

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K686

School Name:

BROOKLYN SCHOOL OF INQUIRY

Principal:

DONNA TAYLOR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn School of Inquiry School Number (DBN): 20K686
Grades Served: K-6
School Address: 50 Avenue P , Brooklyn, NY, 11204
Phone Number: 718 – 621-5730 Fax: 718- 621-5735
School Contact Person: Donna Taylor Email Address: dtaylor32@schools.nyc.gov
Principal: Donna Taylor
UFT Chapter Leader: Toi Ferguson
Parents’ Association President: Samantha Caserta
SLT Chairperson: Donald Salvato
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): NA

District Information

District: 20 Superintendent: Karina Costantino
Superintendent’s Office Address: 415 89th St, Brooklyn, NY 11209
Superintendent’s Email Address: KCostan@schools.nyc.gov
Phone Number: (718) 759-4912 Fax: (718) 759-4842

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
415 89th St., Brooklyn, 11209 or 4390 Flatlands Ave., Brooklyn, NY
Director’s Office Address: 11234
Director’s Email Address: (cwatsonharris@gmail.com)
Phone Number: Not available Fax: Not available

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)
Donna Taylor	*Principal or Designee	
Toi Ferguson	*UFT Chapter Leader or Designee	
Samantha Caserta	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marisa Schwartz	Member/ Parent	
Donald Salvato	Member/ Parent	
Anna Moshura	Member/ Teacher	
Kelly Baxter Golding	Member/ Parent	
Nelsa Boyer Madisson	Member/ Teacher	
Tricia Ragone	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sevgi Unay	Member/ Teacher	
Sara Inbar	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Brooklyn School of Inquiry (BSI) is a growing K-8 citywide gifted and talented school in New York City that serves students from Brooklyn, Staten Island, Queens, and Manhattan. We opened our doors in 2009 with three Kindergarten classes and one first grade class. We currently have two classes on a grade with the exception of a bubble in 5th grade and go up to the 6th grade. In 2016/2017, we will be at capacity with approximately 550 students.

Since we are a citywide gifted and talented school and not a zoned, community school, almost 80% of our students arrive to school on either a NYCDOE bus provided by the Office of Pupil Transportation or on private buses funded by those families who use them.

We are an inquiry-based school with an emphasis on the arts, science and technology. Our Kindergarten through 2nd grade students play violin with a Suzuki Master. Students from 3rd through 6th grade voluntarily sign on to partake in advanced violin. Fourth grade through 6th grade students choose between a brass and woodwind instrument taught by Brooklyn Conservatory of Music instructors or a fine arts or performing arts program lead by BSI Music and Art teachers. We have a stand-alone science program for all K-6 students and in 2011 together with our partners from Teachers College Columbia University, we were awarded a National Science Foundation grant to write STEM units.

At BSI, we are deeply committed to research regarding the most promising education practices and many of our teachers and our administrator present in national conferences where we share our pedagogical approach. We have built and continue to nurture a strong community based on the Tribes Agreements and Responsive Classroom approaches.

Since we are not a community school, we take great pains to offer family workshops where students and faculty can share the work happening in classrooms. Since we are an inquiry-based school, families sometimes struggle with our constructivist approach which differs from that of their own childhood learning, and find it difficult to understand how they can best support their children at home. This is an area where we have both made the most growth and the area that is a key focus for us this academic year.

20K686 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06	Total Enrollment	441	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		95.6%
% Free Lunch	14.6%	% Reduced Lunch		5.3%
% Limited English Proficient	5.0%	% Students with Disabilities		10.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		5.3%
% Hispanic or Latino	4.8%	% Asian or Native Hawaiian/Pacific Islander		16.7%
% White	73.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	77.1%	Mathematics Performance at levels 3 & 4		85.6%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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	YES	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	YES	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	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Strengths: Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Weaknesses: Curriculum-aligned assessment practices that inform instruction

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.

Teachers will align assessment, curriculum, and planning to ensure that teachers practice checks of understanding and strengths during their lessons so that adjustments are made to meet all students’ learning needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional learning around the creation and implementation of a school-wide portfolio system along with support on using collected data to drive further instruction will be strategically scheduled throughout the year.</p>	<p>All classroom and cluster teachers</p> <p>K - 7</p>	<p>Begin September 2015</p> <p>End June 2016</p>	<p>Donna Taylor (principal)</p> <p>PD Committee</p> <p>Teacher Leaders/Portfolio Team</p>

Utilize out-of-classroom teachers and technology to support small group instruction around portfolio cultivation for English Language Learners, students with IEPs and all students in general.	Digital Strategies Team	Begin September 2015 End June 2016	Digital Strategy Team ESL Teacher Cluster Teachers Classroom Teachers
Parent outreach will include <i>Curriculum Night</i> information sharing, inclusion on class syllabi on website and class pages, and teacher blogs, as well as an interactive presentations throughout the school year to parent body by teachers and students.	All teachers, PTO, SLT and parent body	Begin September 2015 End June 2016	Rhys Daunic (Media Literacy Consultant) Classroom Teachers PTO Parent Body
Continue to host parent events that highlight practices in place that support the school-wide commitment to rigor to develop a deeper understanding within the parent community.	All Teachers, Parent body	Begin September 2015 End June 2016	Principal Portfolio Team All Teachers

