach proficiency on the NYSESLAT, our ESL teacher redesigns lesson plans to foster mastery of English in listening, speaking, reading and writing. \*In addition, these new proficiency achievers receive continuous support and are allocated extra time (time and a half), if needed, for two consecutive years, during the administrations of the English Language Art examination (ELA).
12. What new programs or improvements will be considered for the upcoming school year?  
In our plan, we will continue to implement Code- X for literacy. For math, we will also continue to implement CMP3. To augment our science program, teachers will utilize FOSS, to foster a deeper understanding of the content. In addition, we will continue to promote daily Independent Reading utilizing the 100 Book Challenge and Reading Logs. Student Independent Reading data reveals that 90% of ELLs are not reading or are not read to at home. As such, we have adjusted our schedule schoolwide to accommodate an extra 45 minutes of Independent Reading every morning using the Read Daily program. To maximize student support for non readers in this endeavor, all personnel resources including grandparents, program paraprofessionals and AIS are partnered with an ELL student and reads aloud to them.
13. What programs/services for ELLs will be discontinued and why?  
We will not discontinue any program this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Following the Parent Orientation session, the ESL teacher guides all ELL Students to the programs available in our school, articulates with content area teachers to ensure that ELL students are provided access to all programs that they are eligible for.
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.  
ELL instructional materials include: Code X, CMP3, FOSS, SRA Reading Laboratory, Voyager, Wilson and Foundations materials. Other instructional materials include Foundations, which is used for vocabulary building, and phonics as well as sentence structure/development. SRA Expressive Writing, a direct instruction writing program is used for grades 6-8.  
We maintain a multilingual library from which fiction and nonfiction books written in English and students' native languages, (English and Spanish, English and Arabic, English and Haitian-Creole) for literacy, are utilized by the ESL teacher for each respective subgroup. This approach facilitates scaffolding literacy instruction and accelerate the English language acquisition.  
  
The content area materials used to support our ELLs: Time Magazines, Haitian Times and El Diro Magazines are utilized to supplement content area instruction. Schoolwide prescribed books used include: Houghton Mifflin for Social Studies; CMP 3, and Harcourt Science/FOSS.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Our Freestanding ESL program provides educational support in students' native languages by giving new comers access to our multilingual library, and by allowing them to temporarily utilize their native language, art, and music to express themselves as they gradually engage in building vocabulary in the target language (L-2). Fiction and nonfiction materials are utilized for support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Our Freestanding 'push-in/pull-out' models support students by providing them with small group instruction. During instruction, students are guided to read leveled books and culturally related literature to facilitate language acquisition. Instruction is aligned with the grade curriculum.
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).  
Newly enrolled ELL students are provided with a tour of the school and programs that are available within the school community. The students are grouped with other students who share cultural and language background to facilitate their integration into the NYCDOE school system. These stuents are also grouped with teachers who can speak their common language, on staff we have teachers who speak Spanish, Arabic and Haitian Creole.
19. What language electives are offered to ELLs?  
We offer Spanish as a core subject
20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Paste response to question here:**
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:**
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:**
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:**

## 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:**
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
**Paste response here:**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
**Paste response here:**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**Paste response to question here:**
5. How do you evaluate the needs of the parents?  
**Paste response to question here:**
6. How do your parental involvement activities address the needs of the parents?  
**Paste response to question here:**

#### **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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 17K484**      **School Name: Ronald Edmonds Learning Center II**  
**Superintendent: Clarence Ellis**

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

We translate all material sent home to parents. We have purchased Emergency Blue cards in our current languages. We decided to purchase Arabic based on our assessment of changes made in the community. We use when available translation from the DOE website or we use a translator to ensure that the parent is clearly understood.

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

English, Spanish and Arabic

**Part B: Creating a Communications Calendar**

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3. 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.)

Blue Cards - at admission and at the beginning of the school year  
Face to face letters, when requested.  
School communication - continuous  
Report Cards- through a translator  
Handbooks at the beginning of the school year ( only students)  
Communication for events and PTA - continuously  
Letters from SLT - as needed

4. 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.

We conduct the four Parent teachers Conferences additional the Principal has principla's breakfast once/ mth. Then in June we have the Gold Carpet event, Awards ceremony, weekly assembly and our Culture Day.

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

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3. 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.

NYCDOE website, teacher translates, family para translate, and when necessary a translator is used. The material is disseminated at the same time when native english speakers receive their own.

4. 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.

In- house staff will translate over the phone and in writing when necessary we use the Translation and Interpretation Unit.

### **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.)

This is done during the September opening meeting, it is also in the handbook.

## **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

The Welcome poster and the Language ID guide is at the security desk, visible to all students who enter. The parents bill of rights and the parent guide to language access is back packed and mailed home.

## **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)

The yearly parent survey and during any of the parent meetings mentioned above.