

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M218

School Name:

I.S. 218 SALOME URENA

Principal:

JUNE BARNETT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Salome Urena de Henriquez School School Number (DBN): 06M218
Grades Served: 6, 7, 8
School Address: 4600 Broadway New York, N.Y. 10040
Phone Number: 212-567-2322 Fax: 212-569-7421
School Contact Person: Oliver Diaz Email Address: odiaz6@schools.nyc.gov
Principal: June Barnett
UFT Chapter Leader: Indira Fajardo
Parents' Association President: Brunilda Garcia
SLT Chairperson: Alaina Sanchez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kelba Taveras
Student Representative(s): Joely Ventura

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, New York, NY 10033
Superintendent's Email Address: mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor, New York, N.Y. 10001
Director's Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721

Fax: 917-339-1765

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)
June Barnett	*Principal or Designee	
Indira Fajardo	*UFT Chapter Leader or Designee	
Brunilda Garcia	*PA/PTA President or Designated Co-President	
Oliver Diaz	DC 37 Representative (staff), if applicable	
Kelba Taveras	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Joely Ventura	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Migdalia Cortes-Torres	CBO Representative, if applicable	
Alaina Sanchez	Member/ UFT Teacher	
Maria Hinestroza	Member/ UFT Teacher	
Esteban Hernandez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elmer Garcia	Member/ Parent	
Michael Ortiz	Member/ Parent	
	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.

The Salome Urena de Henriquez School – I.S. 218 is a small community school geographically located in the Washington Heights/Inwood neighborhood of Northern Manhattan that includes 94% of our families who speak Spanish as their first language, 4% African Americans, and 2% white. Ethnic groups in our school include families from the Dominican Republic, Mexico, Honduras, Colombia, Peru, and a small, but growing number of students from Yemen and Haiti. Our sub group data for students reflect 51% are English Language Learners, 25% are Special Education students with Individual Educational Plans (IEPs), and 93% of them receive free lunch. An example of the work before us is reflected in data for our grade six students who entered our school in the 2014/15 school year with data reflecting an average proficiency level of 2.09 for English Language Arts (ELA) and 2.27 for mathematics

Understanding the work necessary for students to be successful our **Mission Statement** is to: Provide students a rigorous data driven education focused on critical thinking competencies to improve students' academic outcomes and compete in the global community. With our Core Values (a social/emotional program to guide and sustain positive student behavior and maturation) we create a safe and trusting environment that assists in developing, guiding, and promoting students towards self-discipline, positive motivation, and responsibility for our school and the external community through teacher team meetings aligned both vertically and horizontally, and data inquiry the faculty provides instructional leadership following the Principles of Learning and are advocates for students' social and emotional growth. Likewise, our **Vision** is to create an urban school community that produces sustained gains in student academic growth, to close the achievement gap, and to improve students' moral commitment and understanding of the external community. Our activities include:

- **Collegiate Day** – Annually, undergrad students from Columbia University, Baruch College, Manhattan College, Lehman College, and John Jay College present their journey from middle school and high school towards college entry, and the highs and lows they encountered while working on maintaining the academic, economic, social, and emotional growth and stability necessary to reach college. Parents are invited to participate.
- **Career Day** – This year our annual career day focused on STEM (science, technology, engineering, and math) careers in order to introduce students to the types of professions students can consider if they choose a STEM major. Twelve professionals from engineering, graphic arts, forensics, computer engineering, architecture, and medicine presented their career path after leaving college. Parents are also invited to participate and share their own career journey with students.
- **Leadership/College Tour to Washington, DC** – our annual trip, for the last six years brings 25 students including our school leaders (class presidents, student government Executive Board) to the Washington, DC/Virginia/Maryland area to meet with NY Senator, Charles Schumer's office for a tour of the Capital Building, a visit to the Supreme Court, Arlington National Cemetery, and tour of a college like the University of Maryland where students participate in a presentation from an admissions officer (other colleges visited in the past include Georgetown University, University of Richmond, Howard University).
- **Student-for-a-Day** – As an annual event we will again facilitate a cycle of four events (October 2015, December 2015, February 2016, and April 2016) at which parents are received by class representatives from the student leadership council to introduce the curriculum to the parents. Parents are then led by the administration and teacher leaders into their children's classrooms where parents participate in the lesson. These visits are for an entire class session and are

followed up by the teachers who send homework assignments to parents via Pupil Path and our parent/student email system.

• **A Fair Shake** – This program that is partially funded by the ASPCA is a successful dog therapy program that promotes animal welfare through weekly visits to school by a team of five (5) dogs who work with identified students in need of social and emotional support as they learn to detect signs of animal cruelty in their neighborhood while promoting compassion for animals. In year two of implementation this program has filled a niche for our guidance department as it supports students pre-screened for depression.

Essentially, our goal is to provide programs that will support the long term success of our students, and to a lesser degree, their parents. Another way that we support our students and parents is the collaboration we have with our community based organization partner, the Children’s Aid Society. Our grade six **LIT Group (Leaders in Training)**, for example, is a three year grant through OSYD that provides students with a lap top and tablet for use in a five-day literacy and math program incorporating technology and web design into the instructional program. Students are able to take the lap tops home to support completion of class assignments; and as a way to promote responsible internet interactions via their blog which allows them to practice language development and collaborative peer work.

Areas for Improvement

While all six elements of the Framework for Great Schools are important we believe that the programs described above, and in place for some time at our school, best exemplifies four of the elements – a supportive environment, strong family-communities, effective school leadership, and trust; which we consider to be the most important. These elements that our school received positive scores for are indicated in the schools recent Environmental Survey report. Currently our school is in ‘good standing’ by the New York State Department of Education. We recognize, however, further improvement is needed in two elements of the Framework – rigorous instruction and collaborative teaching. To address these concerns we have planned the following for this coming school year:

• **Created an instructional coach position to support teachers with:**

- i. Develop professional goals and monitor growth
- ii. Coach teachers towards increase skill effectiveness
- iii. Coordinate and monitor increase of instructional rigor in lessons
- iv. Access resources to support the curriculum
- v. Determine effective co-teaching models based on the lesson’s goals and objectives, and students’ needs.

– **Instructional Coach to Guide use of data within teacher teams to improve instruction**

- i. Identify trends in the data analysis
- ii. Review student work for accuracies and misconceptions, then match findings to trends and student goals
- iii. Design new mini-lessons based on common misconceptions. Mini-lessons are taught to students in an effort to eliminate the re-appearance of the

same error(s).

iv. Re-visit new student work to determine whether or not mini-lessons were effective

v. Schedule Learning Walks to identify best practices among colleagues

● **Institute teacher leaders on each grade as part of the Instructional Team responsible for:**

i. Leading daily/weekly teacher team meetings

ii. Collecting weekly performance level assessments results from content teachers for data entry

iii. Meeting with the principal and instructional coach for weekly planning sessions

iv. Monitoring portfolios for each students on the grade in collaboration with grade teachers

v. Participating in bi-monthly academic intervention and pupil personnel meetings

vi. Coordinating administration of MOSL assessment

06M218 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	247	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	11	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.5%	% Attendance Rate			88.0%
% Free Lunch	89.0%	% Reduced Lunch			4.7%
% Limited English Proficient	51.8%	% Students with Disabilities			25.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			3.9%
% Hispanic or Latino	94.1%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			39.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			11.49
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.4%	Mathematics Performance at levels 3 & 4			7.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			29.2%
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Results of the March 2015 Quality Review reflecting areas of concern:

a) Pedagogy (1.2) – Developing

Evaluator’s comments:

• Across classrooms, lessons do not consistently include multiple entry points and questioning strategies that lead to high quality student work products and high levels of peer-to-peer discussions.

• Teaching practices do not consistently provide opportunities for all students to engage in high level thinking and participate in peer-to-peer discussions that maximize learning.

b) Assessment (2.2) – Developing

Evaluator’s comments:

• Assessment practices do not consistently yield actionable feedback that is shared among staff and students to inform understanding of students’ progress in learning. Use of data from ongoing real time assessments to adjust curriculum and instruction based on students’ learning needs is not yet evident across classrooms.

• Students do not regularly receive feedback that helps them to improve their performance and teachers do not make timely and effective adjustments that address students’ learning needs across content areas.

Part 2 – Annual Goal

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

By June 2016, 60% of the students identified as English Language Learners in grades 6, 7, and 8 will perform at or above level 2 to improve their academic progress as measured by the NYSED English Language Arts assessment.

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>Systems and structures needed to impact change in the instructional program to support rigor in teacher’s lesson plans are as follows:</p> <p>Institute teacher team meetings (vertically and horizontally) into all teachers’ instructional schedule to ensure implementation of the CCLS and the instructional shifts:</p> <ul style="list-style-type: none"> i. Adjust curriculum pacing guides based on students’ level and needs to ensure multiple points of entry for all students ii. Connect learning objectives to tasks that measure students’ understanding of the standards iii. Incorporate learning standards into units of studies to target specific skills iv. Identify individual students’ goals within the units of study v. Design and plan grade wide lessons and assessments vi. Work with teachers on grade team to develop and monitor students’ portfolios vii. Develop lesson plans that are aligned to the standards which are reflected in the aim, objective, and tasks. viii. Monitor rubrics and exit tickets to assess students’ understanding 	<p>Teachers of content instruction</p>	<p>Start: Sept. 2015</p> <p>Mid. Jan. 2016</p> <p>end: June 2016</p>	<ul style="list-style-type: none"> • Principal • Instructional Coach • Teacher Team Leaders • Teacher Teams by Grade

ix. Institute performance standards assessment for bi-monthly review of students growth			

Part 4 – Budget and Resource Alignment

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

Teachers will have three separate opportunities within each week to meet in different configurations of instructional teams that will be programmed into their schedules:

- Daily Professional Periods:

Three times per week – vertically by department

Two times per week – horizontally by grade

- Weekly Professional Development Mondays

Each Monday teachers will meet horizontally by grade

- Daily briefings in the morning by instructional coach and grade team leaders to teachers on each grade.

