

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K559

School Name:

LIFE ACADEMY HIGH SCHOOL FOR FILM AND MUSIC

Principal:

LISA FERRAIOLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: LIFE Academy HS for Film and Music School Number (DBN): 21K559
Grades Served: 9-12
School Address: 2630 Benson Avenue, Brooklyn, NY 11214
Phone Number: 718 333 7750 Fax: 718 333 7775
School Contact Person: Salome Socka Email Address: ssocka@schools.nyc.gov
Principal: Lisa Marie Ferraiola
UFT Chapter Leader: Kathleen Golden
Parents' Association President: Victoria Marascia
SLT Chairperson: Midiam Checo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): May Jung
Student Representative(s): Jocelyn Carabello
Edson Ruiz

District Information

District: 21 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 7189684100 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn West/Staten
Island Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: 7184205670 Fax: _____

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)
Lisa Marie Ferraiola	*Principal or Designee	
Kathleen Golden	*UFT Chapter Leader or Designee	
Victoria Marascia	*PA/PTA President or Designated Co-President	
Aida Ortiz	DC 37 Representative (staff), if applicable	
May Jung	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jocelyn Carabello	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Edson Ruiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Pagan	Recording Secretary	
Jessica Buroran Knight	Parent	
Midiam Checo	Treasurer	
Theresa Warren	Assistant Principal	
Salome Soocka	Secretary	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. LIFE Academy HS for Film and Music serves grades 9-12 and is housed on a shared space within the Lafayette Educational Campus. Our vision and mission was formed by the staff in June 2012 and reflects our commitment to graduate students who are college and career ready. Our strategic partnership with Brooklyn College, Touro, Kingsborough Community College, New Jersey City University and Bramson Ort supports student progress and provides structured feedback to improve student progress outcomes. One special initiative at our school is the SNAP (Students Needing Academic Planning) Team which is comprised of two coordinators, one for the 12th and 11th graders and one for the 9th and 10th graders. Each coordinator heads a team that meets weekly with the principal to identify and support students at risk to maximize student achievement. SNAP provides ongoing support to students, parents/guardians and teachers to ensure the best possible plan of action to assist students at risk of failing and/or slipping in grades. As a result, all parties understand the expectations and steps needed to improve and a contract is set outlining instructional supports/adjustments as needed.

2. Our student population consists of General education, Special Education and English Language Learners. All students are supported based on their specific needs through Common Core Learning Standards Portfolios which includes a prioritized set of key standards chosen and focused on by the school community. As a result, students are provided with feedback on targeted skill development and offered ongoing opportunities to reflect, revise and self-assess.

3. The element in the Framework for Great Schools in which LIFE has made the most progress over the past year is Rigorous Instruction. All teachers have deconstructed the standards and aligned curricula to the Common Core Learning Standards to strategically integrate the instructional shifts across grades and subject areas. Scaffolded DOK questioning and higher order thinking skills have been coherently emphasized and strategically integrated to address the instructional shifts in both literacy and math. Our literacy units require students in all subject areas except math to ground reading, writing, and discussion using evidence from the text. Our math department is focused on the instructional shifts through units that require fluency, application, and conceptual understanding. All curricula undergo frequent revisions to ensure that they are aligned across content and grade levels to provide continuity of instruction, progressive skill development and maximized instructional time through the elimination of overlaps in instruction. Our key area for focus for this school year is to continue to strengthen our curriculum.

21K559 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	271	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.8%	% Attendance Rate			85.2%
% Free Lunch	84.2%	% Reduced Lunch			3.9%
% Limited English Proficient	3.1%	% Students with Disabilities			20.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			51.9%
% Hispanic or Latino	26.5%	% Asian or Native Hawaiian/Pacific Islander			4.6%
% White	16.5%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# 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)			13.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			3.93
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	95.2%	Mathematics Performance at levels 3 & 4			87.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	93.2%	% of 2nd year students who earned 10+ credits			88.3%
% of 3rd year students who earned 10+ credits	85.0%	4 Year Graduation Rate			92.1%
6 Year Graduation Rate	82.5%				
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			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 Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in 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	YES				

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

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

Part 1 – Needs Assessment

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

After an analysis of the Geometry Regents passing over the last four years, The SIT (School Implementation Team) identified a decrease in the passing rate and noted this content area as having the lowest passing rate of all Regents administered in the 2013-2014 school year. As a result, we have made it a priority in the 2015-2016 school year to concentrate our efforts on making measurable improvement on the Geometry Regents passing rate to afford our students a stronger possibility of attaining an Advanced Regents diploma.

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, there will be at least a 10% increase in passing rate on the Geometry Regents exam. We will use the ABC 6-strategy system to engage students in group discussions involving high levels of thinking and participation in solving real-world problems, and periodic formative and summative assessments via our Data-Driven Classroom Exam system that gauges rigor and renders item analysis to assist in forming purposeful, collaborative grouping.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will be supported by the UFT Teacher Center Specialist, ISA Coach and C2Collaborative coach to create</p>	<p>Lowest Third, ELL,</p>	<p>September thru June</p>	<p>UFT Teacher Center Specialist, ISA Coach,</p>

research-based curriculum that will provide students with rigorous and engaging coursework designed to track, monitor and support student progress over time. The UFT Teacher Center Coach will facilitate Math Departmental Lesson Unit Study meetings to analyze student work and adjust teaching practices based on the quality of student work that comes out of the implementation of the first unit of study. This cycle will repeat once a month throughout the school year. Core math teachers will meet after Departmental Lesson Unit Study to design, revise and implement Common Core aligned units of study. Teachers will receive feedback on any plans needing revision and have access to ongoing support from the principal, Teacher Center Specialist, ISA Coach and C2Collaborative coach.	SWD, Highest Third		C2Collaborative coach, Principal
The Data Specialist will provide the math department with a Regents Item Analysis from the past school year with special attention to the open-ended responses. And all core math teachers will periodically run item analyses on their tests using the DDC Exam function in Skedula.	Lowest Third, Highest Third	September for the analysis, tests end in May	Data Specialist, math department
In collaboration with the principal, the UFT Teacher Center Specialist, ISA Coach and C2Collaborative coach will support teachers with unit planning revisions and targeted professional learning opportunities throughout the year. Also the UFT Teacher Center Specialist and ISA coach will support math teachers onsite by providing strategies that address the needs of all learners including SWD's and ELL's to support student learning. Inquiry teams will meet on an ongoing monthly basis to review student work for evidence of individual student growth gaps in learning and make evidence-based adjustments to their units, lessons, and teaching practices. The SIT (School Implementation Team, consisting of the principal and department chairs in ELA, math, science, social studies and special education) will meet weekly and continue to make adjustment recommendations to curriculum based on analysis of unit plans and accompanied student work.	Lowest Third, ELLS, SWD, Highest Third	September thru June	UFT Teacher Center Specialist, ISA Coach, C2Collaborative coach, Principal, math department
Parents/Guardians will be provided with materials as needed and offered individual and group sessions during the school day to help them work with their children to improve their achievement level and schedule opportunities to monitor and review the progress of their child. Parents/Guardians will be given permission slips to allow their children to attend an ongoing afterschool math enrichment program provided by the math department, two to three days a week, offering support, enrichment and exam preparation.	Lowest Third, Highest Third	September thru June	Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, math department

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.

Tax Levy and Title I funding will make it possible to provide the following:

- Onsite UFT Teacher Center Specialist to support math department in unit revisions and targeted professional learning opportunities
- LIFE is partnered with ISA (Institute for Student Achievement) which will offer professional learning opportunities and one-to-one teacher and/or department coaching sessions to support teachers in using research-based strategies to increase student engagement and achievement.
- Teacher per session to participate in Curriculum Unit Revisions

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

A comparison analysis of findings between the June 2015 Geometry Regents and an administration of a January 2015 Geometry Regents mock exam mid-year assessment is expected to show an increase in the percentage of student passing rates resulting in an increase in June 2016 passing rate overall as compared to the June 2015 Geometry administration of the exam.

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.

After an analysis of the CCLS portfolio skill data over the last three years, we identified that, despite making progress, students demonstrated the least proficiency in Textual Analysis. As a result, we have made it a priority in the 2015-2016 school year to target students’ ability to thoroughly analyze both explicit and inferred ideas from texts through the interpretation of the author’s meaning and purpose so that students will be better prepared for the rigors of college thinking and writing.