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.											
Monthly professional learning time with all staff involved. (Classroom teachers, cluster teachers, strategic support staff, resource teachers)											
Digital Strategies Team will need technology equipment such as computers, ipads and scanners for digital cultivation of portfolio pieces.											
Professional learning time allotted to staff creating and embedding rigorous, standards-based rubrics into curricular units.											
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	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

Strengths:

- Established systems around TRIBES community building and Responsive Classroom approaches to behavior management and community building.
- Professional learning for all staff working with students.
- Support team available for guidance and interventions. (ELL teacher, Special Education Teacher, Tribes Curriculum Developer, Psychologist, Guidance Counselor, Occupational Therapist)
- Weekly School-wide Enrichment program focusing on community-building across grades through student interest based learning.

Weaknesses:

- Normative practices and the establishment of coherence from one classroom to another

Consistent support for all ELL and bilingual students through small group instruction and heterogeneous grouping.

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.

Refine action planning by having school-wide systems in place for supporting learners of all abilities and development. Develop a structure at the school level to track progress and use that data in order to improve student achievement for English Language Learners, former English Language Learners, and bilingual students. Ensure frequent and ongoing feedback and monitoring of progress which is communicated to all constituents to be used for further instructional planning.

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>Analyze results of 2014-2015 ELA and Math State Tests to collect data on strengths and weaknesses of all students, paying particular attention for ELL, former ELLs and bilingual students.</p>	<p>Students in Gr4- Gr7</p>	<p>Begin September 2015 End June 2016</p>	<p>Donna Taylor Bonnie Durgin Classroom</p>
<p>School-wide guided reading initiative to provide consistent support in reading across classrooms.</p>	<p>K-7 students and teachers</p>	<p>Begin September 2015 End June 2016</p>	<p>Donna Taylor Bonnie Durgin Stephanie Parsons Cluster Teachers Classroom Teachers Parent-Paid TAs</p>
<p>Weekly vertical planning and grade level meeting with content area support staff at the meetings focusing on instruction and student progress and coherence across grades.</p>	<p>All teachers</p>	<p>Begin September 2015 End June 2016</p>	<p>Donna Taylor Marcy Materta Anna Moshura</p>
<p>Professional Learning Committee to help identify needs and develop targeted and meaningful professional learning paths for all teachers to meet their needs and those of their classrooms.</p>	<p>All staff</p>	<p>Begin September 2015 End June 2016</p>	<p>Donna Taylor Melissa Singer Stephanie Parsons Christy Stewart Toi Ferguson Anna Moshura Bonnie Durgin</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.

Fair student funding

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	X	Other

Part 5 – Progress Monitoring

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

Guided Reading Library purchase. (books, shelving, bins)

Allocated time for verical and grade level meetings.

Support Staff (coaches) i.e. Marcy Materta, Anna Moshura

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.

Strengths:

- Staff wide Professional Learning on the *Framework for Teaching*
- Strategic scheduling that allows for grade level teams to meet collaboratively to develop curriculum and instruction weekly
- Outside consultants and in house support staff available for feedback and intervisitation to share promising practices

Weaknesses:

uneven individual practice that needs to be nurtured and supported by colleagues and administration.

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, a specific committee will have a normed understanding of the pilot cluster version of the Danielson Framework and begin to turnkey to other staff members as charged and appropriate.

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?
Follow up with individual teachers and offer targeted support toward the successful adoption of all criteria in the framework.	All Staff	July 2015 June 2016	Donna Taylor Christy Stewart Anna Moshura Marcy Mattera Toi Ferfuson Melissa Singer Stephanie Parsons

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.										
Professional Learning opportunities targeting to specific needs Shared staff meetings (time allocation) Intervisitation among staff (time allocation) Support of outside professional development staff (budget allocation) Fair student funding										
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	X Other

Part 5 – Progress Monitoring

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

Ongoing observation and feedback between administration and teachers; post observation and mid-point professional conference reflecting on progress (Winter 2016); buddy-system of teams of teachers working to support one another in their targeted goal(s)

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

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

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

Part 1 – Needs Assessment

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

Strengths:

- A staff of highly seasoned professionals who are deeply committed to growing their practice
- Clearly designated roles that capitalize on individual strengths
- Highly motivated team of teachers interested in capacity building

Part 2 – Annual Goal

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

By June 2016 unpack and norm procedures for cycles of learning to all staff.