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

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

Part 5 – Progress Monitoring

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

Monitoring of teams will occur as follows:

- Agendas and attendance sheets for grade/content meetings
- Teachers instructional goals and plans
- Lesson plan review
- Classroom inter-visitations to observe various lesson components
- Professional development as needed
- Students’ exit tickets and journals

g) Weekly students assessment data to track comprehension

h) Lesson observation

Dates of progress monitoring: Dec. 2015/ Feb. 2016/ April 2016/ June 2016

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.

I. English Language Learners (ELLs)

We understand that the core goal of education is to help students get to the next level. Three elements to do this are a) instructional guidance, b) teacher empowerment, and c) student centered learning. Our 2013/14 data reflected our English Language Learners as a sub group that needed improvement. Of the 244 students on register 122 of them are identified as ELLs. 119 of these ELLs have Spanish as their home language, and 55 are identified as former ELLs. Only 38 students do not have a language other than English as their home language with 20 students identified as SIFE (students with interrupted formal education) and 23 are considered Long Term ELLs (7 to 10 years). Consider their results on the NYSESLAT and ELA:

Proficient level – 14 students

Advance level – 38 students (25 stayed of which remained at the same level)

Intermediate level – 27 students (11 of which remained at the same level)

Beginner level – 34 students (19 of which remained at the same level)

ELA Performance level 2 – 12 students (scored at the Advance level on the NYSESLAT)

Part 2 – Annual Goal

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

By June 2016, 60% of the students identified as English Language Learners in grades 6, 7, and 8 will perform at or above level 2 to improve their academic progress as measured by the NYSED English Language Arts assessment.

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>In ELA and ESL teachers will provide targeted instruction based on the needs of students by implementing small group instruction that is differentiated.</p> <p>- SIOP strategies will be implemented in the classrooms to support language instruction</p> <p>-Provide teachers with training in the use of data management systems such as Mastery Connect, Datacation, and School Net, to create more effective practices for assessing and monitoring students’ mastery of standards</p> <p>-Using disaggregated data from the systems specified above, teachers will strategically implement instructional practices that will provide multiple entry points and support to all learners</p> <p>-Gather and analyze data with the data team during monthly meeting and on-going conversations with the teacher leader, instructional coach, and principal to develop ‘next steps’</p> <p>-Incorporate reflective practices into the observation process by providing a structure for post observation feedback to include conversation about data driven instructional decisions</p> <p>-Engaging in books studies and differentiated instruction and using data</p> <p>-Implement RTI structures to ensure that students identified as at risk will receive support outside of the classroom, in addition to the support provided by the classroom teacher</p> <p>- Implement vocabulary development using Word Generation as part of the instructional practice</p>	<p>All ELL students</p>	<p>Start: Sept. 2015 Mid. Jan. 2016 end: June 2016</p>	<ul style="list-style-type: none"> • ESL teachers • Grade team leaders • ELA and Social Studies teachers • Instructional Coach <p>Administrator</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.

- Funding for materials and resources in the form of students’ books and teachers’ books for PD on the SIOP model and differentiated instruction
- Adjust the schedule to provide coverage so that teachers can have common planning time to work together during the school day
- Instructional coach will be responsible for ensuring that study group sessions are productive (i.e. keeping to an agenda, planning next steps, developing action plan)
- AIS instruction and Wilson Reading tutorials for new arrivals and students with identified reading struggles
-

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

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

Part 5 – Progress Monitoring

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

- Benchmark assessments starting in September 2015, February 2016, and June 2016 to determine growth
- DRAs and running records will be administered monthly
- Classroom observations, student work sample
- Data binders as evidence of progress monitoring (ex. Focus for Instruction sheets, conference notes)
- Students’ portfolio

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

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

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

Part 1 – Needs Assessment

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

Based on the information collected from the student and parent surveys that is part of the Environmental Survey, over 20% of our students believe that their peers can be more positive and socially responsive to each other. Teacher’s anecdotal notes and infraction sheets, along with evidence gathered through classroom visits, provided evidence that there was a noticeable difference in the way students interacted with each other when adult supervision was not noticeable. Students’ behavior was not consistent in their social skills and self-regulation skills. As it relates to the Capacity Framework the trust element needs to be increased to provide a supportive community for all students.

Part 2 – Annual Goal

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

By June 2016, students in grades 6, 7, and 8 will collaboratively participate in a prevention/intervention program to improve positive social and emotional skills as measured by the Early Recognition Program Screening assessment.

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?
<ul style="list-style-type: none"> • A Fair Shake – This program that is partially funded by the ASPCA is a successful dog therapy program that promotes animal welfare through weekly visits to school by a team of five (5) dogs who work with identified students in need of social and emotional support as they learn to detect signs of animal cruelty in their neighborhood while promoting compassion for animals. In year two of implementation this program has filled a niche for our guidance department as it supports students pre-screened for depression. • Basketball, Soccer, and Baseball Teams – in place are sport teams to challenge students’ perspective of their physical ability. Teachers acting as coaches use their participation in these team activities to build in the students discipline, responsibility, interdependency, team spirit, and a love for the sport they play. We also celebrate our Cheerleading Squad that will provide boys and girls with opportunities to show their coordination and athleticism, represent the school symbolically, and develop school-wide spirit. 	All students	Start: Sept. 2015 Mid. Jan. 2016 end: June 2016	<ul style="list-style-type: none"> • Guidance Counselor • Children’s Aid Society • School Psychologist • Class presidents • Executive Board of the Student Government • Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Advisory Curriculum will be purchased for students to use during the morning session to occur from 8:10 a.m. to 8:30 a.m. daily • Contract with the Children’s Aid Society to facilitate this social/emotional program to students in the morning • Per session hours for teachers who work as coaches with the different student teams (basketball, soccer, baseball, cheerleading squad) 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

- Students will be given an initial social/emotional survey in September 2015, January 2016, and June 2016 to determine their positive/negative growth.

- The Students’ Environmental Survey for 2015 will be compared to the 2016 Students Environmental Survey to determine changes in responses as a result of the programs facilitated in the 2015/16 school year.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students performance of level 1 and low level 2 on the NYS English Language Arts exam and a beginner or intermediate performance on the NYSESLAT assessment	<ul style="list-style-type: none"> • The Wilson Reading Program • Waggle web based literacy program • Great Leaps • Reward Reading Intervention Program • DRA and running records 	<ul style="list-style-type: none"> • Small group consisting of 4 or less students • One-to-one tutoring • Review sessions for whole class on Fridays 	<ul style="list-style-type: none"> • Before school, after school, and selected periods during the day
Mathematics	Students performance of level 1 and low level 2 on the NYS math exam and formative /summative assessments	<ul style="list-style-type: none"> • Waggle web based math program • Coach math workbooks 	<ul style="list-style-type: none"> • Small group consisting of 4 or less students • One-to-one tutoring • Review sessions for whole class on Fridays 	<ul style="list-style-type: none"> • Before school, after school, and selected periods during the day
Science	<ul style="list-style-type: none"> • Students results on the NYS math assessment of level 1 and low level 2 • Teachers formative and summative assessment • Initial baseline assessment results in September 2015 	<ul style="list-style-type: none"> • Achieve 3000 web based literacy program 	<ul style="list-style-type: none"> • Small group consisting of 4 or less students • One-to-one tutoring • Review sessions for whole class on Fridays 	<ul style="list-style-type: none"> • Before school, after school, and selected periods during the day

Social Studies	<ul style="list-style-type: none"> • Students results on the NYS ELA assessment of level 1 and low level 2 • Teachers formative and summative assessment • Initial baseline assessment results in September 2015 	Achieve 3000 web based literacy program	<ul style="list-style-type: none"> • Small group consisting of 4 or less students • One-to-one tutoring • Review sessions for whole class on Fridays 	Before school, after school, and selected periods during the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendations for at-risk services made by PPT Committee following anecdotal from teachers, parents, and support staff	Trade books focusing on topics like: teen pressure, coping with low self-esteem, etc.	<ul style="list-style-type: none"> • Small group consisting of 4 or less students • One-to-one tutoring 	Before school, after school, and selected periods during the 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our commitment to recruiting and retaining highly qualified teachers leads us to partner with teacher preparation programs by forming connections with local universities like City College of New York of New York and Hunter College. Additionally the following outreach are made:</p> <ul style="list-style-type: none"> • Advertise vacancies reaching out to universities; • Attend hiring fairs and other recruitment events; • Host information sessions for interested candidates; • Engage a committee in the interview process; • Include a data analysis, model lesson, and writing sample as part of the interview process <p>Opportunities will be provided for teachers to assume leadership roles as follows:</p> <ul style="list-style-type: none"> • Team facilitators; • Event coordinators; • School liaisons between CBOs and schools; • Mentor teachers; • PA representative; • Member of the School Leadership Team (SLT); <p>Differentiated support will be provided as follows:</p>

- School based mentor;
- Participate in school-wide teams and committees;
- Attend workshops and professional development outside of school

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).