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, there will be at least a 10% increase across all English classes (which includes all students in Grades 9-12) in the percentage of students demonstrating proficiency in Trait 3 - Textual Analysis by earning a 3 or higher in their end-of-year assessment for the Common Core Learning Standard (CCLS) Skills portfolio.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Data Specialist will provide the English department with CCLS portfolio skills analysis data from last school year.</p>	<p>English classes; Grades 9-12</p>	<p>September 2015 February 2016</p>	<p>Data Specialist, UFT Teacher Center Coach, Principal</p>

<p>English teachers will continue to participate in research-based Professional Learning, Instructional Rounds, and Departmental Lesson/Unit Study with curriculum revision.</p> <p>Weekly professional learning meetings will provide the English teachers with research-based instructional strategies and opportunities to improve pedagogy by participating in differentiated learning activities designed to assist them in supporting students with appropriately challenging tasks that demonstrate higher order thinking skills.</p> <p>Facilitated by the UFT Teacher Center Coach and ISA Coach, Instructional Rounds is a professional support system that will provide the English teachers with multiple opportunities to observe their colleagues and identify areas of strengths and weaknesses in pedagogy and to use the findings to strengthen their practice through the form of strategies that will help support students in their mastery of CCLS portfolio skills. Facilitated by the UFT Teacher Center Coach, Departmental Lesson/Unit Study uses a tuning protocol to analyze the teacher’s lesson plan as well as student work for evidence of individual student growth and gaps in learning in relation to the targeted CCLS portfolio skills. As a result of this process, the English department will make evidence-based adjustments to their units, lessons, and teaching practices in Curriculum Revision meetings to ensure students are engaged in high-level tasks and are making progress in the area of Textual Analysis. Student work with accompanied lesson/unit plan will be examined on a rolling basis. The English department will be able to evaluate the progress and effectiveness of the suggested instructional strategies by examining previous student work and lesson/unit plans with the follow-up counterparts. This cycle will repeat once a month throughout the school year.</p> <p>Mid-year assessment of CCLS portfolio skills will be administered in all English classes and Data Specialist will provide the English department with a comparison analysis from the September findings.</p>			
<p>English teachers will continue to strategize the use the CCLS portfolio to track student progress and rate of mastery on CCLS skills with an emphasis on Textual Analysis and continue to provide feedback through conferencing.</p> <p>English teachers will continue to implement strategies from the ABC (Agree-Build Upon-Challenge) 6-Strategy Handbook in order to engage students in high-level discussion and use a template to track ongoing checks for understanding of Textual Analysis skill development.</p> <p>In collaboration with the principal, the UFT Teacher Center Specialist and ISA Coach will continue to support teachers through ongoing on-site coaching to support and strengthen</p>	<p>English classes; Grades 9-12</p>	<p>September 2015-June 2016</p>	<p>Principal, UFT Teacher Center Coach, ISA Coach</p>

teacher practice, modeling of instructional strategies designed to support student learning, and targeted professional development.			
The UFT Teacher Center Coach and Data Specialist will provide ongoing feedback to the SIT (School Implementation Team consisting of the principal and department chairs in ELA, math, science, social studies and Special Education) for the purpose of identifying areas in need of improvement in the implementation of the CCLS portfolio system and in the effectiveness of strategies designed to support students' mastery of targeted CCLS skills. The SIT will continue to meet weekly to evaluate the effectiveness of the CCLS portfolio system and collaborate to make refinements as needed.	English classes; Grades 9-12	September 2015-June 2016	SIT, UFT Teacher Center Coach, Data Specialist, Principal
Parents/Guardians will be provided with reports that outline their student's progress on the CCLS target skills along with individualized next steps of support.	English classes; Grades 9-12	September 2015-June 2016	SIT, UFT Teacher Center Coach, Data Specialist, Principal

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.										
Tax Levy and Title I funding will make it possible to provide the following:										
<ul style="list-style-type: none"> • Ongoing professional learning meetings with the UFT Teacher Center Coach in the refinement of the CCLS (Common Core Learning Standards) portfolios • Onsite UFT Teacher Center Specialist and ISA Coach will support teachers in conducting weekly Instructional Rounds • Onsite UFT Teacher Specialist and C2Collaborative Coach will assist in supporting teachers in the Curriculum Unit Revisions • Teacher per session to participate in Curriculum Unit Revisions 										
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 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A comparison analysis of findings between the September and mid-year assessment of CCLS portfolio skills is expected to show an increase in the percentage of students earning a 3 or higher in Textual Analysis.
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.

After an analysis from data collected from Instructional Rounds, Lesson Study and unit plan, student work in CCLS portfolio and feedback from the Quality Review for the school year of 2014-2015, we identified that lesson unit plans required additional instructional strategies to better meet the needs of all learners. As a result, we have made it a priority in 2015-2016 school year to work collaboratively in targeted teacher teams with the support of the UFT Teacher Center Specialist, C2Collaborative Coach and the ISA coach to plan, revise and modify lesson units in order to better provide multiple entry points for all learners to maximize opportunities to demonstrate mastery.

Part 2 – Annual Goal

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

By June 2016, ELA, math, science and social departmental teacher teams will have revised and refined at least two complete Lesson Unit Plans that promote high quality instruction, student engagement and by providing multiple entry points for all learners.

Beginning September 2015 all teachers will continue to meet in teacher teams by department (History, ELA, Science, Math) during weekly during Professional Learning time and Lesson Unit Study to revise, refine and complete at least two CCLS curriculum units per department by April 2016 in order to promote student engagement via multiple entry points and individualized support so that all learners have access to high quality instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Led by the UFT Teacher Center Coach, content teams in ELA, math, science and social studies will analyze curriculum and focus on research-based instruction to set next steps for teachers.	All students	September 2015- June 2016	UFT teacher Center Coach, Principal
Lesson Study by Subject department using the established tuning protocol will provide teachers with research-based instructional strategies designed to assist them in supporting students with appropriately challenging tasks that provide multiple entry points for all learners.	All students	September 2015- June 2016	UFT teacher Center Coach, Principal
Instructional Rounds will be scheduled weekly using the school wide initiatives as a focal lens. Teachers will have multiple opportunities to observe their colleagues and identify areas of strengths and weaknesses in pedagogy and use those findings to diversify their practice to address the needs of all learners .	All students	September 2015- June 2016	UFT teacher Center Coach, ISA Coach, Principal
Parents/Guardians will be provided with access to their child’s CCLS (Common Core Learning Standards) portfolios which outline student progress based on targeted skill development along with individualized next steps for improvement. Ongoing access to Skedula and the SNAP team will ensure that students in risk of failing or slipping in grades are supported and parents/guardians are involved in the academic improvement plan.	All students	September 2015- June 2016	Teachers, SNAP team, Principal

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.
Tax Levy and Title I funding will make it possible to provide the following: <ul style="list-style-type: none"> • Ongoing professional learning meetings with the UFT Teacher Center Coach in the refinement of the CCLS (Common Core Learning Standards) aligned Lesson Unit Plans • Onsite UFT Teacher Center Specialist and ISA Coach will support teachers in conducting ongoing Instructional Rounds • Onsite UFT Teacher Center Specialist will offer professional learning opportunities both one-to-one and/or department coaching sessions using research-based strategies to support the needs of students with disabilities and English Language Learners

• Teacher per session to participate in Curriculum Unit Revisions

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In collaboration with the SIT (School Implementation Team), the UFT Teacher Center Specialist will review current Lesson Unit Study plans and a mid year review of the revised plans is expected to show adjustments to the lessons and by the end of the year a summary of strategies that have worked or have not worked.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students not scoring a 3 or higher in the CCLS Literacy portfolios targeted skill assessments	Essay writing using scaffolds that can be removed over time	Small group instruction, tutoring	During school day and after school as determined
Mathematics	Students not scoring a 3 or higher in the CCLS math portfolio targeted skill assessments	Modeling mathematically	Small group instruction, tutoring	During school day and after school as determined
Science	Students not scoring a 3 or higher in the CCLS Literacy portfolios targeted skill assessments	Graphic Organizers, Chunking Text, Pre-Writing Activities	Small group instruction, tutoring	During school day and after school as determined
Social Studies	Students not scoring a 3 or higher in the CCLS Literacy portfolios targeted skill assessments	DBQ pre-writing using graphic organizers	Small group instruction, tutoring	During school day and after school as determined
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SNAP, Counseling	The Guidance Counselor, School Psychologist and Social Worker provide mandated and at risk counseling based on the needs of each student .	One-to-one Small group	During school day and after school as determined

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff attends recruitment fairs and reviews resumes on open market to identify and recruit HQT who demonstrate a commitment to self-reflection and goal-setting • Prospective hires must provide references, sit for a panel interview and conduct a demo lesson • Non-HQT will be monitored closely to ensure all the required documentation and assessment deadlines are met • Mentors are assigned to support struggling and unqualified teachers and additional professional conversations will be held with teachers who are unable to provide evidence toward goal attainment

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Onsite UFT Teacher Center Specialist, ISA Coach and C2Collaborative Coach that collaborate to provide:</p> <ul style="list-style-type: none"> • Weekly professional learning meetings • Instructional Rounds for teachers • Lesson Unit Study • Curriculum Unit Refinements • One-to-one and/or small group mentoring/coaching access for all pedagogy

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	227,050.00	x	p. 11, 15, 17
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,884,358.00	x	P. 11, 15, 17

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy

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. **[LIFE Academy HS for Film and Music]**, 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. **[LIFE Academy HS for Film and Music]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 559
School Name Life Academy for Film and Music		

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 Eugenia Kelch	Assistant Principal Theresa Warren
Coach Bob Galli	Coach Jennifer Grunin
ENL (English as a New Language)/Bilingual Teacher Victor Kurylyk	School Counselor Jean Brutus
Teacher/Subject Area Ana Rodriguez/ Spanish	Parent Cynthia Juarbe
Teacher/Subject Area Julianne Sarrantonio/Math	Parent Coordinator Cynthia Juarbe
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Keith Raskin

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	289	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	0
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3			1			1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										2		2		0
Commanding (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													5	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											3	1	4	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	4		4	
Integrated Algebra/CC Algebra	6		6	
Geometry/CC Algebra	9		6	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	6		2	
Living Environment	9		9	
Physics	0		0	

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	6		6	
Geography				
US History and Government	4		4	
LOTE	2		2	
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:

1. 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.