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 parent leadership and engagement as a key lever for school improvement. 	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?
Construct a meaningful articulation plan the incorporated possible role for individuals interested in growing their practice and contributing on a larger scale to the school .	All staff	June 2015 June 2016	Donna Taylor Ann Moshura Christy Stewart
Develop opportunities for teachers interested in supporting the deveopment of vertical curriculum .	All staff	June 2015 June 2016	Donna Taylor Ann Moshura Christy Stewart

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.											
Financial resources (budget allocation) Common Planning time (time allocation) Professional Learning opportunities (budget and time allocation) Fair Student Funding											
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	X	Other

Part 5 – Progress Monitoring

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

Ongoing observation and feedback between administration and teachers; post observation and mid-point professional conference reflecting on progress (Winter 2016); buddy-system of teams of teachers working to support one another in their targeted goal(s)

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.

Strengths:

- Family Friday Events for parents on ongoing basis
- Narrative Report Cards
- Classroom blogs and weekly newsletters
- Curriculum Night
- Grandparents Day
- School-wide Art Show
- Family Read Alouds
- Academic celebrations (publishing writing)
- Ongoing communication with parents regarding academic progress and intervention in the classroom

Weaknesses:

Since we are not a community school we need to create more opportunities for parents to engage in the learning process and have a deeper understanding of how they can support their children at home.

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.

Continue to build strong family/parent/school communication through school website and blogs, and family engagement sessions like math and humanities roundtables and sessions and invitations into the classrooms.

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>
<p>Implement a new school portal for families, student and teachers.</p>	<p>All Parents and Families</p>	<p>June 2015 June 2016</p>	<p>Administration Media Literacy Team Classroom and Cluster teachers</p>
<p>School-wide portfolio sharing with families</p>	<p>All Parents and Families</p>	<p>June 2015 June 2016</p>	<p>Administration Portfolio Inquiry Team, Digital Strategies Team, All Teachers</p>
<p>Grade Level Syllabi on class websites with weekly updates</p>	<p>All Parents and Families</p>	<p>June 2015 June 2016</p>	<p>Administration Media Literacy Team Classroom and Cluster teachers</p>
<p>Curricular Roundtables</p>	<p>All Parents and Families</p>	<p>June 2015 June 2016</p>	<p>Administration Cluster teachers Home room teachers Coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Funds: School Loop Bandwidth</p>

Professional Learning (time allocation)

Schedule Adjustments

Planning time (time allocation and financial resources to support development of those presentations)

Outside partnerships to support development of workshops (Ex. Professor Noto)

Media Literacy Team support

Fair student funding

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	X	Other

Part 5 – Progress Monitoring

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

DYO Parent Survey (hard and soft copy) available for parents. (January)

Student surveys reflecting on roundtable participation

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F&P	Guided Reading	Small group 1 to 1 Tutoring	during the school day
Mathematics	DYO assessments	Small group intervention	Small group 1 to 1 Tutoring	during the school day
Science	DYO assessments	Small group intervention	Small group	during the school day
Social Studies	DYO assessments	Small group intervention	Small group	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPC Parent Referral Teacher Referral	Counseling	Small Group One to One	during the school day

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.		
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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 20	Borough Brooklyn	School Number 686
School Name Brooklyn School of Inquiry		

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 Donna Taylor	Assistant Principal Anna Moshura (IA)
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Anna Moshura /Nelsa Boyer Madi	School Counselor Valerie Durandise
Teacher/Subject Area Marcy Mattera / Math	Parent Maryana Sigalova
Teacher/Subject Area Stephanie Parsons/ Literacy	Parent Coordinator Christopher Minaya
Related-Service Provider Lee Mastropasqua	Borough Field Support Center Staff Member
Superintendent Karina Constantino	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	517	Total number of ELLs	31	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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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	31	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	0
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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	31									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	19	8	1											0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other CE	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)	7													0
Emerging (Low Intermediate)	5													0
Transitioning (High Intermediate)	6													0
Expanding (Advanced)	4	8	1											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														0

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use Fountas & Pinnell reading assessments to determine each student's decoding skills and reasoning abilities, along with comprehension of texts. We use Foundations to identify the child's level of phonemic awareness and develop an intervention plan specific to that student's needs. The data provides more information in regards to students' vocabulary level, comprehension and decoding skills. The data shows that students generally have basic social language but are in need of developing academic vocabulary and visual cues to fully comprehend material.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Half of our students test out of the program by the end of their first year at our school. Others move from beginner to advanced within the school year. Our students perform above state average in all components. Last year, we looked at the lowest components out of the four on NYSESLAT, which was Writing across the group, and we chose those to focus on during everyday instruction. We provided more opportunities for students to participate in small group and safe environments, adjusted our literacy centers to include more phonics and writing activities, and set up more opportunities for one-on-one peer interactions.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool helped us select two areas of focus that the majority of our ELLs don't do well on Listening and Speaking. It also helps us project ELL focus areas in testing grades as students transition out of the program, As we stated in the previous question, we chose last year to focus on Listening and Speaking because students scored lowest in those components. This year, we will integrate the practices we established last year (providing more opportunities for students to participate in small group and safe environments, adjusting our literacy centers to include more listening activities, and setting up more opportunities for one-on-one peer interactions). We will now focus on writing this year, as those were our lowest scores out of the four components. We are going to provide more exposure to different genres of writing, and opportunities to respond to literature through writing. The AMAO tool
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- 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?