Weekly professional development presented to staff by teacher leaders and instructional coach, as well as by Central staff from various departments like the Office of Ells, etc.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Working in their content or grade teams teachers will develop assessments for weekly formative assessments of students understanding of what was taught to them that week. Following the administration of the test the data will be shared on Scheduler and Pupil Path so that all interested parties – teachers on the grade, students, administrator, and parents have access to the results. This is an important area we are focusing on as the Quality Review

(Assessment/ 2.2) scored us at ‘developing’. Thus, following an assessment teachers will now adjust the curriculum and reteach with a revised lesson plan portions of the lesson students did not do well in. This is followed by a second assessment to further determine if the re-teaching/retesting has resulted in an improved score. To ensure that teachers are developing sound assessment that are standards based, and to further determine if the teaching is appropriate to the assessment the instructional coach and teacher leaders on the grade will collect sample assessments across the school to review and plan professional development based on their findings and teachers’ request and/or need. .

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	152,193.00	X	20 and 26
Title II, Part A	Federal	0		16-18
Title III, Part A	Federal	14,332.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,718,202.00	X	13-14, 20-21, 25-26

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. At Salome Urena- **I.S. 218 the Parent Involvement Policy** 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 their 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. **Salome Urena** 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 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. This 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

The Salome Urena de Henriquez School – I.S. 218, 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Salome Urena School</u>	DBN: <u>06M218</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

At The Salome Urena School (I.S. 218) located in the northernmost section of New York City in the Washington Heights community there are a total of 122 students identified as English Language Learners out of a total register of 245 students. Of the total number of ELLs 119 have Spanish as their home language and 3 have Arabic identified as their home language. The NYSESLAT results for the assessment administered in April/May 2014 reflect: 14 students as Proficient, 38 students as Advance (25 of which stayed at Advance and did not move to Proficient), 27 students as Intermediate (11 of which stayed at Intermediate and did not move to Advance), and 34 students as Beginners (19 of which stayed at Beginner and did not move to Intermediate). Additional data reflects that 20 of our ELLs are identified as SIFE and 13 of them are evaluated for Special Education.

Based on the above statistics, the rationale for the Title III Saturday program is to provide additional language instruction to bilingual students who have been identified at the beginner and intermediate levels on the NYSESLAT. The students identified for this Saturday program have been in the United States for approximately three years and are in need of focused instruction to address the consistent gaps we have identified from a two-year study of the students' NYSESLAT and ELA results. A key factor in our decision to facilitate this program in the 2014 - 2015 school year is the on-going concern for students whose scores for the listening and speaking modalities reflect lack of growth, and for more than half of the students there is now a reversal of scores. Please note the highlighted data below of one student:

2012/13 Listening score -10 2012/13 Speaking score - 9 ELA: 2012/13 Level 1 (scale score: 189)

2013/14 Listening score - 8 2013/14 Speaking score - 6 ELA: 2013/14 Level 1 (scale score: 201)

The data noted above for this student reflects our understanding that to improve the results of this student (whose scores reflect patterns of other students in our school) in these two modalities and on the ELA state exams we must increase the opportunities for students to listen and speak in English using academic language consistently. With phase two of the NYSESLAT assessment being put into place for the 2014/15 test this Title III funded Saturday program will assist us in teaching our students how to answer assessment questions that are fully aligned to the common core learning standards and the new Bilingual Common Core Standard. There will be new types of questions added to all four modalities and revised rubrics for speaking and writing. The program's goal is to increase the students' awareness of literacy structures when reading for information, and using vocabulary to increase the various context of ways words are used across content which will support all four modalities. Finally, increasing our support to students to better expose them to expository texts and align them with the common core shift when reading for information is an expectation of this program.

The sub-groups and grade levels of the students who will participate in the program are as follows: all students who on the NYSESLAT 2013/14 received scores of beginner and intermediate will participate in this program along with students who are at level one on the New York State ELA test and received scale scores between 193 and 250. Most important in the consideration given to identifying students for the program was the inclusion of students who have been in the country for three years but have not shown growth in the classroom or on the ELA and NYSESLAT exams. The basis for this program resides in the fact that 11 of the students who scored Intermediate have remained at the Intermediate level with no movement, likewise 19 of the students who scored at the Beginner level have not shown growth toward Intermediate, but remains at the Beginner level. Additionally, 23 of our students are long term ELLs and in need of support that will further increase their academic language abilities.

Part B: Direct Instruction Supplemental Program Information

- Duration and schedule of the program:

- The program will be held on Fridays and Saturdays for 26 weeks and will start the week of November 10, 2014 and end the week of June 1, 2015. Each week students will meet from 2:30 p.m. to 5:30 p.m. on Fridays and from 9:00 a.m. to 12:00 p.m. on Saturdays. To provide maximum instructional focus the teachers will develop lessons collaboratively in the content of English Language Arts. The students will be divided into two separate groups so that one instructor is facilitating specific instruction in vocabulary to support both the reading and writing modalities. The second instructional period will concentrate on the skills and strategies in literacy to strengthen the listening and speaking modalities as they listen to and read standards based literature, participate in accountable talk, and Socratic Seminars -- all of which will strengthen their critical thinking abilities. The materials that will be used in this program include trade books at students independent and instructional levels, the web based intervention program, Waggle for literacy to track students reading and writing progress, and the vocabulary program Wordly Wise.

- There will be two sessions weekly allowing for a total of 52 classroom sessions.

- The actual dates of the program are:

- November 7, 2014 and November 8, 2014
November 14, 2014 and November 15, 2014
November 21, 2014 and November 22, 2014
December 5, 2014 and December 6, 2014
December 12, 2014 and December 13, 2014
December 19, 2014 and December 20, 2014
January 9, 2015 and January 10, 2015
January 16, 2015 and January 17, 2015
January 23, 2015 and January 24, 2015
January 30, 2015 and January 31, 2015
February 6, 2015 and February 7, 2015
February 13, 2015 and February 14, 2015
February 27, 2015 and February 28, 2015
March 6, 2015 and March 7, 2015
March 13, 2015 and March 14, 2015
March 20, 2015 and March 21, 2015
March 27, 2015 and March 28, 2015
April 3, 2015 and April 4, 2015
April 17, 2015 and April 18, 2015
April 24, 2015 and April 25, 2015
May 1, 2015 and May 2, 2015
May 8, 2015 and May 9, 2015
May 15, 2015 and May 16, 2015
May 22, 2015 and May 23, 2015
May 29, 2015 and May 30, 2015

- Language of Instruction for this Title III program will be English. The students that we have identified are presently receiving instruction in monolingual classrooms and our purpose in designing this program is two-fold. The first is to improve students ability to answer constructed responses to open-ended questions. The second reason is to increase students' fluency that they may increase their performance level on the ELA and increase their modality scores on the NYSESLAT. To achieve this we will work with students to:

Part B: Direct Instruction Supplemental Program Information

- * express ideas clearly and effectively
- * use vocabulary that is context-related and precise (to accurately use general academic and domain-specific words as appropriate)
- * demonstrate command of the conventions of standard English grammar and usages

Certified teachers participating in this program will be two (2)-- one licensed in the content area of ESL and the second teacher in the content area of English Language Arts. The content we will use for instruction in this literacy program will be ELA to ensure students are fully exposed to expository texts. In addition, students will be reading autobiographies, memoirs, and historical fiction that focuses on the 7th and 8th grades social studies curriculum. Graphic organizers, critical thinking tools like Depth of Knowledge (DOK), and the web based literacy assessment tool Waggle will be used to monitor students understanding and academic language.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Rationale for providing professional development to the ESL teachers is to ensure that they understand the particular needs of the students who will be participating in the Title III program and are able to use the instructional materials and tools that will be part of the program. Workshops will be given to the two ESL teachers that work with all of 218's ELLs and to the two teachers who will be working in the Title III program. The workshops will be presented monthly on the 4th Monday of each month from 2:30 p.m. to 3:45 p.m. The ELL focus is to ensure that teachers gain knowledge that will address the instructional strategies that are needed to move the longterm ELLs.

-
-
* Workshop: Depth of Knowledge (DOK) for Teachers of ELLs
Dates: September 2014, November 2014, January 2015, March 2015
Facilitated by: Ms. Camilla Holmes, CFN 112 ELL Specialist
Participants: All ESL and Bilingual Teachers

-
* Workshop: ELL Department Book Study. Text: Scaffolding Language Scaffolding Learning- Teaching Second Language Learners in the Mainstream Classroom
Dates: October 2014, December 2014, February 2015, April 2015
Facilitated by: Supervisor, Ms. Pamela Russell
Participants: All ESL and Bilingual Teachers

-
* Workshop: Implementing the cognitive academic language learning approach using the Calla system
Dates: December 2014 - February 2015
Facilitated by: Calla Consultants
Participants: All ESL and Bilingual Teachers

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

- Our rationale for the parent engagement is to ensure that parents are aware of our instructional objectives for their child and to train them to support learning at home so that the practices facilitated in school will carry over and become part of the literacy work done at home.

- * Parents will be engaged through monthly communication by the ELL Department newsletter that will be sent out to parents by email and backpack home by the students.

* Through our new school's web site parents will connect with their child's teachers, each of whom will have a teacher page on the site where they will be able to provide parents tutorials on how to assist students with homework, providing suggestions on teaching literacy at home, etc.

* This year we are introducing Scheduler -- a data web site where teachers will be posting students test scores, report card grades, and grades for projects. Each session will be held on Saturday beginning _____ at 10:00 a.m. and ending at 12:00 p.m.