NYSELAT and NYSITELL (for the newly arrived ELLs), Common Core Literacy Skills (CCLS) Portfolio Assessment, Periodic Assessment based on CCLSs, MOSL Assessment.

The data of both NYSELAT and NYSITELL provide ESL and content teachers with information about linguistic skills ELLs are lacking in order to achieve proficiency. : While the RLAT report in ATS provides raw scores, the RNMR provides the last three years' NYSELAT scale scores as well as each student's modality results for reading/writing and speaking/listening. The 2015 NYSELAT RLAT report indicates that all 5 ELLs are struggling with reading and especially writing skills. Their scores in those modalities are the lowest. The scores of Maria Cruz on the NYSITELL in September indicate the same pattern. Writing was her weakest skill. This information will be used in planning lesson activities, assessments, raising awareness of the needs of ELLs at PDs, as well as providing extra support to ELLs in English and content classes through vocabulary instruction, modeling writing, understanding the writing process and editing.

In collaboration with content teachers, Mr. Kurylyk will modify lesson plans in content areas to target those skills on a daily basis.

The CCLS-based assessments focus on five common core literacy skills: a) Reading comprehension; b) Taking a position; c) Ability to write a claim and a counterclaim; d) Citing evidence; e) Drawing inferences. The initial CCLS assessments and MOSEL provide an ESL and content teachers with information on incoming students basic skills. The following assessments allow to progress in CCLS over a designated period of time. This year both content and ESL teachers are using self-assessment rubric to track student progress in the CCLSs over the course of the academic year. According to our Data Specialist (Mr.Raskin), last year ELLs had a higher averages on CCLS assessments and made a better progress than their peers across all skill areas with the exceptions in History and Science where ELLs had lower averages. Another piece of evidence demonstrating the progress made by ELLs can be found in the results of the Regents Exams and the NYSELAT. About 90 % of ELLs passed the Regents exams they attempted. 4 out 9 ELLs tested out of the NYSELAT; 2 students tested out of ESL based on the results of June 2014 English Regent exam (which has recently become an addition venue of testing proficiency of ELLs). All the remaining ELLs tested advanced. The data of CCLS assessments are frequently subjected to the analysis at our weekly PDs with the purpose of designing a coherent instruction across content areas. Our

Teacher Center Coordinator Ms. Grunin focuses on instructional strategies to maximize student engagement and progress in CCLS as a means to get better results on the Regents exams and improve graduation rate.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Since CCLS assessments including 5 basic common core skills are used across the content areas, ELLs are exposed to the uniform assessment policy. Portfolios are part of grade assessment and that is why ELLs benefit from understanding the purpose of CCLS assessment and self-assessment which is using the same rubric and tracking of basic skills. The cumulative CCLS portfolio assessment data report at the end of academic year reflects the progress ELLs have made in CCLS, as well as enables to match the results to MOSEL and NYSESLAT assessment. The 2013-2014 academic year provided evidence of growth within CCLS assessment and matched results of assessment on the NYSESLAT which testified a high level of proficiency improvement.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
AMAo tool is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. The Early Warning Indicator feature allows to automatically calculate the number of risk factors of ELLs (such as attendance, academic performance, home problems) and address them accordingly. The risk factors are further discussed in school teams (SNAP team address attendance and academic interventions, weekly PDs and lesson inquiry team address instructional support and effective academic interventions, guidance counselor addresses social issues and family-related problems).
Information through AMAo tool allows to instantly filter data and create targeted groups of students (for example, based on how well former ELLs do academically. Similarly to the breakdown of the NYSESLAT results and CCLS portfolios, AMAo allows to measure progress toward English proficiency.
4. 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?
 - 4a. Strong literacy skills in L1 generally help ELLs build literacy skills in L2. For example, Spanish-speaking ELLs excel in Spanish. In the same way, most of ELLs (especially those coming from Europe or Asia) are on top of their classes in Math. However, many ELLs may struggle in Science and Social studies where in addition to content-specific vocabulary they have to analyze scientific articles and write extended responses. All content teachers are trained how to use questioning technique and provide scaffolds for ELLs including sequenced questions and sentence starters, explanations of content vocabulary etc. Ms. Diaz used to prepare readings for a struggling lower functioning ELL in his native language (using Google Translate) with the purpose to build background and teach content in the native language. The result of all of these efforts is that all ELLs are passing their classes, more than 90 % of them are passing Regents at their first attempt and all of them are on track to graduation. This year 4 ELLs who have tested out of the ESL with the past years at Life Academy (after being previously labeled as long-term ELLs) are graduating with their cohort. David Zheng is graduating as a member of the National Honors Society.
 - 4b. The results of all periodic assessments are conformed with CCLS and portfolio assessment. These data are used to modify the curriculum and instructional goals with the purpose to address the needs of students. The results of the periodic assessments are discussed at the staff meetings, after which the types and frequency of the academic interventions (SNAPs) are determined. The leadership controls the implementation of interventions through observations, teacher intervisitations, CTT model, team meetings, lesson planning inquiry meetings that include content teachers and the ESL teacher. Since each periodic assessment is conformed with the CCLS it can potentially be used to track students' progress on any of the chosen CCLS.
 - 4c. Periodic assessment conformed with CCLS standards is an important source of information about student progress, their readiness for Regents Exams and college. Periodic assessments are used as a tool to identify the areas of concern with the purpose to target them through interventions that are discussed at team meetings. We have learned from these assessments that with differentiated instruction and student engagement, grade level reading and writing skills of ELLs can be accelerated. The Teacher's Center Coordinator Ms. Grunin helps both ESL and content teachers develop insights into efficient practices that promote student engagement, critical thinking based on the periodic assessment. For that purpose a self-assessment sheet is provided, so all students could critically look at their work. Because the ESL Teacher Mr. Kurlyk speaks Ukrainian, he frequently helped two Ukrainian-speaking ELLs in the 2014-2015 academic year. When he does push-in into content areas he is able to provide native language support to such students. Whenever it is necessary, some modifications are possible to provide support to other ELLs as well: when content teachers can use staff members to translate certain instructional materials or students can use bilingual dictionaries or Google Translate to better understand assignments or periodic assessments. Language mistakes in content areas are not a factor to downgrade ELLs' knowledge. Though all ELLs have an option to use a

native language to write extended responses in content areas, they use English to express their knowledge. The purpose of content teacher is to assess knowledge of content rather than knowledge of English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
All instructional decisions are monitored by the School Cabinet consisting of a team of school administrators, teachers and Teacher's Center Coordinator. Weekly PDs, instructional rounds and lesson planning inquiry sessions focus on identifying both areas of need and concern in implementing content and language development. Content teachers work closely with the ESL teacher to make sure that language development of ELL is matched with the rigor of instruction and student engagement. With that goal in mind, both in ELA and content classes ELLs are engaged in a number of rigorous activities that promote language development and critical thinking. For example, student-to-student discussion, self and peer assessment, journal writing, use of sentence starters, developing skills of taking a position, making claims and counterclaims, citing evidence and analysing it etc. During weekly PDs Ms. Grunin facilitates implementation of effective instructional strategies to suit the language development needs of the entire student body, and focusing ELLs in particular.
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 ESL program evaluation consists of several key components. First, it is the quantitative analysis of scores received by ELLs on the NYSESLAT, Regents exams and how they match with CCLS portfolio assessments. Second, it is the observation cycle consisting of a pre-observation, an observation and a post-observations where different issues of instruction, classroom environment, student engagement etc are discussed face-to-face with Mr. Kurylyk. Third, at the end of each of marking period Ms Warren (AP) would sit with the ESL and content teachers and discuss the progress of ELL. Finally, the scores of ELLs on the CCLS portfolio assessment, Regents Exams and the NYSESLAT are always in the center of attention of the School Instructional Team (the School Cabinet), which form the agenda for the weekly PDs and School Instructional Team meetings.