All of our students take the 3rd, 4th, 5th and 6th grade NYS ELA and Math state tests in the English language. They also take the NYSESLAT in English. Last year on the NYSESLAT, first grade students performed better in Listening and Speaking than they did in Reading and Writing. Most first grade students tested out, but those that didn't did not perform as well in the Writing section of the test. Kindergarteners scored lower on the Writing section.

We do not use ELL Periodic Assessments. However, we use F&P running records and spelling inventories to determine placement for children in intervention small groups and extended day.

We do not use ELL Periodic Assessments however we have learned using the F&Ps and by using on demand writing that ELLs need extra support in small groups with direct instruction in reading strategies, targeted instruction in Literacy Centers, vocabulary instruction and in writing.

- 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*.]

Based on the results of each year's ELA test, our school has noticed that our former ELLs have a deficiency in vernacular vocabulary and standards associated with language acquisition. For example, many former ELLs struggled with answering questions related to these standards:

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- o CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.*
- o CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

As a result of these findings, we now have a school-wide inquiry group focusing on the lowest third of this target group. We have a small group instruction that is targeting this growth in all grades.

- 6. How do you make sure that a student's new language development is considered in instructional decisions?
Based on information on the child's educational history and background, and in collaboration with the parent interview, all content area teachers teach in such a way that they are building the student's English language skills. Students' grade level TOM (targets of measure) are used during planning meetings to adjust lessons according to Performance Level Descriptions. We use TOMs to plan and assess instruction. In grade meetings when constructing lessons within units, we are constantly considering what the visual and kinesthetic needs might be so we can address them and imbed supports. Additionally, the two people with ELL expertise on our staff lead intervisitations and walk-throughs to provide feedback on supports that exist in each of the classrooms on a monthly basis.

- 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. At this time, our school does not offer a dual language program.

- 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our program for ELLs using data gathered from NYSESLAT administration as well as a compilation of ongoing student work copilted in a digital portfolio which includes writing samples, reading goals, math interviews, anectdotals, etc. We use those to carefully assess their language development, evaluate how our ELL students performing in English language skills compared to the district's goals and standards and whether our former ELL students who no longer receive English language development services continue to demonstrate English language skills that enable them to successfully handle regular coursework.

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.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners NYCDOE (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents are invited to register their children we determine the enrollment status category to which the student belongs. Then the family meets with our secretary who provides them with all the necessary forms and welcomes to the school along with standby translators and current families. One of the forms provided to incoming families is the Home Language Identification Survey. The HLIS is completed with the assistance of our ESL teacher, Anna Moshura, and an informal oral interview is conducted at the same time. When it's determined which language is needed, Anna Moshura, our ESL teacher, confers with administration to be sure that any languages she does not speak are provided by an outside interpreter. After parents submit their paperwork, the secretary and the ESL teacher look over the HLIS, paying close attention to questions 1-4 and 6-8. The HLIS, in conjunction with the oral interview held by our ESL teacher, Anna Moshura, is used to establish the HLIS code. Based on these responses to the NYSITELL Eligibility questions and an informal interview, it is determined whether the student needs to be administered NYSITELL. Then the child is put on the list to be administered NYSITELL within the first ten days of admission. Next, the NYSITELL is administered by our ESL teacher, Anna Moshura; if a need arises for a Spanish speaking student to get tested, we use Spanish Lab-R. Our ESL teacher is fluent in Russian, Hebrew, and Ukrainian. The NYSITELL is then scanned for scoring and the results are communicated to the parents on whether their child needs additional support and an orientation is offered.

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).

Classroom and cluster teachers collect observation notes on students' academic and social emotional progress. We also conduct an informal interview with the parents and child to determine whether there were gaps in their education. We follow the SIFE Identification Process:

1. Administer the oral interview questionnaire. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling.
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS- The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools.)

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).

If a student has an IEP and Home language is other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The LPT comprised of

- A school/district administrator: Donna Taylor
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Anna Moshura
- The director of special education or individual in a comparable title (or his or her designee) Liza Sussman / Tracy Mistreta
- The student's parent or guardian

The LPT teams make a decision whether to recommend the student for NYSITELL or not. Timeline to accept or reject LPT recommendation is 20 days. If student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students. If LPT recommends the student NOT take the NYSITELL, the recommendation is sent to the principal for review. Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review, superintendent or designee determines whether the student should take the NYSITELL or not and the decision is communicated to parents.