- Translation and Interpretation services will be provided in two ways:

a) The workshop facilitator will be bilingual and provide instruction in both English and Spanish

b) The workshop will have an identified translator in place to support parents who need language support.

- * Three major workshops scheduled this year are:

- 1. ELL Parent Training

November 2014

Facilitator: ARIS Division of the DOE

- 2. Understanding the Common Core Learning Standards and the new standards for ELLs

January 2015

Facilitator: Camilla Holmes, CFN 112 ELL specialist

- 3. Preparing for the New York State assessments

March 2015

Facilitator: Camilla Holmes, CFN Director of Achievement and Accountability

- Parents will be notified about these workshops by email, the School Messenger system, and flyers sent home with students via backpack. In addition to the above paths for communication enlarged fliers are also posted outside the building, announced by the Parent Coordinator at the PA monthly meetings, and included in our school's monthly calendar.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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 06	Borough Manhattan	School Number 218
School Name The Salome Urena de Henriques School		

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 June Barnett	Assistant Principal Rose Chen
Coach Minnione Davis	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Ana Cruz	School Counselor Tracey Hamer
Teacher/Subject Area Natalia Yavorova/ ENL	Parent Enrique Mercedes
Teacher/Subject Area Maria Hinstroza/Math	Parent Coordinator Oliver Diaz
Related-Service Provider n/a	Borough Field Support Center Staff Member Alice Cohen
Superintendent Manuel Ramirez	Other (Name and Title) type here

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	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	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 not 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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	225	Total number of ELLs	98	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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							2	2	2					0
Dual Language							0	0	0					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	98	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	28
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (ELLs receiving service 7 or more years)	17

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	15	6	9	18	6	11	14	3	9	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	17	4	12	17	0	15	17	3	17	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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							27	31	34					0
Arabic							0	2	3					0
Haitian							0	0	1					0
TOTAL	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																		
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	32	38					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									3					0
Haitian									1					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							7	11	22					0
Emerging (Low Intermediate)							2	5	4					0
Transitioning (High Intermediate)							4	3	4					0
Expanding (Advanced)							6	13	12					0
Commanding (Proficient)							3	1	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total									4					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	1	0	0	0
7	22	2	0	0	0
8	26	3	0	0	0
NYSAA			1		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	0	0	0	0	0	0	0	0
7	14	10	6	2	0	0	0	0	0
8	23	13	3	2	0	0	0	0	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	6	12	9	7	5	0	3	0	0
NYSAA Bilingual (SWD)			0	1					0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The DRA tool is a formative reading assessment we use to determine the literacy skills of our ELL students. Teachers observe, record, and evaluate changes in students' reading performance, and based on DRA results prepare scaffolded support to increase students' reading proficiency. This detailed literacy instruments provides information regarding students phonics ability, decoding, vocabulary skills, and comprehension. Additionally, we facilitate the Wilson Reading Program baseline assessment to determine students phonemic awareness and initial reading skills in literacy. Further, a NYSESLAT baseline is administered to students three times throughout the year prior to the NYSESLAT state test in May.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Of the 98 ELLs identified in our school based on the NYSESLAT the results are as follows:
 40 students at Beginner/Entering
 11 students at Low Intermediate/Emerging
 9 students at Intermediate/Transitioning
 31 students at Advance/Expanding
 5 students at Proficient/Commanding
 Within each level students' scores on the English Language Arts (ELA) assessment seem aligned to their NYSESLAT scores as follows:
 Entering - 14 students at level 1. The remaining students are new arrivals and were exempt from the state's 2014 ELA test.
 Emerging - 9 students at level 1
 Transitioning - 6 students at level 1
 Expanding - 20 students at level 1
 Expanding - 5 students at level 2
 Commanding - 2 students at level 1
 Based on the above data, the work we do this year will focus on seven and eight grade because of the results in the 'entering' and 'expanding' sections of the NYSESLAT. In grade 8 at the 'entering' level there are 22 students and 12 students at the 'expanding' level. Then in grade 7 there are 13 students at the 'expanding' level and 11 students at the 'entering' level. The numbers in the

'emerging' and 'transitioning' levels are and totals to 11 and 9. Our plan is to intensify our work at the 'entering' level to move those students into the transition level, and to move the students now in the expanding level into commanding. Additionally, the 20 'expanding' students at performance level 1, and the 'entering and emerging' students at performance level 1 will increase their performance on the NYS English Language Arts assessment to levels 2 or 3. The implication for our instruction is as follows:

- a) strong focus on vocabulary (including word origins/root words)
- b) phonemic awareness and phonics
- c) writing skills across genres
- d) on-going bi-monthly assessments of students' reading comprehension and writing skills
- e) participation in daily accountable talk discussions to improve listening and speaking skills

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

The data reveals that over the last three years: 2012-13, 2013-14, and 2014-15 ELLs have not met the AMAO as a sub group within the school's population when compared to the results of the general education students in math and science.

4. For each program, answer the following:

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

a) Patterns across performance levels and grades show ELLs scoring at level 1 on the NYS English Language Arts and Science assessments. The snapshot below of the ELA and Science test results reflect this gap:

Grade 8 ELA

- Level 1 - 47 students at 58%
- Level 2 - 24 students at 30%
- Level 3 - 7 students at 8%
- Level 4 - 2 students at 2%

Grade 8 Science

- Level 1 - 12 students at 13%
- Level 2 - 25 students at 28%
- Level 3 - 32 students at 36%
- Level 4 - 10 students at 11%

The students whose results were levels 1 on the ELA and levels 1 and 2 on the science test are in the ELL sub group. It is our observation that when students sit for exams (formative and summative) in their homelanguage their results are slightly improved by 25%. Having said that, however, when students are working in expository text (as in science) they are unable to write and develop ideas using academic language which greatly impacts their performance on the science state exam.

b) In school year 2015-16 the ELL Periodic Assessments will be used to:

- * adjust instructional goals for students
- * modify classroom instruction to address deficits noticed in students' performance on the periodic assessment
- * develop a pacing calendar of sub skills that needs to be taught in order for students to gain competency in core skills

c) The Faculty and Administration together have learned that our students struggle with reading (decoding the text, pronouncing the words, increasing fluency, understanding the word in context and in writing. We agreed that our focus must center around these instructional practices:

- 1 - NYSESLAT preparation through skills that are best taught within the ENL instruction
- 2 - Modified guided reading lessons in small groups that can help ELLs learn how to use, read, understand, and relate to text
- 3 - Exit Journals to monitor students understanding of the lesson
- 4 - Bi-monthly performance base tasks to assess students' growth in ELA, Science, math, and Social Studies
- 5 - On-going writing tasks across contents to increase opportunities for the development of writing skills.

Additionally, the home language is used to monitor students' comprehension, writing abilities, and critical thinking skills in their language. Teachers in conference with students are then able to better understand strengths and weakness that are specific to the native language, or are areas for remediation as the skill is also a deficit in the second language.

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

Our school is a middle school - grades 6 through 8

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

Our school does not offer dual language.

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?

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).

This school year ELLS will be administered a NYSESLAT baseline to determine a starting point. From there the baseline will be administered two additional times at the middle of the school year and again at the end. Teacher teams have identified target groups based on their ELA and NYSESLAT state results, and the baseline administered in September. These targeted groups are being monitored for growth based on the standards and will be assessed every two weeks using performance based tasks as a measurement. Additionally, students Exit Journals across content areas will be reviewed by the content teacher to determine students understanding of the unit being taught. During each lesson there are assessment check-in points at the start of the class which is presented to the students in the form of a 'warm up' or 'Do Now' quick assessment based on the previous lesson. At the mid-point of the lesson a 'checking in' assessment is provided prior to students going off to work independently. At this point the teacher will determine which students are in need of additional support and will then be identified for participation in a modified guided lesson. The Exit Journals provided a final assessment that teachers will then use to develop the next days lessons from. We will evaluate the success of our ELL program based on the three NYSESLAT assessments that will be administered three times in the year and the content specific performance based tasks that will be given every two weeks.

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.