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.
 1. During enrollment process, Salome Sooka, school secretary, gives parents of a new admit all forms to complete, including HLIS. She observes what language parents speak with each other and a prospective student. If parents speak a language other than English, she asks Mr. Kurylyk or another trained bilingual pedagogue to assist in completing a Home Language Identification Survey (HLIS) to determine what language the child speaks at home. During the informal oral interview Mr. Kurylyk would identify the parent/guardian's primary language and then help parents to complete the HLIS. If the parent speaks a language other than English, Mr. V.Kurylyk will offer HLIS in one of the 9 translated languages. Interpreters among the staff members who speak the parent's/guardian's primary language should be available to assist with the registration process and administering HLIS. At Life Academy we have staff members who speak Spanish (Mr. Rodriguez), Mandarin/Cantonese (Ms. Diaz), Tagalog (Ms. Golden), Ukrainian/Russian (Mr. Kurylyk), Arabic (Mr. Abufahra), Haitian Creole/French (Mr.Brutus). In situations when we do not have a staff member to assist in translations, we would use the DOE Translation and Interpretation Unit. The results of the HLIS are used to decide whether the student needs to be tested on the NYSITELL or Spanish LAB exams to identify the English language proficiency. If the student is identified as a language minority, Mr. Kurylyk will administer the NYSITELL exam within ELL's first 10 days at school. Based on the results, Ms Sooka will send an entitlement letter to parents indicating the scores received by the child on the NYSITELL assessment which entitle their child to receive services as an ELL in the following programs: the Freestanding ESL program at Life Academy, Dual Language program and Transitional Bilingual Education program (the last two are not available at Life Academy). If the child's score indicates that he or she is English proficient and not entitled to receive services as an ELL, Ms Sooka will send parents a non-entitlement letter or NON ENTITLEMENT/TRANSITION LETTER.

Next step is scheduling an orientation for parents. With the Parent Survey and Program Selection Form parents come for an orientation (scheduled by either Ms. Sooka or Mr. Kurylyk using translation services whenever necessary within the first 10 days). During orientation Mr. Kurylyk informs parents about differences between the ESL programs. Parents have the opportunity to receive materials about ELL programs in their home language (a video presentation in one of the 13 languages available through DOE), and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, Mr. Kurylyk will collect the Parent Survey and Program Selection Form, which indicates the program that parents/guardians are requesting for their child.

Once the student has been assessed on the NYSITELL and identified as an ELL, and parents/guardians have chosen the Freestanding ESL Program available at Life Academy, then the student is placed in the appropriate level of the ESL Program. Ms. Sooka (School Secretary) will send parents a Placement Letter and enter the student information in the BESIS report through ATS.

Another aspect Mr. Kurylyk (or another pedagogue) focuses during the informal interview with parents is a possible gap of newly identified ELL. The administration of the SIFE Oral Interview Questionnaire which may be followed by the Literacy Evaluation for Newcomer SIFE (LENS) to determine the SIFE status.

Within 10 days Ms. Rodriguez, the Spanish teacher, will administer the Spanish LAB to Spanish-speaking students (who became entitled via the administration of the NYSITELL exam) to determine their Spanish language proficiency. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

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).

If the student is determined to be an ELL, Mr. Kurylyk uses the information gathered HLIS and an informal interview to determine if the student requires further assessments for SIFE status. Mr. Kurylyk will administer the SIFE Oral Questionnaire (especially, in case parents cannot provide transcripts of the ELL's grades or as a result of the interview it is revealed that there is a gap of two or more years). He will partner with Special Education Department to administer the Literacy Evaluation for Newcomer SIFE (LENS) if the ELL's home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish to determine SIFE status. For all other languages, Mr. Kurylyk will administer the SIFE Oral Questionnaire.

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).

NYSITELL eligibility for ELLs entering school with IEPs from within the United States is based on the determination of the Language Proficiency Team (LPT), which at Life Academy is comprised of

- Ms. Warren, Assistant Principal at Life Academy
- Mr. Kurylyk, ESL Teacher
- Ms. Golden, head of special education department at Life Academy
- The student's parent or guardian

If necessary, a qualified interpreter or translator of the language the parent or guardian best understands, is invited to each meeting of the LPT (as an alternative, there is a direct access to translation and interpretation unit at DOE).

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

- The result of the informal interview.
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

If the principal accepts the recommendation of the LPT to administer the NYSITELL, the NYSITELL is immediately administered to the student

If the principal rejects the recommendation to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision.

Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

If the superintendent determines that the student must take the NYSITELL, the school administer the NYSITELL within 5 school days (if necessary) and will notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

Within 5 school days of ELL determination (following the processes of the HLIS and informal interview and the administration of the NYSITELL), Ms. Sooka (the secretary) will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language):

- Entitlement Letter
- Non-Entitlement Letter

She will contact the ELL's home to make sure that the parents received the Entitlement Letter (in case the child did not test proficient based on the results of the NYSITELL exam) and schedule an orientation for parents to find out more about ESL program choices. If the student tested proficient on the NYSITELL exam Ms Sooka will send a Non-Entitlement Letter explaining the procedure of placing the student in the general education class.

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).

If as a result of distribution of entitlement letter or non-entitlement letter, parents question the ELL or non-ELL identification of their child, they can write a letter of appeal during orientation to request a re-identification of ELL status by administering the ELL Identification Process a second time. Mr. Kurylyk is responsible to explain the parents that they have the right to appeal the ELL status of their child during next 45 days. He will also help parents write a request to re-identify the ELL status of their child which will be addressed to the principal. The school team consisting of Mr. Kurylyk (the ESL teacher) and Ms. Warren (the AP) will review all documents related to the initial or reentry identification process.

Based on the recommendation of Mr. Kurylyk, the further steps of re-identification of ELL status will be taken during next 10 school days after the receipt of the request. Written notification of the principal's decision in the parent's preferred language will be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions will be taken; if the recommendation is to change the ELL status, the process will continue according ELL Policy and Reference Guide.

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.

After parents have completed the HLIS, and the NYSITELL eligibility for their child is identified, Mr. Kurylyk administers the NYSITELL exam within next 10 school days. Based on the results of this exam, Ms Sooka will mail parents an Entitlement or Non-entitlement Letter. If parents get an Entitlement Letter, they are scheduled for an orientation at Life Academy at which they have the opportunity to ask questions about educational programs and services that are available for their child and choose the ESL program in which they would like to have their child enrolled. During the orientation Mr. Kurylyk offers them to watch the Parent Orientation Video that describes all three program choices to ELLs in NYC: Transitional Bilingual Education, Dual Language, and Freestanding ESL. (which is available in 13 languages). If parents do not speak any of the 13 languages, Mr. Kurylyk will use the services of the Translation and Interpretation Unit.

During the orientation, Mr. Kurylyk also provides information on the curriculum, assessments, the Common Core Learning Standards, school expectations for English language learners, as well as the program goals. The orientation is conducted in a language or mode of communication that the parent or guardian best understands. The School will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, Mr. Kurylyk will provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

If parents choose the Freestanding ESL Program that is available at our school, their child is placed in the existing program within 10 days. If they choose a program that the school does not currently offer, then the principal, the AP or the ESL coordinator will assist the parents with finding the appropriate program. The school's secretary Ms.Sooka will keep records in order to notify parents when and where the program of choice opens if it is not available at the moment of the interview. Attendance records, staff members present at the orientation, and languages used other than English are recorded and kept in the file of the student.

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.

If the parents are not ready to complete the Parent Survey and Program Selection form during orientation they must return the completed and signed form within 5 school calendar days. Ms. Sooka is responsible for the outreach and logging phone calls during that time, if the parents do return it.

If the parents do not return the form within 5 school calendar days, the student is placed in the Freestanding ESL program at Life Academy. Ms. Sooka is responsible for the outreach and logging phone calls with the attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parents do not return the Parent Surveys and Program Selection forms within 5 school calendar days, the student is placed in the Freestanding ESL program at Life Academy until the time they do so. Ms. Sooka is responsible for the outreach and logging phone calls with the attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school. The documentation is retained in the student's permanent record to be accessible for State or City audits and reviews. Ms. Sooka will continue the outreach until she finally gets the completed and signed Parent Surveys and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed. In case the parents/ guardians have chosen the Freestanding ESL Program available at Life Academy, then the student is placed in the appropriate level of the ESL Program. Ms.Sooka (School Secretary) will send parents a Placement Letter in the parents' preferred language indicating the program in which their child has been placed. She will make an outreach to the parents to ensure that they received the letter (using the Translation and Interpretation Unit, if needed).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are kept in the student's cumulative record. Additionally, Ms. Sooka maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review.