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, we 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
- Continued Entitlement Letter

The letters are digitally generated and sent home via our home-to-school connection folder. An email is then sent to the parents notifying that they should expect NYSITELL entitlement letters in their child's folder. The ELL teacher and the secretary are responsible for sending out letters and confirming with families.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The parents are invited for an orientation where information on ELL program and process is shared. We show the video, describe the three programs offered in NYC, and allow parents to ask questions. After they have selected the ELL program for their child, we let them know what program(s) we currently have at our school. When parents choose a program that the school does not currently offer, we keep records in order to notify parents if/when the program of choice becomes available. We also share all of the available online resources along with videos, forms and FAQs from the DOE website. We clearly outline:

1. Name of program and/or description of activities that clearly differentiates instruction for respective subgroup
2. Frequency of service
3. Mode of delivery of service (push-in/pull-out)
4. Subject period during which service is provided
5. Service provider's qualifications
6. Planning arrangements between intervention provider and classroom teacher or ESL/ELA teacher
7. Materials used

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.

One of our structures in place is the orientation meeting that all parents of ELLs are invited to attend. The orientation is led by the principal (Donna Taylor) and ESL teacher (Anna Moshura). During this orientation, parents watch a DOE provided video that outlines the services available. Then, the principal and ESL teacher give an overview of the programs, describe what's available at our school, and open for Q & A. The parents are given a Program Selection Form to list their choices in order of preference. As soon as we identify our ELLs through NYSITELL, invitation letters and e-mails are sent to families inviting them to attend the orientation meeting which occurs within the first three weeks of school. We also offer to meet with parents individually. Some parents who have a hardship of attending in person are offered a video or phone conference.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school ensures that entitlement letters are distributed and parent survey and Program Selection Forms are returned by keeping an open line of communication between the families and the ESL teacher. The families are reminded to return all necessary paperwork via e-mail and then a phone call when necessary. During that time, they're invited to ask any lingering questions that might keep them from returning the forms. The forms are collected by the ESL teacher, reviewed, and then submitted to our secretary who inputs that data in ATS and stores the forms in the secure black box associated with the class assignment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We keep a digital record and checklist to keep track of the returned forms and the responses. We then analyze the data to notice any possible trends.

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

The placement notification letters are digitally generated and sent home via our home-to-school connection folder. An email is then sent to the parents notifying that they would expect NYSITELL entitlement letters in their child's folder. Our school ensures that entitlement letters are distributed by keeping an open line of communication between the families and the ESL teacher. The ELL teacher and the secretary are responsible for sending out letters and confirming with families.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We keep the original forms in the child's cumulative folders that are stored in a black lock box. We also keep a copy in our yearly ELL binder for each academic year as a backup.

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.

One of the first things that we do is order NYSITELL exams through the NYSED portal during the summer. We print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Prior to testing, the ESL teacher visits the classroom to get to know the child and get acquainted. The following day the child is pulled out of the classroom to a special testing area where one-on-one testing procedure is followed. A checklist is used to ensure that all four parts have been administered for all students. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support notification letters are sent after NYSESLAT results are received. The continued entitlement letters and transitional support letters are digitally generated and sent home via our home-to-school connection folder. An email is then sent to the parents notifying that they would expect NYSITELL entitlement letters in their child's folder. We ensure that entitlement letters are distributed by keeping an open line of communication between the families and the ESL teacher. The ELL teacher and the secretary are responsible for sending out letters and confirming with families.
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).
- Since we are a citywide gifted and talented school, the majority of our ELL parents are at this school because they want their child to be in a mainstream classroom where ESL services are incorporated into the daily instruction.
- Parent trends for our five years have been that families select free-standing ESL as their first choice and wish for their child to be in a main stream classroom. These trends are used to anticipate ELL program needs for upcoming years and needed staff & support in order to accommodate families. Our ESL teacher and administration meet with parents to discuss what they're preferences are and what is available at the school to help manage expectations and understand trends in greater depth.

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]).
- Freestanding ENL program.
We have the Freestanding English as a new language (ENL) program instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs come from many different language backgrounds, and English may be the only common language among the students push-in model where an ESL-certified teacher collaborates with the classroom teacher to turn-key specific strategies that are targeted toward growth for our ELLs. Students are in the same class with the main population. Their classroom teacher in collaboration with the ESL certified teacher plan for small-group instruction based on student needs and content area. At times, those groups are of mixed-proficiency levels and others are homogenous depending on the need. We offer both stand alone ENL (to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher) and Integrated ENL (to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher).
 - TBE program. *If applicable.*
NA - we currently do not offer TBE program.
 - Transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievement.
 - DL program. *If applicable.*
NA - we currently do not offer DL program.
Dual language programs are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English-proficient students are given the opportunity to learn a new language. Dual language programs serve both ELL students in need of English language development and monolingual English-proficient students who are interested in learning a second language.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We keep an excel spreadsheet where we outline how many minutes each child needs. This spreadsheet is used to log in delivered minutes for each child.