There are four steps followed at I.S. 218 for the identification of students who may be ELLs as listed below:

1. The parent is administered the Home Language Identification Survey (HLIS) which must include an interview facilitated by the Bilingual Coordinator that determines the student's home language. Then identifying students' eligibility to take the NYSITELL is done to determine student's ELL status. Based on the results the Spanish Lab-R may be given in the students' home language was identified as Spanish. At this point students are interviewed in both English and the home language and his/her prior school work in reading, writing, and math in both English and Spanish are reviewed. The NYSITELL is then administered with the parent receiving the results no later than 5 school days. The parent is sent the parent notification letter in his/her home language.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During the ELL Identification process when the parent is asked to indicate prior schooling as he/she completed the Home Language Identification Survey if there is indication that student had interrupted or irregular schooling the school interviewer will proceed with the SIFE Identification process starting with the oral interview questionnaire followed by the Literacy Evaluation for Newcomer SIFE (LENS) form. The school secretary will then record student's status in ATS. Once this process is completed parents will make program selection and complete the parent orientation that includes the video.
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).
Special Education students entering the school must be interviewed by the Language Proficiency Team to determine NYSITELL eligibility that is comprised of the principal, the bilingual coordinator who is a certified bilingual social studies teacher, the IEP Coordinator and the student's family. The Parent Coordinator who is a spanish speaker, or Mr. Tawadros who is the identified translator for Arabic families.
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.
Once the NYSITELL results are scanned and entered into ATS the Parent Coordinator and the Bilingual Coordinator will work together to prepare the letter for the principal's signature.
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).
During the initial interview and determination of status parents are provided this information verbally and in a written document prepared in Spanish, Arabic, and French.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At the parent orientation two teachers of TBE and ENL speak about the two programs and provide examples to parents. Students are present at the orientation and share with parents how the two programs each of them participate in are described to the parents from the student's perspective.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Following the orientation the School Messenger robo call system is put in place to reach out to parents requesting the return of the documents. This information is shared with students who are given an incentive of a pizza party or breakfast with the principal as a reward in getting the documents returned.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- On a weekly basis the parent coordinator monitors the return of each document required by the school. As parents come to the building for meetings, workshops, and other general business the PC will take that opportunity to remind parents of their responsibilities. Telephone calls are then made home to the parent encouraging them to complete the forms and return form.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Parent notification letters are sent three ways:
1. by back-pack with student
 2. by U.S. postal regular mail service
 3. by certified mail via the U.S. postal service
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- As described earlier each student has an active file located in the main office along with another file found in the student's CUM. The bilingual coordinator monitors this file and ensure that all materials are up-to-date and that students are able to quickly access their file through a transparent system that is supported by a quick check list to ensure that all documentation is included and returned.
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.
- Each year students are administered the NYSESLAT by a team of ELL and special education teachers. Prior to the exam students in need of 504s are provided information about the process to have that in place. A schedule is developed that is shared with the school community and parents so that all is aware and attendance is high. The teachers assigned to administer the exam are not administering the test to the students they teach. Once the test is administered the teachers then work together to norm the test so that they are in sync with each other after the rubric is reviewed and a mini PD on how to grade the test is facilitated. At the end of each scoring day the test booklets are placed in the school vault for safekeeping.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The bilingual coordinator, Parent Coordinator and school secretary meets bi-monthly to assess the students files and determine if all are up-to-date using a check list developed by the team. Students are placed in the following groups to further differentiate what is needed for compliance by each group -- 'new arrivals', SIFE, or ELL identified as SWD
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).
- Based on the Parent Survey and Program Selection forms most parents identify the ENL program as their preferred choice. Of the 98 ELL students identified two third of them are in ENL as opposed to TBE. While we continue to present the positive factors of the TBE program there seems to be some misconception by the parents that the ENL program is less restricted, in a sense, than the TBE. There is also the understanding amongst families that the TBE program is for students identified as 'slow' and unable to make the transition to English quickly. Our team have worked to remove this slight stigma from the TBE program with some modified success.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
In our integrated ENL program students travel together as a heterogeneous group and are taught in single and double blocks in a graded class of 90 minutes (double) or 45 minutes (single) periods.
 - b. TBE program. *If applicable.*
In our TBE class the students travel together as a group in a graded heterogeneous mixed proficiency levels where instruction is provided in blocks 90 minutes long or single blocks of 45 minutes.
 - c. DL program. *If applicable.*
We do not have a dual language program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students scores from the NYSESLAT are first provided to the team that they may begin to identify which students are entitled to which number of minutes based on their 'entering', 'emerging', 'transitional', 'expanding', or 'commanding' levels. The school schedule of classes are reviewed to determine which teacher is able to cover which group of student based on their instructional time allotment..
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.
In the ENL class English is the language of instruction.
In the TBE class Spanish is the language of instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Instructional Team provides guidance to the Bilingual Department and reviews each instructional team's assessments prior to the test being administered.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The NYSESLAT baseline that will be administered three times throughout the school year prior to the administration of the NYSESLAT in May will provide assurance that the ELLs are evaluated in all four modalities throughout the year.
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 statusEach sub group receives appropriate instruction with additional support provided to these groups as follows:
 - a. SIFE - build supportive environment that responds to immediate social, cultural, and linguistic needs of the student. Provide student and parent access to support services provided by counselors, tutors, and parent coordinators. Ensure that peer support is used in the classroom to get student integrated into the culture of the school. and provide bilingual or sheltered instruction to support transition.
 - b. Newcomer - Teachers will select culturally relevant classroom resources and provide opportunities for students to share their culture. Additionally, teachers will differentiate instruction that is designed to support individual students that are learning in a classroom of students with varied needs. Most important, however, is the support students will be provided in developing mastery of academic language - vocabulary that they may learn to access the content.
 - c. Developing - Teachers working with 'developing' students will create multiple opportunities throughout the lesson for oral language development that will directly support students. Activities will include Readers Theater where students can participate in an activity with a modified text. Other interactive strategies include: Think-pair share as a strategy to provide a safe place for students to practice their English with a proficient partner. Some instructional strategies teachers will use with these students are stating and restating instructions and directions, creating a low anxiety environment and modeling oral

reading for students to emulate.

d. Long term ELLs - an afterschool program will be designed specifically for these students to address language development, literacy development, and academic gaps in their learning. During the day there will be lessons designed around carefully structured language objectives. There will be a focus on writing that includes academic vocabulary and oral language that supports students thinking and writing abilities. Differentiated instructional strategies along with explicit academic language and literacy development across content will be integrated into the day program for these students, and again in the afterschool program.

e. Former ELLs - Students who scored proficient on the NYSESLAT continue to be supported in the classroom as follows: teachers continue to build background knowledge, provide explicit instruction and modeling to ensure students are aware of what you are teaching and asking of them. Facilitating guided practice during a portion of the lesson is also supportive of ELLs as it provides them with instruction geared specifically to their level of skill and is a good way to assess their understanding of content. Finally use of non-linguistic clues and attention to the rate of our speech (including wait time for questions asked), will further support students including teachers frequently checking for understanding throughout the lesson.

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.

Once a request for reidentification has been made by a parent the school will then review all documents related to the initial identification process of the student. All documents are reviewed by the school in addition to students work in English and in the home language. The NYSITELL may be administered if the assessment was not given to the student on the first time he was processed. The student is administered a school-based assessment by a pedagogue to determine students abilities in the four modalities (reading, writing, listening, and speaking). Following a review of the test the principal then makes a determination to maintain the students previous identification as an ELL. The file is then sent to the superintendent for final approval. Written notification is then sent to the parent and principal by the superintendent. A copy of all documents is kept in the students CUM folder.

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?

Guided groups and co-teaching teams are used to support ELLs who are also identified as SWD. The content is modified by the Special ed. teacher to further support students access of the content in smaller pieces. Additional time is provided for students when formative assessments are administered. Word Generation is also used across content to support vocabulary development. Also, teachers meet for planning in content and grade teams which provides additional support to the student as the teachers are planning collaboratively and are also reviewing students' work to share strategies that are supportive of students with SWD.

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

Students with SWD are integrated in the general ed classroom for instruction across the content. Paraprofessionals are utilized to provide support to SWD during content classes to assist students in navigating the curriculum and lead smaller instructional groups within the classroom. SETSS students are supported by the SETSS teacher in a push-in or pull-out format based on the unit of study and what is agreed on by the instructional team to best support the student.