Critical ELL documents include the following:

- Dated and signed copies of each student's o Home Language Identification Survey
- o Parent Survey and Selection Form
- o Program Placement Letter
- o Entitlement letter (newly identified ELLs)
- o Continued entitlement letter (continuing ELLs)
- o Non entitlement letter
- o Language Proficiency Team NYSITELL Determination Form

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 NYSESLAT is administered at Life Academy annually to all English language learners in Grades 9–12. The scores received on this exam define students' placement and eligibility for the ESL services for the next year.

For the NYSESLAT administration, Life Academy receives the NYSESLAT testing materials (provided by by Meritech this year). After receiving the testing materials, the Testing Coordinator Ms Davis and the ESL Coordinator make up a testing (and makeup) schedule for administering each of the 4 sections of the NYSESLAT exam on a separate day - Speaking, and (as of this year) Sessions 1, 2, 3, each of which included Listening, Reading and Writing.

The scores recorded by students on answer sheets are returned to the DOE office on Flatlands Avenue in Brooklyn on designated dates, while the testing materials are sent to Meritech.

Since the NYSESLAT is an untimed test, time allotment is provided for ELLs to complete all sections of the exam with additional time if needed.

Mr. Kurylyk, a licensed ESL Teacher/Coordinator administers all sections of the exam and oversees the safety of testing materials.

For the 2015 administration, Mr. Kurylyk may not have scored his own student's responses in the Speaking and Writing subtests. Therefore, Ms. Makasar, Ms Bary, and Mr. Welch assisted in scoring those sections of the NYSESLAT.

For the Writing subtest, all of the student responses to the constructed-response questions were scored by the committee consisting of the aforementioned teachers. No one teacher was to score more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Within first days of school (not later than September 15), Mr. Kurylyk will identify ELLs based on the results of the NYSESLAT exam through RLAT and RNMR reports in ATS. With the help of Ms. Sooka, parents will be notified about the results of the NYSESLAT exam. If their child has not tested out based on the recently updated criteria (NYSESLAT, MOSL or ELA Regent exams), they will be informed about the continued entitlement of their child for the ESL services through the NYCDOE standard entitlement letter. Letters must be sent in the preferred language of the parent. If a student tested out of the NYSESLAT the transitional letter will be sent home to notify parents of the changes in the ELL status and entitlement for the ESL services as a former ELL for the next 2 years.
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).

Over the past 2 years we have registered only two newly arrived ELLs. One of them was tested on the LAB-R exam in February of 2014 and the other was tested this past September on the NYSITELL. Eventually, parents of both students chose the Freestanding ESL Program available at Life Academy.

If a parent were to choose a program that was not available in the building, we would do our best to work with the family and research alternative settings for a child to place him or her in a program with DUAL or Bilingual education, according to their choice.

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.
 - 1a. Within a Freestanding ESL program at Life Academy we use both pull-out and push-in organizational models which depends on the number of ELLs in the school and their proficiency levels.

In the pull-out ESL classes students are grouped in ungraded heterogeneous classes. In the 2013-2014 academic year two hours of pull-put ESL instruction daily were provided to support a diverse ungraded heterogeneous group of 12 ELLs. 4 students tested out of the NYSESLAT that year, while 3 of them graduated and did not take ESL in college.

In the 2014-2015 academic the number of ELLs went down to 5 students. Almost all of them had advanced level of proficiency. That is why, it was decided to use a push-in ESL model to support ELLs in the content classes. Mr. Kurylyk, the ESL teacher, would push-in to 9th, 10th, 11th and 12th grade ELA classes to provide academic support to ELLs within ICT setting. In addition, he would provide support to one ELL in the 9th grade Global History class to meet the ESL service requirements for that student.
 - 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)?
 2. All ESL students at Life ACADEMY (identified through the scores of the 2014 NYSESLAT exam), were placed in ICT classes and Mr Kurylyk pushed-in to one of the content classes to provide the minimum of mandated minutes of ELL service weekly.

The choice of service to ELL in 2014-2015 academic year was defined by three factors: a small number of ELL (5), the proficiency level (all except one ELL tested advanced on the 2014 NYSESLAT), the results of the ELA Regents exam, which has become another means of testing out of the ESL.

2a. One hour of push-in service to ELA class daily meets the requirement of 1 unit of study in ELA in integrated English for ELLs with expanding level of proficiency. Additionally, to insure the mandated number of instructional minutes is provided to the ELL who tested intermediate on the 2014 NYSESLAT, Mr. Kurylyk met him second time during the day by doing push-in to the Living Environment class during the Fall Semester of 2014. Later, during January Regents Administration Session, this student tested out of ESL by scoring above 80 on the ELA Regents Exam. He still received mandated service minutes through push-in model in ELA class.

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.

Through PDs all Life Academy teachers are trained to differentiate instruction, use scaffolded question and break down content to support ELLs. When Mr. Kurylyk provides push-in ESL instruction, he focuses on individual needs of ELLs. Working closely with ELLs, Mr. Kurylyk can translate assignments into Ukrainian or Russian (if applicable) or break down assignments to facilitate understanding or help construct a written response; he monitors comprehension and vocabulary development. At the same time, he encourages to use bilingual dictionaries and native language during accountable talk.

In his pull-out ESL class, Mr. Kurylyk tries to include primary sources (maps, pictures, documents etc.), readings from different content areas and make content connections to activate background knowledge gained in those subjects. For example, working on the unit about immigration, Mr. Kurylyk focused on different content connections to Global and American History, Geography, human relations, and personal identity. He uses journal writing, modeling, demonstration, graphic organizers, adapted texts, visual aids, content vocabulary, peer tutoring, multimedia to clarify, enhance and differentiate content instruction. Mr. Kurylyk constantly uses paraphrasing technique to promote vocabulary use in academic writing on different content topics. He pairs up ELLs with stronger students.

In accordance with the goals of the CCLS, Mr. Kurylyk uses different methods to develop students' critical thinking through the techniques of close reading, questioning, scaffolded writing that focuses on taking a position, writing claims and counterclaims, citing evidence and making inferences. Native language support is provided through the use of dictionaries and translation of certain terms (when applicable).

In addition, like other staff members, Mr. Kurylyk implements CCLS portfolio assessment for ELLs in his classes to monitor the growth of their academic and critical thinking skills.

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

Since Life Academy provides only a Freestanding ESL Program, there is no mandated system in place that evaluates ELLs' native language development, except for initial evaluation for Spanish speakers through Spanish LAB. The bilingual teachers working at Life Academy (who speak Chinese, Spanish, Arabic, Russian, Ukrainian) can informally evaluate language proficiency of ELLs in those languages.

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

Collaborating with ELA teachers, Mr. Kurylyk designs periodic and final assessments that focus both on individual modalities of the English language acquisition and ability to use combined skills (for example, reading or listening comprehension and writing). Mastery of these skills has helped all of our ELLs pass the ELA Regent exams, as well as make consistent progress on the NYSESLAT exam. Additionally, all ELLs have a chance to track their progress on the selected CCLS skills through CCLS portfolio. Every week they select a piece for the portfolio that reflects their progress on the selected skills.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6. Differentiation of instruction for ELLs is based on the following criteria: the NYSESLAT proficiency level, years of ELL service and availability of IEP. Pre-assessment and understanding student needs is the first step of differentiation. The Teacher's Center Coordinator, the ESL teacher and content teachers work together to develop interventions focusing on the needs of ELLs. Group work or individualized instruction (for example, push-in ESL), alternate assessments or providing choices in completing an assignment on a daily basis- these are key components that provide both structured conversations with classmates and a low stress, but at the same time a meaningful growth-oriented educational environment for ELLs.

6a. Introduction of CCLS has multiple perspectives both for Students with Interrupted Formal Education and general education students. On the one hand, SIFE students have gaps of knowledge. On the other hand, CCLSs clearly indicate where they are supposed to be. Therefore, CCLS periodic and portfolio assessments across content areas at Life Academy help bridge the gap in the missing knowledge of SIFE students. The school has after-school extended day for ESL students on Tuesdays to help promote speaking, listening, reading and writing skills of ELLs. In class the ESL teacher uses authentic materials, visuals, scaffolded questions, vocabulary paraphrasing techniques, think aloud, journals and sentence starters to promote academic skills of SIFE students.

6b. For newcomers ELLs and those who have been in the country for less than 3 years, the ESL teacher provides additional support through translation, visuals, manipulatives, sound repetitions, modeling, sentence starters and other techniques. The main focus is vocabulary, grammar, comprehension and language expression skills. After school and lunch tutoring expands opportunities for cultural adaptation and academic support. The main purpose is to integrate ELLs in the school community and to help them overcome stress, language barrier, peer pressure, promote self-esteem and college readiness. Mr. Kurylyk collaborates with content teachers to modify instruction and assessment, facilitate grouping and discussion, as well as to break down content to make it more comprehensible to newcomers ELLs.