Grades K to 8

Levels (as of 2015- 16 SY)	Total # Minutes ENL		Breakdown of Total # Minutes ENL	
Beginner / Entering	360	180	180 integrated ENL/ELA	0
Low Intermediate / Emerging	360	90	180 integrated ENL/ELA	90
Intermediate / Transitioning	180	0	90 integrated ENL/ELA	90
Advanced / Expanding	180	0	180 integrated ENL/ELA or other content area	0
Proficient / Commanding**	90	0	90 integrated ENL/ELA or other content area	

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.

All of the instruction is delivered in English utilizing such strategies as TPR (total physical response), visuals such as vocabulary cards, supporting audio where applicable in a form of audio players and voice recorder, graphic orgnaizers and lesson desing using SIOP model. We use the following model of ENL program.

- Push-in model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

All content areas are taught in English using current approaches and methods. We use a hands on, visual and auditory method in order to include all 4 modalities of learning(listening,speaking, reading and writing). Language Experience Approach, Total Physical Response, Q-TEL, Culturally and Linguistically Responsive Core Instruction and CALLA are also methodologies that are used to foster language development and meet the demands of Common Core Learning Standards.

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

If evaluation in home language is necessary based on teacher observations, arrangements are made for staff members who speak that language to assist in the evaluation process. We also use screeners throughout the year across content areas and units.

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

We use in-house assessments that are created based on CCLS and four modalities of English for our units of study. We also use Fountal and Pinnel reading assessents, Word their Way phonics assessments, Math interviews, and listening and speaking excercises. Since we use flexible groupings, the teachers change students in each group based on their skills and current assessments. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening, speaking, reading and writing will spend more time improving in all areas. Goals will be set throughout the year to focus on areas the the child needs improvements in.

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

We differentiate instrction for each of the above groups by looking at sutdents' needs and using their strengths to build on. For Newcomers in particular, we promote Oral Language Development by providing plenty of opportunities for meaningful discussions and peer to peer interactions. We design our units to build up oral language which provides students with deep, language- and content-based learning experiences with plenty of opportunities for reading, writing and meaningful discussion. We also use scaffolding for all of our ELLs such as paraphrasing, think alouds, modeling, one on one teaching, and small groups. Our former ELLs benefit from our Guided Reading Program and previosly mentioned supports.

6a. SIFE student would be given individual instruction using phonics instruction, grammar, developing listening skills along with reading and writing along with number sense and math reasoning.

6b. Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA tests would require instruction focused mainly on reading, reading comprehension, answering questions and writing.

6c. Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills and developing speaking skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used such as CALLA and Q-TEL.

6d. Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school and weekend enrichment programs along with classroom instruction that is tailored to the students needs. The student will be provided with a variety of reading materials from different genres. We will provide strategies to develop comprehension and language acquisition.

Chart

6e. Former ELLs (in years 1 and 2 after testing proficient) will receive additional ESL intervention in the classroom. These students will be given additional literacy and content area support for 2 years. They will also receive testing accommodations for 2 years. These accommodations are time and a half on all New York State tests.

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.
 We have not had any re-identification cases yet.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 Teachers of ELL-SWDs use graphic organizers, visual cues, identifying, highlighting and clarifying difficult words and passages within texts to facilitate comprehension, and more generally emphasizing vocabulary development as well as adjusting instruction (teacher vocabulary, rate of speech, sentence complexity, and expectations for student language productions) according to students' oral English proficiency and special needs.
 Our school uses curricular, instructional and schedule flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through Saturday School, afterschool programs, small group instruction, trips, special events like Field Day, lunch time and recess. The ELL-SWD are in the same classes with the mainstream students
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?
 Our units are designed with differentiation strategies targeting ELL population, SWD population by providing multiple entry points as well as multiple assessment choices.