Chart

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

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

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

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



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

Chart

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

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

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

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

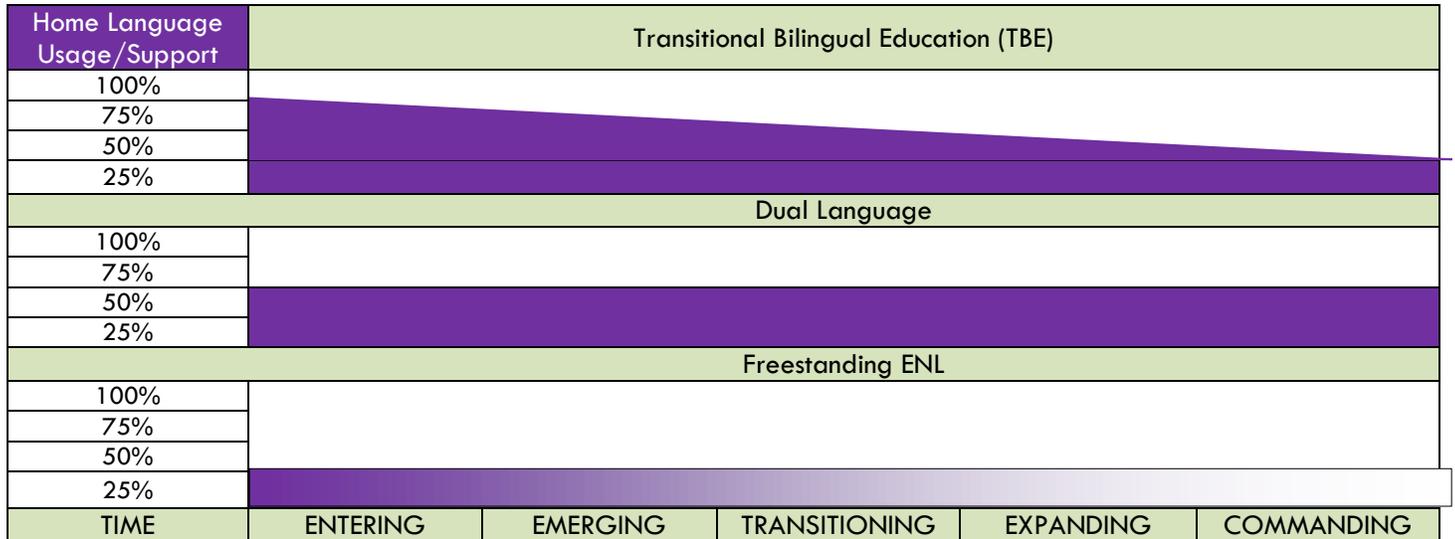


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. This school year students will receive intervention in the following ways:
- The Wilson Reading Program will work with new arrival students in need of developing literacy skills in English, as well as long-term ELLs who continue to perform on the ELA state test at level one (instruction provided in English)
 - The interactive web based program Waggle is to be used for remediation in math and literacy for students performing at level one and low level two. (Instruction provided in Spanish and English).
 - ELLIS a digital web base curriculum will be used with second year ELLs to increase fluency in reading (instruction in English) Targeted students are identified via the NYSESLAT results as those in the 'entering' and 'expanding' levels as the largest groups needing to move..
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- With the hiring of our third ENL teacher we will provide ELA instruction to our bilingual students in addition to continuing with our Native Language Arts instruction. Further, the addition of a bilingual social studies teacher will provide additional opportunities for students to gain understanding of literacy through the content of social studies and English Language Arts.
12. What new programs or improvements will be considered for the upcoming school year?
- To better support our ELLs we have hired an additional ENL teacher and a bilingual social studies teacher so that all ELLs in the bilingual program receive literacy instruction through the content of social studies from a content certified teacher. We believe these two new teachers will positively impact our program to better support our ELLs.
13. What programs/services for ELLs will be discontinued and why?
- We continue with our Transitional Bilingual Education and English as a Native Language programs without changes. We continue not to offer Dual Language.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal access to all school programs are provided ELL in our afterschool programs and supplemental services provided in our building. An example of our supplemental program includes the three students from Yemen are provided a language para who translates the teachers' materials into Arabic for the students. The teacher also provides, in advance, copies of the lesson plans of the lesson plan to the para professional that he may understand the lesson's aim and objective, and prepare additional materials that will support the students.
- Students in our afterschool program receive instruction from teachers who speak their native language. Materials for the afterschool program are either purchased in students native language or translated in advance for students.
- All school activities and programs are translated into Arabic and Spanish to support our students and their parents.
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.
- Instructional materials used to support ELLs are:
- * Cooperative learning activities to support peer interaction to assist in the development of language, and learning concepts and content.
 - * Scaffolding language with visuals
 - * Teachers provide students with language rich classrooms that include:
 1. word walls
 2. classroom libraries offering books in students' home language at different reading levels
 3. graphic organizers
 4. reference materials including glossaries
 5. posted conversational phrases and accountable talk stems
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In TBE and ENL the home language support is delivered as follows:
- * Students are provided translated text to support their understanding of the content being discussed
 - * The ENL teacher modifies the lesson using ELL strategies so that students are provided different points of entry
 - * Glossaries are provided to students to support their understanding of key words in the lesson or content
 - * The lesson objective is written in the students home language and in the second language
 - * Reference materials in both languages are provided to students
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The Instructional Team, Bilingual Coordinator, Pupil Personnel Secretary and Parent Coordinator will meet monthly to review the ELL program that includes students' schedules, teacher's schedules, professional development for teachers of ELLs, workshops for the parents are being facilitated as written in the ELL calendar, and that newly registered ELL students have been administered the NYSITELL (if applicable) and parents have received ELL orientation which includes viewing of the video and completed of the home language survey.

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 staff is small and many are out on vacation prior to school starting in September. At the start of the school year in the months of late September and October newly arrived students are taken on field trips via the metro train system to key areas in the city that includes:

- a) City Hall as the seat of city government
 - b) The United Nations to express the fact that New York City is key in working for global peace
 - c) The Statue of Liberty to express the idea that the United States provides freedom to all immigrants
 - d) The Metropolitan Museum of Art to express the many cultures where art comes from
19. What language electives are offered to ELLs?
The language elective offered here is Spanish to grade 8 students
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)?

We do not have a dual language program

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.)
All ELL personnel at school will participate in the following workshops:
 1. Identifying strategies for instructing ELLs
 2. Developing vocabulary structures to support ELLs in writing
 3. How to write language objectives to support ELLs in your classrooms
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?
The following professional development will be offered to all faculty working with ELLs:
 1. The SLOPP model of instruction
 2. The Ex-CELL program
 3. The Diagnostic Reading Assessment(DRA) for assessing reading comprehension
 4. Depth of Knowledge (DoK) level vocabulary to support students across content
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teacher teams will collaborate in the development of small student groups that teachers will be given adjusted schedules to meet their students during the Town Hall meeting times (8:10 a.m. to 8:30 a.m.) that they may discuss the curriculum with the students, explain the grading policy, explain the homework assignment process, guide them through a demonstration of how to access Pupil Path, and explain how the content glossaires are to be used. Over time the students will come to understand how the common core learning standards expand from elementary school to middle school and what is now expected of them.
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.
In September a survey is distributed to determine the specific professional development needs of the ELL instructional team. At the same time the administration is reviewing teacher's Advance evaluation results, and students state test results (NYSESLAT, ELA, and math) to determine strengths in teachers pedagogy, as well as areas for improvement. This data is then developed into a professional development plan that meets the requirements of CR Part 154.2 (15% of PD is provided to all teachers and 50% of PD is directed specifically to teachers of ELLs.
Records will be kept as follows:
 - * Teacher is invited to participate in a professional development activity
 - * Payroll secretary records teachers participation on monthly time card
 - * At end of the workshop a summary of the days learning activities along with agenda and other materials distributed at the workshop are shared electronically with the principal. These documents are then kept in teachers file during the school year and are attached to the subsequent observations that follow the date of the workshop the teacher participated in
 - * Following the workshop the principal will include the teacher who attended the workshop in a cycle of observations to determine how and if the strategies presented at the workshop are being incorporated into the teachers' instructional plans

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?
For meetings outside of the annual mandated parent orientation and parent-teacher conferences the Parent Coordinator and the Bilingual Coordinator will take the following action:
 - a) make individual phone calls to parents in the language identified for communication on the Home Language Questionnaire
 - b) inform the student that a meeting with their parent is being planned -- Student is then given a letter to deliver home to the parent -- the conversation with the student is in their language of instruction, and the letter that is being sent via backpack is in the parent's preferred language of communication
 - c) a second letter is mailed home to the parent via U.S. postal service that is written in both English and the parent's preferred language of communication.
 - d) The Bilingual Coordinator and at least one other member of the Language Proficiency Team along with the teachers assigned to instruct a student will meet with parents matters that include language proficiency results, academic progress, goals for students' work in the ELL program, etc.. A translator will be present to support the parent as needed
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.
In the school's main office a file draw is identified for records of ELLs registered in our school. The Bilingual Coordinator who is responsible for interviewing parents and students upon registering will create a 'working' folder for each student that will be maintained until graduation from grade 8. Original letters and other documents regarding the student's ELL status will be kept in his/her CUM folder.
Families are contacted via direct one-on-one phone calls for matters specific to an individual student. For parent notification of an upcoming meeting regarding all ELLs registered in the school the School Messenger system is used for mass telephone calls. In tandem with the mass telephone calls on School Messenger we also send via backpack fliers and letters of notification regarding school meetings, policy changes to a program, the monthly school calendar, and school newsletter prepared by the Parent Coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At I.S. 218 parents participate in monthly workshops facilitated by the Parent Coordinator, Bilingual Team, and the Community Based Organization, The Children's Aid Society. A description of these activities are below:
 - a) Monthly workshops by the Parent Coordinator (some workshops are preseted in collaboration with a content teacher) include:
 1. Literacy at Home -- how to guide your child's comprehension using literature found at home (newspapers/magazines)
 2. Culture and Identity -- Aculturation and assimilation: How to keep it all together in your adopted culture
 3. Understanding the Common Core and its Expectations for Academic Success
 4. A Parent's Guide to College Readiness
 5. ESL evening classes for parents at I.S. 218
 6. Understanding the Bilingual Program in Your Child's School
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, the school partners with professional organizations and book publishers like Attanassio and Associates, and Pearson Publishing that provides professional development in the SIOP Model
5. How do you evaluate the needs of the parents?
The needs of the parents are evaluated following a review of the:
 - a) Parent Environmental Survey that is completed each year in April. Based on those results we refine protocols or institute new procedures to streamline our response to parents concerns and/or needs.
 - b) The School Leadership Team (SLT) parent members that consist of the parent leadership from the Parent Association monitors parents issues and brings to the SLT agenda areas needing assessment to determine if more needs to be done or a specific response is necessary
 - c) The Parent Association's monthly meetings are monitored by the Parent Coordinator to determine areas the administration should focus on to ensure clear and timely communication, clarity in organizational structures and protocols, and a comprehensive understanding of the school's expected response to various issues that may arise throughout the school year.
6. How do your parental involvement activities address the needs of the parents?

Our parent involvement activities address the needs of the parents to be familiar with the school's instructional and social/emotional support structure so they are aware of what the school day entails for their children. This is done through the following programs and activities:

- a) Parent as Student for a Day - this activity is done monthly in which parents are invited by grade to travel with their child in his/her class. The day begins at 8:35 a.m. (period 1) and parents follow the student's schedule, are assigned seats in the class, are allowed to fully participate by asking questions or answering questions based on the class lesson. An overview of the unit is provided to parents in their preferred language and they are briefed by the teachers as to how this lesson is incorporated into the unit of study and addresses the standards for the content. The visit lasts for three hours so that parents are fully immersed into their child's school day.
- b) Monthly Breakfast with the Principal program provides parents time to meet with the principal, instructional coach, Bilingual coordinator, and guidance counselor that they may ask specific questions as to what is being taught in the class and how parents can access the learning to best help their children. Additionally, concerns about bullying or students adjustment to a new culture and environment are areas of concern that will be addressed in these forums to support parents.
- c) Lending Library for ELL Families - In September ELL students will be given Spanish/English dictionaries and Impact Math text books in Spanish to take home for the school year. A lending library comprised of trade books across genres and other expository texts in Spanish will be developed in order for students and parents to have literature in the home they can use to support and extend students and parent's learning.