6c. Along with preparing rigorous assignments, based on the authentic and content-based materials focusing on expanding vocabulary, complex and critical thinking, Mr. Kurylyk ensures that academic requirements are in line with student language development. New vocabulary words and grammar are explained in the context of content texts. Students are taught how to take notes and apply close reading skills. With the help of scaffolded questions they show their comprehension and learn how to develop an argument using evidence from the text. Text analysis and evaluation of evidence allows students to develop strong writing skills which are aligned with CCLS.

6d. Differentiation of instruction for long-term ELLs is similar to those used in the work with developing ELLs who have been in the country for 4-6 years. The challenging work should be combined with focus on developing their literacy and critical thinking skills, aligned with CCLS. They also need some explicit grammar instruction because on most formal assessments they usually score low on writing conventions component. These students are very sensitive in their needs and thus should be paired up with more successful peers to build their self-esteem and emulate successful strategies in language acquisitions. Special attention should be paid to explanation and understanding of assignments, breaking it down to more comprehensible level. For example, assigning an essay should be followed by all the steps of the writing process including teaching how to outline an essay, take notes, organize ideas in body paragraphs; analyze evidence, evaluate and edit own work by integrating academic vocabulary.

6e. All content teachers are made aware of ELLs and former ELLs in their classes. That means they have to differentiate and scaffold instruction to meet their needs or offer choices for alternate assessments. In case of need all ELLs or former ELLs seek additional support from both content teachers and ESL teacher Mr. Kurylyk. On all kinds of periodic, final, standardized or Regents assessments, like ELLs, former ELLs have extended time. They can use dictionaries in content classes and are eligible for afterschool and during lunch tutoring. All students are monitored to ensure that they continue to progress in language development, literacy and content knowledge.

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.

In case parents (guardians) of an ELL believe a student may have been misidentified as an ELL or non-ELL they may request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Mr. Kurylyk will be responsible for looking closely at student data relating to the Re-identification Process, namely HLIS, to review information about a home language and other markers that identify a student as an ELLs and non-ELLs. He will schedule another meeting with a parent to describe the process of appeal for re-identification. He will help parents to write a letter (using translation services, if applicable, with the help of qualified staff or DOE Translation and Interpretation Unit).

From the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination.

The principal will consult with ESL and content teachers in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services, including tutoring, counseling etc. (as defined in CR Part 154-2.3(j)) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All teachers of IEP ELLs have their IEPs and use them for planning, instruction, and behavior management. Both ESL and content teachers use the same content materials as they use with general education students, but they are required to make modifications and differentiation to make the content more accessible for IEP ELLs.

The instruction strategies used by teachers of IEP ELLs address both their linguistic and cultural characteristics. For example, typing information in a bigger print, repeating information several times, or explaining the assignment explicitly etc. are some of the issues that ESL and content teachers need to address to support IEP ELLs. Instructional strategies include using scaffolds, such as graphic organizers and visual aids, peer support, giving learning prompts, modifying language that is appropriate to the student's English language proficiency, strong emphasis on academic vocabulary and literacy skills; project-based and cooperative learning, using pre-reading and pre-writing activities, editing, etc.

All programming for IEP ELLs is based on the NYSESLAT results and IEPs. The guidance counselor ensures that, besides proper programs, there is a CTT teacher in each class attended by IEP ELLs.

Grade-level materials used in the classroom include:

Math: Integrated Algebra, including the Spanish Workbook Review, - Prentice Hall Edition.

Science: The Living Environment, - Holt, 2008, with modifications for ESL students in the Teacher's Edition.

Social Studies: World History: Patterns of Interaction/ The Reading Study Guide for ESL students, - McDougal Litell, 2007.

ESL:

- Textbooks: For Your Information: Reading and Vocabulary Skills, - Pearson Longman, 2007; North Star (for ESL students of different proficiency levels); Great Essays: An Introduction to Writing Essays.

- Authentic readings in different content areas: Scholastic, Daily News, New York Post, Fact Flinders, National Geographic; etc.

- Books: "New Kids in Town", "The Little Prince", "Tom Sawyer" (adapted), The Sister's Keeper, biographical novel "Helen Keller", "The House on Mango Street", informational texts and articles.

- High interest books for Independent Reading for all reading grade levels.

- Dictionaries: Longman

- Bilingual translation dictionaries: Urdu, Arabic, Spanish, Chinese (Mandarin), Russian

Visuals: clips, videos, pictures, maps etc.

Primary sources: documents.

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?

Life Academy tries to provide most comfortable, yet growth-oriented environment for all ELLs. For that purpose we try to ensure curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs within the least restrictive environment. Due to a small ESL population, all ELLs including IEP ELLs are programmed to either ungraded heterogeneous pull-out ESL class or push-in content classes in which Mr. Kurylyk provides language development support to ELLs. This choice is based on the IEP ELL's learning needs, proficiency level and academic (graduation) requirements. For example, an IEP ELL with entering proficiency level would not be programmed into a push-in ESL class. The heterogeneous ICT content class with an IEP ELL would have a limited number of students and at least 2 licensed teachers. As an assigned ESL teacher in that class, Mr. Kurylyk will be responsible for providing language development support to the IEP ELL. This setting provides least restrictive environment for the IEP ELL to develop academic skills in collaboration with his/her peers.