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

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



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

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

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

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

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

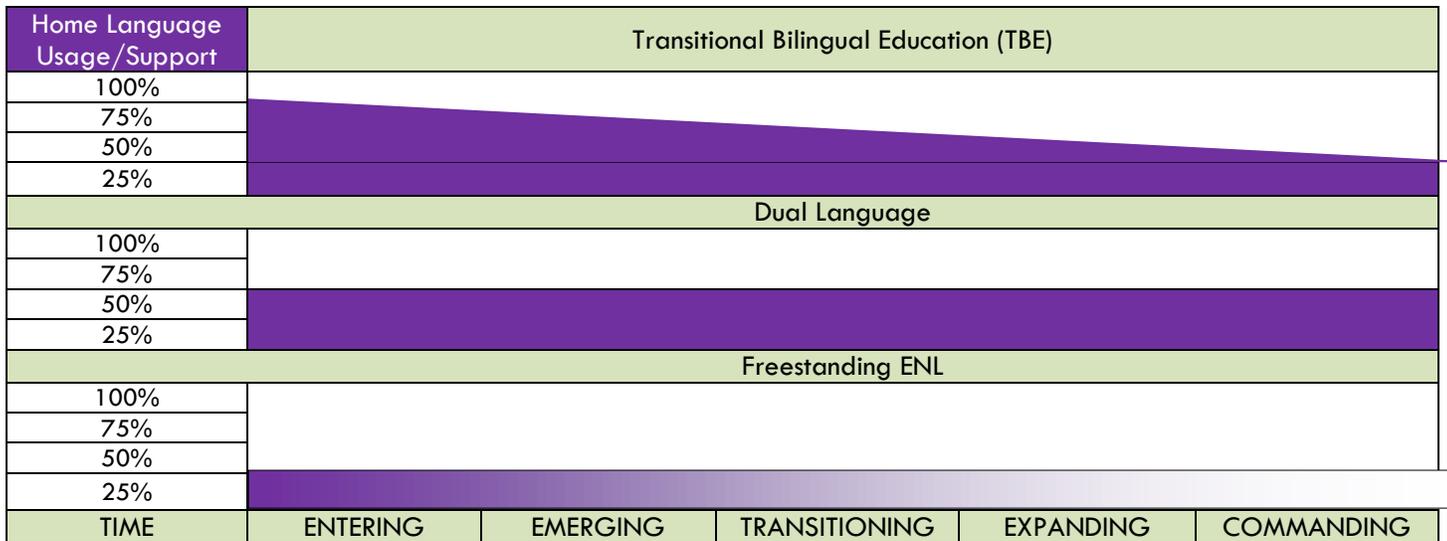


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our intervention plans for ELLs include RTI (Response to intervention). Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies are used in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non- fiction pieces. Differentiating instruction , simplifying language, simplified reading materials, using graphic organizers and pictures are also used in targeted intervention programs. We have launced a differentiated literacy center program in lower grades K-4 as well as a school-wide Guided Reading program for our English Language Learners. We have also implemented small group "Just Right Math Games" as intervention for math.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective and meets the need of our ELLs in both content and language development because our ELL students have shown improvements on the NYSESLAT test as well as performance tasks and in house assessments. By analyzing our NYSESLAT scores, we see that many students moved up a proficiency level from 2014 to 2015. The programs that we have in place are effective as they allow flexibility for students to join centers/games that are targeting their needs at a given point and time. Once students master those skills or ideas , they move on to another area. Students are assessed on ongoing basis. Last year's data has showed that tudents have demonstrated significant growth in their targeted areas
12. What new programs or improvements will be considered for the upcoming school year?
We are planning on improving our vocabulary program and making it part of daily instruction in every content area.
13. What programs/services for ELLs will be discontinued and why?
NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are welcome to join in any activities that the school provides. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Signs are posted outside the school as well. We offer Xposure afterschool program and Wingspan Arts. All students can join a vast selection of classes to target their interests and needs. We also offer Mixed Sports and Mixed Arts program during the day where students make class selections based on their intersts.
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.
Currently, we are using the Wilson program Foundations, Context for Learning Math, Words Their Way and in-house inquiry based writing curricular. In terms of technology, we use Smatboards, clickers, laptops, ipads, cameras, audio recorders and stereos in our everyday instrction as well as books, pictures, manipulatives and posters. Our classroom libraries have books in students' native languages, dictionaries and thesaurases.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
As a school we always ensrue that students' bacground and native language are valued and respected. We design a lot of our mornnging activities to support students in feeling pride for their native language as well as build a bridge between their native language and English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use a tracking sheet that has grade level common core standards outlined and have weekly planning meeting with teachers to ensure that all of the services and supports are delivered and correspind to ELL's ages and grade levles. We adjust our units and lessons where necessary.
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).
The school secretaty reaches out to the parents of our ELLs to welcome to the school and answer any lingering questions. The secreatry also creates "family buddies' and pairs families up with current school families. We also send out letter and suggested list of books to ELL families to ease the transition and assist in language development. Our parent coordinator invited families for a welcome breakfast and plans out several community events for families to attend prior to the beginning of the school year.
19. What language electives are offered to ELLs?
Spanish.
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)?

NA

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.)
We have in-house orifessional development that is designed and delivered by our ELL and Special Ed teachers on monthly basis. We also provide weekly professional development to individual teachers during their one-on-one meetings with the ELL teacher. Off site professional development is offered to teachers offered through our district and independent contractors.
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?
We have in-house orifessional development that is designed and delivered by our ELL and Special Ed teachers on monthly basis. We also provide weekly professional development to pedogocical and non-pedogocical staff such as secretaries, during their one-on-one meetings with the ELL teacher. Off-site professional development is offered to teachers offered through our district and independent contractors.
A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
Weekly rotational PD takes place on Monday and Tuesday from 2:50pm to 3:45pm.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide one on one meetings with the ELL teacher as well as off site trainings and PD.
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.
We have a document where we map out our professional development for the year. Each category is color coded to ensure that we are providing all of the necessart PD and are in compliance with CR part 154.2. In the document we calculate frequency and amount of time spent as well as teachers' needs. We also have a committee that meets on weekly basis to ensure that we are meeting the needs and requirement of the regulations.

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?