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.

- * A concern that is shared by the ELL team at my school are the number of students identified as English Language Learners that transition from elementary school into our middle school with two sub-group classification attached to them: Students with Disabilities (SWD) and ELLs. Upon review of their CUMs and follow-up conversations with their parents we find that they were placed into special education programs shortly after being registered into the school. Thus, these students graduate elementary school and come to our middle school identified into these two sub groups. Because the identification has already been made it is not an easy matter to remove the SWD classification without additional testing and a re-evaluation to review these cases individually. Consequently, these 'quick' assessments of students impact our school profile as top heavy with students in two curricular sub groups. At present we have 98 ELL students and 27 of them are also identified as SWD.

School Name: The Salome Urena School

School DBN: 06M218

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)
June Barnett	Principal		9/30/15
Rose Chen	Assistant Principal		9/30/15
Oliver Diaz	Parent Coordinator		9/30/15
Natalia Yahorova	ENL/Bilingual Teacher		9/30/15
Enrique Mercedes	Parent		9/30/15
Maria Hinstroza/ Math	Teacher/Subject Area		9/30/15
Ana Cruz/Social Studies	Teacher/Subject Area		9/30/15
Minnione Davis	Coach		9/30/15
n/a	Coach		9/30/15
Tracey Hamer	School Counselor		9/30/15
Manuel Ramirez	Superintendent		9/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

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

C. School Information

District 06	Borough Manhattan	School Number 218
School Name The Salome Urena de Henriques School		

D. 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 June Barnett	Assistant Principal Rose Chen
Coach Minnione Davis	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Ana Cruz	School Counselor Tracey Hamer
Teacher/Subject Area Natalia Yavorova/ ENL	Parent Enrique Mercedes
Teacher/Subject Area Maria Hinstroza/Math	Parent Coordinator Oliver Diaz
Related-Service Provider n/a	Borough Field Support Center Staff Member Hong Ying Shen
Superintendent Manuel Ramirez	Other (Name and Title) type here

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	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	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 not 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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	225	Total number of ELLs	98	ELLs as share of total student population (%)	43.56%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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							2	2	2					6
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	28
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (ELLs receiving service 7 or more years)	17

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	15	6	9	18	6	11	14	3	9	47
DL	0	0	0	0	0	0	0	0	0	0
ENL	17	4	12	17	0	15	17	3	17	54
Total	35	10	21	35	6	26	31	6	26	101

Number of ELLs who have an alternate placement paraprofessional: 3

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
Spanish							15	15	18					48
Arabic							0	0	0					0
Haitian							0	0	0					0
TOTAL	0	0	0	0	0	0	15	15	18	0	0	0	0	48

**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																		
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	32	38					94
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									3					3
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	24	32	42	0	0	0	0	98

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	11	22					40
Emerging (Low Intermediate)							2	5	4					11
Transitioning (High Intermediate)							4	3	4					11
Expanding (Advanced)							6	13	12					31
Commanding (Proficient)							3	1	1					5
Total	0	0	0	0	0	0	22	33	43	0	0	0	0	98

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									4					4

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	1	0	0	1
7	22	2	0	0	24
8	26	3	0	0	29
NYSAA			1		1

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	0	0	0	0	0	0	0	0
7	14	10	6	2	0	0	0	0	32
8	23	13	3	2	0	0	0	0	41
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	6	12	9	7	5	0	3	0	42
NYSAA Bilingual (SWD)			0	1					1

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:

9. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
- The DRA tool is a formative reading assessment we use to determine the literacy skills of our ELL students. Teachers observe, record, and evaluate changes in students' reading performance, and based on DRA results prepare scaffolded support to increase students' reading proficiency. This detailed literacy instruments provides information regarding students phonics ability, decoding, vocabulary skills, and comprehension. Additionally, we facilitate the Wilson Reading Program baseline assessment to determine students phonemic awareness and initial reading skills in literacy. Further, a NYSESLAT baseline is administered to students three times throughout the year prior to the NYSESLAT state test in May.
10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- Of the 98 ELLs identified in our school based on the NYSESLAT the results are as follows:
- 40 students at Beginner/Entering
 - 11 students at Low Intermediate/Emerging
 - 9 students at Intermediate/Transitioning
 - 31 students at Advance/Expanding
 - 5 students at Proficient/Commanding
- Within each level students' scores on the English Language Arts (ELA) assessment seem aligned to their NYSESLAT scores as follows:
- Entering - 14 students at level 1. The remaining students are new arrivals and were exempt from the state's 2014 ELA test.
 - Emerging - 9 students at level 1
 - Transitioning - 6 students at level 1
 - Expanding - 20 students at level 1
 - Expanding - 5 students at level 2
 - Commanding - 2 students at level 1
- Based on the above data, the work we do this year will focus on seven and eight grade because of the results in the 'entering' and 'expanding' sections of the NYSESLAT. In grade 8 at the 'entering' level there are 22 students and 12 students at the 'expanding' level. Then in grade 7 there are 13 students at the 'expanding' level and 11 students at the 'entering' level. The numbers in the

'emerging' and 'transitioning' levels are and totals to 11 and 9. Our plan is to intensify our work at the 'entering' level to move those students into the transition level, and to move the students now in the expanding level into commanding. Additionally, the 20 'expanding' students at performance level 1, and the 'entering and emerging' students at performance level 1 will increase their performance on the NYS English Language Arts assessment to levels 2 or 3. The implication for our instruction is as follows:

- a) strong focus on vocabulary (including word origins/root words)
- b) phonemic awareness and phonics
- c) writing skills across genres
- d) on-going bi-monthly assessments of students' reading comprehension and writing skills
- e) participation in daily accountable talk discussions to improve listening and speaking skills

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

The data reveals that over the last three years: 2012-13, 2013-14, and 2014-15 ELLs have not met the AMAO as a sub group within the school's population when compared to the results of the general education students in math and science.

12. For each program, answer the following:

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

- a) Patterns across performance levels and grades show ELLs scoring at level 1 on the NYS English Language Arts and Science assessments. The snapshot below of the ELA and Science test results reflect this gap:

Grade 8 ELA

- Level 1 - 47 students at 58%
- Level 2 - 24 students at 30%
- Level 3 - 7 students at 8%
- Level 4 - 2 students at 2%

Grade 8 Science

- Level 1 - 12 students at 13%
- Level 2 - 25 students at 28%
- Level 3 - 32 students at 36%
- Level 4 - 10 students at 11%

The students whose results were levels 1 on the ELA and levels 1 and 2 on the science test are in the ELL sub group. It is our observation that when students sit for exams (formative and summative) in their homelanguage their results are slightly improved by 25%. Having said that, however, when students are working in expository text (as in science) they are unable to write and develop ideas using academic language which greatly impacts their performance on the science state exam.

- b) In school year 2015-16 the ELL Periodic Assessments will be used to:

- * adjust instructional goals for students
- * modify classroom instruction to address deficits noticed in students' performance on the periodic assessment
- * develop a pacing calendar of sub skills that needs to be taught in order for students to gain competency in core skills

- c) The Faculty and Administration together have learned that our students struggle with reading (decoding the text, pronouncing the words, increasing fluency, understanding the word in context and in writing. We agreed that our focus must center around these instructional practices:

- 1 - NYSESLAT preparation through skills that are best taught within the ENL instruction
- 2 - Modified guided reading lessons in small groups that can help ELLs learn how to use, read, understand, and relate to text
- 3 - Exit Journals to monitor students understanding of the lesson
- 4 - Bi-monthly performance base tasks to assess students' growth in ELA, Science, math, and Social Studies
- 5 - On-going writing tasks across contents to increase opportunities for the development of writing skills.

Additionally, the home language is used to monitor students' comprehension, writing abilities, and critical thinking skills in their language. Teachers in conference with students are then able to better understand strengths and weakness that are specific to the native language, or are areas for remediation as the skill is also a deficit in the second language.

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

Our school is a middle school - grades 6 through 8

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

Our school does not offer dual language.

15. For dual language programs, answer the following:

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

Our school does not offer a dual language program.

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

This school year ELLS will be administered a NYSESLAT baseline to determine a starting point. From there the baseline will be administered two additional times at the middle of the school year and again at the end. Teacher teams have identified target groups based on their ELA and NYSESLAT state results, and the baseline administered in September. These targeted groups are being monitored for growth based on the standards and will be assessed every two weeks using performance based tasks as a measurement. Additionally, students Exit Journals across content areas will be reviewed by the content teacher to determine students understanding of the unit being taught. During each lesson there are assessment check-in points at the start of the class which is presented to the students in the form of a 'warm up' or 'Do Now' quick assessment based on the previous lesson. At the mid-point of the lesson a 'checking in' assessment is provided prior to students going off to work independently. At this point the teacher will determine which students are in need of additional support and will then be identified for participation in a modified guided lesson. The Exit Journals provided a final assessment that teachers will then use to develop the next days lessons from. We will evaluate the success of our ELL program based on the three NYSESLAT assessments that will be administered three times in the year and the content specific performance based tasks that will be given every two weeks.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. 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.