Chart

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

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

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

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



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

Chart

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

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

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

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

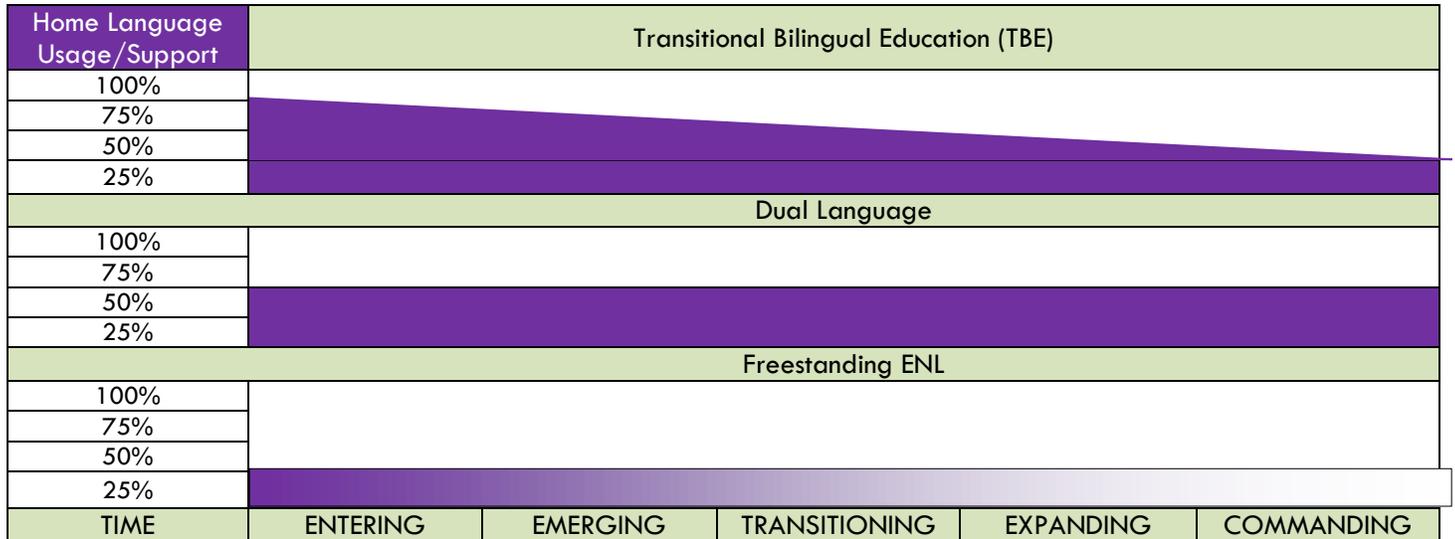


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted interventions are administered by several different teams with all of them supporting each other. The communication between these teams is facilitated by Skedula - the online database resource. If ELLs fall behind in academics or attendance the SNAP team (responsible for academic intervention) gets in touch with families to inform about the problem. Simultaneously, a meeting is scheduled between a SNAP team representative and an ELL, which can also involve a parent/ guardian who will be mandated to attend the meeting once the problem gets worse. These meetings set the milestones for academic (behavior) improvement.
- Teacher's Center Coordinator Ms. Grunin and Mr. Kurylyk provide a continuous input to content teachers on how to maximize ELL engagement and language development through designing a coherent instruction, student assessment and self-assessment, implementing CCLS and differentiating instruction in content areas. An Inquiry Team works on modifying lesson plans to improve instruction. Finally, Teacher's Center has been implementing instructional rounds - intervisitations of groups of teachers designed to monitor the implementation of teaching practices, CCLS standards and provide input on instructional techniques. The results of assessments and intervention programs are discussed at the Cabinet meetings.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 4 out of 12 ELLs tested out of ESL through the NYSESLAT or the English Regent exams in May/June of 2014 . The information about 3 graduates is not available, but they were also overachievers in language acquisition. All of the ELLs passed different Regents Exams in content areas including Global History, American History, Geometry, Integrated Algebra, Living Environment and Earth Science in June of 2014 and January of 2015 meeting their graduation requirements for the Regents Diploma. All of the ELLs progressed in their language development, not only according to the CCLS assessments and credit accumulation, but also on the NYSESLAT modalities. Two of them became members of National Honor Society. All of the ELLs and former ELLs are on track for graduation.
12. What new programs or improvements will be considered for the upcoming school year?
- Each year within our budget constraints we try to improve our acting programs designed to improve academic performance, accountability and networking aimed at implementation of CCLS and improving college readiness. These programs include the UFT Teacher's Center, weekly PDs, Instructional Teams, Inquiry Team, Instructional Rounds, SNAP Team (Academic Interventions), using Skedula, CCLS portfolio assessment. Each of these programs creates coherence in the combined effort to create a school community and academically rigorous environment. The communication and networking between these teams will be the focus for this year. We have expanded the field trips program over the past year to allow students visit colleges and explore opportunities before graduating from Life Academy.
13. What programs/services for ELLs will be discontinued and why?
- Budget cuts have affected some of our afterschool programs, but despite this fact we still provide academic support to ESL students in content and ESL classes during lunch and after school tutoring.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Through ICT programming ELLs get equal access to the same curriculum as English-proficient students. Content teachers collaborate with the Teacher's Center, the ESL and CTT teachers to develop or modify lessons, projects and assessments to ensure that ELLs are not academically disadvantaged against their native English speaking peers.
- Students lacking credits for graduation can make up them through iLearn.
- Other programs available for ELLs are: Student Council, PSAL Lafayette Sports Teams (PSAL funding), music production, talent shows.
- Life Academy also offers Saturday School (iLearn) and enrichment programs through Coney Island Generation Gap (non-profit).
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.
- Materials used in the classroom include:
- Laptop carts with access to the Internet and word processing software for individual projects, class work, periodic assessments, or group work.
 - Projectors, Smartboards, teacher created power points to support class discussions and group work.
 - Various levels of ESL textbooks: "The North Star", "Visions"
 - Authentic high interest books for Independent Reading for all reading grade levels covering all genres, especially non-fiction to support other academic subjects.
 - Bilingual translation dictionaries in all the native languages of our students.
- Webster's Thesaurus, Longman Dictionary
- Lafayette Educational Complex library gives access to the native-language materials in languages spoken by students: Urdu,

Russian, Chinese, Spanish and others.

- In content areas ELLs have access to authentic grade-level materials. Also, teachers use visuals, multimedia, demonstrations, manipulatives.
- Students have access to EBSCO, GALE and other databases through which they can have audio readings in content areas at the selected speed, or content materials translated to their native languages (Urdu, Russian, Chinese, Spanish).
- ELLs can read English classics in both English and native language (Chinese)
- ELLs explore National Geographic Reading Expeditions in their native language (Chinese)

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

ELLs are encouraged to use their first language during peer tutoring and accountable talk that will help them access the material used in classes. Both content and ESL teachers use bilingual translation dictionaries, as well as help from classmates who speak the language of ELLs. Students may opt to take Regents exams in their native language. Cultural Festivals (Spanish Heritage, Asian Heritage, Winter Show) promote the spirit of pride of students' native cultures and languages.

Content and ESL teachers use EBSCO and GALE online databases to support ELLs and give them an option to access the material taught in their native languages. They can also translate selected passages into their native languages using the special features of the given databases.

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

All curricula are aligned with age appropriate CCLS. Our mission is to give equal access to ELLs in all content areas. It is imperative that our ELLs receive resources and support appropriate for a college bound high school student. That is why college-readiness instruction is a priority. Each week all students at our school receive one hour of college-readiness instruction. Since the implementation of CCLS principles in everyday instruction, ELLs benefit from each ESL or content class they attend. Our experienced teachers are their major resource; they provide them with everything they need to succeed in life.

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).

ELLs entering Life Academy from intermediate schools are required to attend an orientation week during the summer prior to the beginning of fall semester. They are exposed to the facilities, programs at Life Academy, including the ESL Program, and school culture. New admits who enroll during the school year are warmly welcomed by the Parent Coordinator who introduces them to the staff, programs and facilities. New ELLs access to all the programs accessible to other students at Life Academy including Athletic programs and sports teams, tutoring, student government, counseling. During lunch Mr. Kurylyk works closely with such students to help them in social and cultural adaptation, and language development.

19. What language electives are offered to ELLs?

We are currently offering only one foreign language elective -Spanish. Students who have native speaking proficiency in another foreign language are offered to take a LOTE proficiency exam in that language in order to qualify for 6 credits in foreign language.

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.)
 1. Professional development is not only an important component of professional growth of all the teachers who service ELLs, but is also an important part of Professional Responsibilities within the Danielson's Framework that the school has been implementing. Life Academy has opened the UFT Teacher's Center whose major function is to provide Professional Development to Life Academy teachers every Wednesday. One of the most important issues is facilitating transition of Life Academy teachers in integrating CCLS into everyday instruction. To address other components of the Danielson's Framework the Teacher's Center focuses on the important elements of Planning and Preparation, Classroom Environment, and most importantly, instruction and student engagement. All teachers participate in instructional rounds during which they both have a chance to show how they implement different elements of the Danielson's Framework, and also share in small groups what they have seen in the classes observed. Another aspect of professional development is the work in Inquiry Teams; in small groups teachers present their lesson plans and, following the protocol, discuss how they can be improved based on the demands of CCLS and Danielson's Framework.
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?

UFT Coach from the Teacher's Center Ms. Grunin, besides weekly Professional Development sessions, has also designed a schedule of Instructional Rounds and individual meetings with teachers to support them with implementing CCLS and Danielson's Framework. ISA Coach Bob Galli facilitates professional development with consultations and supports teachers with both individual observations and followup visits.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

SNAP (Academic Intervention) Team works really hard to keep track of student attendance and academic performance. To facilitate this process all staff members were trained to use Skedula online database to enter grades, academic performance and behavior data. The system is updated on a daily basis which gives the SNAP team enough information on the followup of student performance in each class and designing an action plan. First, a student in jeopardy of failing is scheduled for a meeting with the team. Simultaneously, the SNAP representative is making the outreach to the student's family to let the parents know about the situation. If no progress is made after parent conference, teacher must notify the SNAP Team and the meeting with the parent will be scheduled. The next step will be a referral to the guidance and administration.

Every week Social Worker Jim Martucci, serving Lafayette Educational Complex, teaches in freshmen ELA class about different issues of social adaptation, identity, bullying, conflict resolution etc.
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.

This component is met both during weekly PDs for all the staff and individual meetings with Teacher's Center Coach Ms. Grunin. Mr. Kurylyk, the ESL Teacher, and all content teachers serving ELL are not only the participants of PDs planned to meet the needs of ELLs, but are also co-creators of such PDs, as they ask questions about differentiation and serving ELLs. Lesson Planning Inquiry Teams further discuss the implementation of instructional strategies, while Instructional Rounds help teachers gain insights and share their opinions about effectiveness of those strategies. All the records about PD meetings, instructional rounds, lesson planning inquiry meetings, unit plans, curriculum maps and differentiation of lessons to meet the needs of ELLs and IEP students are maintained by literacy coach and TC's Coordinator Ms Grunin.

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?

1. At the end of the first semester (in January) Mr. Kurylyk schedules appointments to individually meet with the parents or guardians of ELLs to discuss the goals of the Freestanding ESL program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. The parents have a chance to talk to all content teachers and find out about the performance of their children before the end of the Fall semester.

The individual meetings can be scheduled at an earlier time in case an ELL is not in compliance in terms of behavior, attendance or academic failure. All of the described aspects of performance are under control of the SNAP team who monitor closely students who are at-risk of failure.

2. This meeting is conducted in the child's home language (in case there is no staff who speaks the language which is convenient for parents, the DOE Translation and Interpretation Unit is called). All records of individual meetings will be kept student files including outreach (letters, phone calls), record of attendance and notes of the meeting.