Our school has an open line of communication and parents are invited to schedule meetings with teachers and ESL specialist as frequently as needed. Parents send in requests through emails, notes and phone calls. Teachers also reach out if they have not heard from parents for an extended period of time. We have staff members that speak many different languages. However, when we come across the language that none of our staff speaks, we call DOE translation services.

2. All ELL-related documents are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, we maintain a Digital ELL Folder of Critical Documents which contains these documents in a central location for ease of review.

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)

Non entitlement letter

- o Language Proficiency Team NYSITELL Determination Form

The secretary and the ELL teacher are responsible for record keeping.

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.

Teachers invite ELL parents to take part in the classroom by reading aloud in their native language as well as teaching about their customs and culture. They are also invited to visit and spend time with the class. Most of our ELL families are Russian and our Parent Coordinator is Russian and fluent in both English and Russian. Our PC and ESL teacher translate as needed for our Russian-speaking families. For other languages, we consult with Teaching Assistants and utilize the DOE language services. Our PC meets with our ELL families monthly to be sure all school communications are understood by all families. She sends out surveys to families to gauge their needs. The teachers pay close attention to any potential needs of ELL parents and/or families and work with our PC to make sure that those needs are met. Additionally, through our Learning Leaders Program, we offer training to our ELL families so they can participate in all classroom activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at this time.

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

We use parent surveys to collect information and parents input as well as frequent informal meetings between parents and our parent coordinator. We evaluate the needs of the families through a series of survey monkeys we design each year for the specific purpose of understanding their needs and creating programs to satisfy them. We also offer monthly meetings to help ELL parents understand how they can help their children at home. These meetings are run by the ESL teacher.

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

We have noticed that many of our ELL parents do not feel comfortable speaking English so we have decided to support them by providing the opportunity to them to do Read Alouds and any other activities that they might be interested in leading in their native language.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Taylor	Principal		10/1/15
	Assistant Principal		10/1/15
Christopher Minaya	Parent Coordinator		10/1/15
Anna Moshura	ENL/Bilingual Teacher		10/1/15
Maryana Sigalova	Parent		10/1/15
Toi Ferguson	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		10/1/15
Marcy Mattera	Coach		10/1/15
	Coach		10/1/15
Val Durandise	School Counselor		10/1/15
Karina Constantino	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		10/1/15
	Other _____		10/1/15
	Other _____		10/1/15
	Other _____		10/1/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor’s Regulations – for all schools

DBN: 20K686 School Name: BSI
Superintendent: Karina Constant

Before you begin, please check the following:

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

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

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

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

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

Written and oral language preference data is collected through the student registration form, home language identification survey and emergency contact card. Another step that we take is hold one on one interviews with parents during the registration process to successfully identify language preferences. We regularly review ATS and SESIS reports for accuracy.

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.

Written communication preference:			
20K686	CH	CHINESE ANY	16
20K686	CN	CANTONESE	0
20K686	HE	HEBREW	0
20K686	MD	MOLDAVIAN	0
20K686	NO	ENGLISH	431
20K686	RU	RUSSIAN	55
20K686	SP	SPANISH	0
Oral communication preference:			
20K686	CH	CHINESE ANY	15
20K686	CN	CANTONESE	1

20K686	HE	HEBREW	1	
20K686	MD	MOLDAVIAN	1	
20K686	NO	ENGLISH		425
20K686	RU	RUSSIAN		58
20K686	SP	SPANISH	1	

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.)

We send out a parent handbook every year in September with translated versions in Russian and Chinese. All of our school wide announcements including reminder phone calls about Parent Teacher Conferences and such are made in parents' preferred language. We use a system called school loop to make automated phone calls to parents in preferred languages. We use bilingual staff and translation services over the phone and online to help us meet the needs of our school.

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.

Our school typically has the following face to face meetings:

- parents teacher conferences
- curriculum night
- workshops for parents
- informal progress meetings with teachers

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.

We ensure timely provision of translated documents by utilizing the help of our staff, parents and DOE translation services (Translation & Interpretation Unit). We have many teachers and support staff members that are bilingual and are fluent in another language besides English.

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.

We use bilingual staff for in person interpretation services as well as translating documents. We also used DOE translation services over the phone and online to help us translate documents and interest one on one meeting with parents. Another tool that we use is a system called school loop to make automated phone calls to parents in preferred languages.

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.)

We hold yearly in-house professional development for our staff where we outline and ensure everyone is aware of how to use translation services and over-the-phone interpretation service. We revisit this professional development before any major event such as Parent Teacher Conferences. We also ensure that all teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We post all of the DOE provided materials in the designated locations to ensure that it is readily available. We also distribute notices and information to parents informing them of available services. We send out letters and hold in person parent workshops to notify of available services.

Part F: Monitoring and Quality Control

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

We send out surveys and hold informal meetings with parents to gather feedback on their experience and possible improvements that can be made on our part. At the end of every meeting we ask parents if there is anything that we can improve or adjust when it comes to the quality and availability of services. We are considering scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on communicating with families. .