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. Parents/guardians of newly enrolled ELL are given behavior expectations, information about graduation requirements and college readiness, and a page describing the program requirements for a free standing ESL program at Life Academy. Parents/guardians are also invited to PTA meetings where presentations on graduation requirements, the Regents exams, college process, school accountability measures, and basic computer skills (logging into ARIS and Skedula) are addressed. We also send home letters, memos, e-mails and use our phone messenger to deliver important messages about school life and student attendance. Very often parents are invited to be shaperons on field trips.

We try to accommodate parent needs through our bilingual staff. We invite to be shaperons on field trips. The lines of communication are bilingual staff who speak the following native languages of ELLs: Mr. Kurylyk speaks Ukrainian/Russian; Ms. Ortiz and Ms. Rodriguez speak Spanish; Ms. Diaz speaks Chinese (Mandarin and Cantonese); Ms. Aarti Sawhey speaks Urdu, Mr. Abufahra speaks Arabic. In case we do not have a staff member to communicate with a parent/guardian we would utilize the translation phone line from the DOE.

Ms. Cynthia Juarbe is a PTA representative who does outreach with all of the parents. ELL parents are encouraged to participate in the School Leadership Team meeting and important decision making regarding budget, afterschool activities, programs, academic data, including graduation, passing rate etc.

In the spring, we invite all parents to complete the Learning Environment Survey. Additionally, every year Life Academy hosts Cultural Festivals, Thanksgiving Share, Lunches and Talent Shows to which all parents are invited.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Life Academy partners with the Institute for Student Achievement to provide support to parents of ELL in understanding the challenges of college readiness and integration of CCLS.

Coney Island Generation Gap is another partnership organization that provides volunteer opportunities and community outreach for all students and parents at Life Academy.

The SNAP Team does the outreach to parents to engage them in the school community.

5. How do you evaluate the needs of the parents? HLIS is the primary assessment tool to identify not only the language spoken at home by new admits, but also the English language needs of parents. Personal interviews during orientation and registration are another indicator of the English level proficiency of parents and their needs. If parents choose to watch the Orientation Video in one of the 13 languages (available at DOE website) that could be a predictor of certain comprehension difficulties of parents. Also, Parent Survey and Program Selection Form completed by parents of ELLs during registration gives the staff additional information about linguistic needs of parents. The staff try to accommodate the needs of parents in their native language, but it is not possible we would use the services of the DOE Translation and Interpretation Unit.

Ms. Juarbe is our parent coordinator. Together with the SNAP team she manages parent outreach and tries to evaluate the needs of parents on a daily basis.

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

PTA meetings and letters home (translated into target languages) ensure that parents have all information they need about programs, school activities, graduation requirements and the progress of their children. Last year such activities as LIFEtober Fest Talent Show, Thanksgiving Share, Holiday Concert attracted a lot of parents and helped establish the feeling of being welcome in their child's school.

The SNAP team efforts promote shared responsibility for academic success of students at LIFE ACADEMY. A lot of information about school life is distributed in the native languages of the ELLs, especially about the upcoming events, which makes parents part of the LIFE ACADEMY community.

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: K 559**School DBN: 21K559**

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)
Eugenia Kelch	Principal		12/23/15
Theresa Warren	Assistant Principal		12/23/15
Cynthia Juarbe	Parent Coordinator		12/23/15
Victor Kurylk	ENL/Bilingual Teacher		12/23/15
	Parent		12/23/15
Anna Rodriguez	Teacher/Subject Area		12/23/15
Keith Raskin	Teacher/Subject Area		12/23/15
Jennifer Grunin	Coach		12/23/15
Bob Galli	Coach		12/23/15
Jean Brutus	School Counselor		12/23/15
Michael Prayor	Superintendent		12/23/15
	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: **21K559** School Name: **K559**
Superintendent: **Michael Prayor**

Before you begin, please check the following:

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

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

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

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

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

According to the RLAT report in ATS, there are 5 ELLs who come from homes where the language other than English is spoken. The following are the language backgrounds of our students: Ukrainian -1, Haitian Creole - 1, Arabic- 1, Chinese (Mandarin) -1, Spanish -1. According to the RNMR report in ATS, in the homes of 11 former ELLs (information about 9th graders was not available) the following languages are spoken: Chinese, Haitian Creole, French and Spanish, The need for written translation and oral interpretation services is identified through information provided by parents in HLIS, the proficiency level of parents assessed by the staff at the orientation and the need of parents to watch the Parent Orientation Video in the language other than English. Another way to assess parents' need in translation is through parent outreach done by SNAP teams, parent-teacher conferences, IEP and Individual meeting with parents of ELLs, and different informal meeting such as talent shows, field trips, cultural festivals etc. Based on these needs and requests, Life Academy uses both in-school and outside resources to provide oral and written translation of all outgoing written documents into target languages spoken by parents at homes.

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.

According to HLIS, Student Emergency Contact cards and ATS data, all of the parents of ELLs and former ELLs preferred both written and oral communication in English and their native languages. That means that Life Academy has to provide translation and interpretation services to 4 families in Spanish,

1- in French, 4 - in Haitian Creole, 2 - in Chinese and 1- in Ukrainian.

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.)

Calendars
Parent-teacher conference announcements
After-school information
New York Regents dates
Information about report cards
Letters from the school leadership

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.

1. Parent orientation and curriculum night (September)
2. Parent-teacher conferences and Meet the staff meetings (September, end of October, March, May)
3. Individual meeting with ELL parents/ IEP meetings
4. SNAP meetings - if a child is in danger of failure (academic intervention). Besides phone calls and letters, it can be preceded by a visit of the Attendance Teacher.

Part C: Providing Language Assistance Services

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

All important outgoing mail that includes messages about school life and protocols is translated by bilingual staff: Ms. Diaz will translate into Chinese (Cantonese), Ms Rodriguez and Ms Ortiz - into Spanish, Mr. Kurylyk - into Ukrainian and Russian, Mr. Brutus - into Haitian Creole and French, Ms. Mr. Abufahra - into Arabic. Copies of translated documents will be available in all of the languages

represented in the homes of ELLs and former ELLs. The documents will be translated in advance before the mailing deadline. All the native-speakers are either Life Academy staff. In case of need, arrangements will be made to make the staff member available for the written translation services or the designated staff member will contact the Translation and Interpretation Unit.

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

All the staff members who have native-speaking competence in Chinese (Mandarin), Russian, Urdu, Spanish, Ukrainian/Russian, Arabic, Haitian Creole/ French will be notified in advance about the forthcoming SNAP meeting, IEP meeting or phone conference. In case of need, coverages will be provided to teachers to ensure that they can interpret during a meeting with a parent or guardian who does not have proficient understanding in English. Every effort will be made to schedule a meeting at the most convenient time for parents and teachers. All the oral interpretation services will be provided by an in-house school staff. In case of emergency, or there is no interpreter for the language preferred by a parent, the designated staff member will contact the Translation and Interpretation Unit for help.

Part D: Training Staff on Policies and Procedures

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

The school administration notifies the staff about the protocol of translation and interpretation services:

1. As a Language Access Coordinator at Life Academy, Mr. Kurylyk is responsible for communication between parents and the staff and logistics of translation and interpretation services. In case the staff member is not available to provide translation and interpretation services he arranges communication with the Translation and Interpretation Unit.
2. Via email all the staff members receive information about how to contact the Translation and Interpretation Unit (718-752-7373 and how to get detailed information about translation, on-site interpretation and over-the-phone interpretation services through their link:
https://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit/default.htm
3. Mr. Kurylyk also has a Translation and Interpretation brochure and Language ID Guide that he is ready to share with the staff in case of need.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- ☒ Parents' Guide to Language Access
- ☒ Language ID Guide at security desk and main office

In accordance with Chancellor's Regulations A-663, Life Academy will determine within 30 (thirty) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, the parent will be provided with language assistance in order to communicate effectively with the Department.

At the entrance to the main office parents will see a Welcome Poster. Through Parents' Guide to Language Access and Language ID Guide the staff will be able to identify the language a parent speak at home during the first contact.

The school will maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS and on the student emergency card.

In order to communicate effectively with parents whose home language is not English, Life Academy will provide language assistance services using both in-house staff, volunteer and the DOE resources in translation and interpretation of the following:

- a. registration, application, and selection;
- b. standards and performance (e.g., standard text on report cards);
- c. conduct, safety, and discipline;
- d. special education and related services; and
- e. transfers and discharges.

Also, Life Academy will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

In case Life Academy does not have any staff members or volunteers who speak the language of parents, it will request help at the Translation and Interpretation Unit within DOE to (a) translate such critical communication in a timely manner, in each of the covered languages; and (b) work with the office responsible for the critical communication to make such translations available to the schools.

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)

Parents will be provided with Parent's Guide to Language Access. It directs parents to translated content on the DOE website and asks them to provide their feedback on the language services they received at our school. Also, at the end of the year parents will be helped to complete the parent survey, in which they will provide the feedback on the quality and availability of translation and interpretation services.