There are four steps followed at I.S. 218 for the identification of students who may be ELLS as listed below:

1. The parent is administered the Home Language Identification Survey (HLIS) which must include an interview facilitated by the Bilingual Coordinator that determines the student's home language. Then identifying students' eligibility to take the NYSITELL is done to determine student's ELL status. Based on the results the Spanish Lab-R may be given if the students' home language was identified as Spanish. At this point students are interviewed in both English and the home language and his/her prior school work in reading, writing, and math in both English and Spanish are reviewed. The NYSITELL is then administered with the parent receiving the results no later than 5 school days. The parent is sent the parent notification letter in his/her home language. The parent is accommodated by the school providing a translator who is made available for the entire process to assist the parent with the above process in the parents' home language.
15. 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).
During the ELL Identification process when the parent is asked to indicate prior schooling as he/she completed the Home Language Identification Survey if there is indication that student had interrupted or irregular schooling the school interviewer will proceed with the SIFE Identification process starting with the oral interview questionnaire followed by the Literacy Evaluation for Newcomer SIFE (LENS) form. The school secretary will then record student's status in ATS. Once this process is completed parents will the make program selection and complete the parent orientation that includes the video.
16. 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).
Special Education students entering the school with an existing IEP must be interviewed by the Language Proficiency Team to determine NYSITELL eligibility that is comprised of the principal, the bilingual coordinator who is a certified bilingual social studies teacher, the IEP Coordinator and the student's family. The Parent Coordinator who is a spanish speaker, or Mr. Tawadros who is the identified translator for Arabic families.
17. 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.
Once the NYSITELL results are scanned and entered into ATS the Parent Coordinator and the Bilingual Coordinator will work together to prepare the letter in the parents' preferred language for the principal's signature. These letters are sent home by certified mail and regular mail to the address provided at time of registration.
18. 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).

During the initial interview and determination of status parents are provided this information verbally by the Bilingual Coordinator. The same determination is prepared in a written document in parents' preferred language and is sent via U.S. postal service regular mail and certified mail to the address provided at time of registration. Included in that communication is direction on how to file an appeal of ELL status in the parents' preferred language. All documents are kept in the students' CUM file with an additional copy kept

by the Bilingual Coordinator's file. Parents wishing to appeal their child's ELL status may call the school to make an appointment with the Bilingual Coordinator or visit the school to request an appeal.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the parent orientation the Bilingual Coordinator presents the video describing the three programs (TBE, Dual Language, and FENL) and the brochure is given to the parents. Time is allotted for parents to ask questions of the Bilingual Coordinator whose responsibility it is to respond to queries about the programs and their differences.

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

Following the orientation the School Messenger robo call system is put in place to reach out to parents requesting the return of the documents. This information is shared with students who are given an incentive of a pizza party or breakfast with the principal as a reward in getting the documents returned. Once the Parent Surveys and Program Selection forms are returned the Bilingual Coordinator identifies parents choice and records those choices on an Excel document. Parents are then sent confirmation letters of their program selection with copies kept in students' CUM files.

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

On a weekly basis the parent coordinator monitors the return of each document required by the school, but not yet received from parent. As parents come to the building for meetings, workshops, and other general business the PC will take that opportunity to remind parents of their responsibilities. Telephone calls are then made home to the parent encouraging them to complete the forms and return them. Finally, formal letter in parents preferred language are sent by U.S. postal service to parents, again, requesting the return of the selection forms. Students are tasked to remind parents of the forms to be returned by the Parent Coordinator.

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

Parent notification letters are sent three ways:

1. by back-pack with student
2. by U.S. postal regular mail service
3. by certified mail via the U.S. postal service

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

As described earlier each student has an active file located in the main office along with another file found in the student's CUM. The bilingual coordinator monitors this file and ensure that all materials are up-to-date and that students are able to quickly access their file through a transparent system that is supported by a quick check list to ensure that all documentatoin is included and returned.

24. 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.

Each year students are administered the NYSESLAT by a team of ELL and special education teachers. Prior to the exam students in need of 504s are provided information about the process to have that in place. A schedule is developed that is shared with the school community and letters sent home to parents in their preferred language notifying them of the test date(s) that may support students in preparing for the test and assist with achieving 100% attendance. The teachers (bilingual faculty) assigned to administer the exam are administering the test not on their teaching roster. Once the test is administered the teachers then work together to norm the test so that they are in sync with each other; additionally, the rubric is reviewed and a mini PD on how to grade the test is facilitated. At the end of each scoring day the test booklets are placed in the school vault for safekeeping by the Testing Coordinator who is also responsible for providing a testing schedule that allocates time for make-ups before the testing window closes. Make-ups are administered during non essential classes like computer lab, health, or physical ed.

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

The Bilingual Coordinator is responsible for preparing parent notification letters in the parents' preferred language to inform them of continued entitlement and transitional support each school year. These letters are sent via U.S. postal service as regular mail and certified mail. Additionally, the bilingual coordinator, Parent Coordinator and school secretary meets bi-monthly to assess the students files and determine if all are up-to-date using a check list developed by the team. Students are placed in the following groups to further differentiate what is needed for compliance by each group -- 'new arrivals', SIFE, or ELL identified as SWD

26. 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).

Based on the Parent Survey and Program Selection forms most parents identify the ENL program as their preferred choice. Of the 98 ELL students identified two third of them are in ENL as opposed to TBE. While we continue to present the positive factors of the TBE program there seems to be some misconception by the parents that the ENL program is less restricted, in a sense, than the TBE. There

is also the understanding amongst families that the TBE program is for students identified as 'slow' and unable to make the transition to English quickly. Our team have worked to remove this slight stigma from the TBE program with some modified success.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.
In our integrated ENL program students travel together as a heterogeneous group and are taught in single blocks (45 minutes) and double blocks (90 minutes) weekly. The ENL teacher co-teaches with the content teacher and modifies the instruction with ENL strategies to assist with comprehension and access of the lesson's academic language..
 - e. TBE program. *If applicable.*
In our TBE class the students travel together as a group in a graded heterogeneous mixed proficiency levels where instruction is provided in blocks 90 minutes long or single blocks of 45 minutes.
 - f. DL program. *If applicable.*
We do not have a dual language program.
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students scores from the NYSESLAT are first provided to the team that they may begin to identify which students are entitled to which number of minutes based on their 'entering', 'emerging', 'transitional', 'expanding', or 'commanding' levels. The school schedule of classes are reviewed to determine which teacher is able to cover which group of student based on their instructional time allotment..
23. 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.
In the ENL class English is the language of instruction with modifications provided to support ELLs such as text in students' first language as is necessary or teachers' translation of key vocabulary into students' first language. Additionally, teachers focus on vocabulary development to increase academic language and foster writing competencies via multiple opportunities to write (Reader's Responses, Exit Journals, Reflection Journals, 'jottings') throughout the instructional flow..
In the TBE class Spanish is the language of instruction.
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Instructional Team provides guidance to the Bilingual Department and reviews each content team and grade team's weekly and bimonthly assessments prior to the test being administered in students' first language. Translation of English text and assessment materials are done systematically in advance to ensure that students receive the same testing materials as the English speaking student.
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the school year students are assessed orally via Socratic Seminars, expressing their ideas through writing in their journals, analyzing and reading documents, and listening critically to audio recordings -- which are the four modalities: -- of the NYSESLAT. Students are assessed each Friday in the four core content subjects, and also receive bi-monthly performance tasks based on their grade standards, and in-class assessments that are .
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
 - g. Newcomer
 - h. Developing
 - i. Long Term
 - j. Former ELLs up to two years after exiting ELL status
- Each sub group receives appropriate instruction with additional support provided to these groups as follows:

- a. SIFE - build supportive environment that responds to immediate social, cultural, and linguistic needs of the student. Provide student and parent access to support services provided by counselors, tutors, and parent coordinators. Ensure that peer support is used in the classroom to get student integrated into the culture of the school. and provide bilingual or sheltered instruction to support transition.
- b. Newcomer - Teachers will select culturally relevant classroom resources and provide opportunities for students to share their culture. Additionally, teachers will differentiate instruction that is designed to support individual students that are learning in a classroom of students with varied needs. Most important, however, is the support students will be provided in developing mastery of academic language - vocabulary that they may learn to access the content.
- c. Developing - Teachers working with 'developing' students will create multiple opportunities throughout the lesson for oral language development that will directly support students. Activities will include Readers Theater where students can participate in an activity with a modified text. Other interactive strategies include: Think-pair share as a strategy to provide a safe place for students to practice their English with a proficient partner. Some instructional strategies teachers will use with these students are stating and restating instructions and directions, creating a low anxiety environment and modeling oral reading for students to emulate.
- d. Long term ELLs - an afterschool program will be designed specifically for these students to address language development, literacy development, and academic gaps in their learning. During the day there will be lessons designed around carefully structured language objectives. There will be a focus on writing that includes academic vocabulary and oral language that supports students thinking and writing abilities. Differentiated instructional strategies along with explicit academic language and literacy development across content will be integrated into the day program for these students, and again in the afterschool program.
- e. Former ELLs - Students who scored proficient on the NYSESLAT continue to be supported in the classroom as follows: teachers continue to build background knowledge, provide explicit instruction and modeling to ensure students are aware of what you are teaching and asking of them. Facilitating guided practice during a portion of the lesson is also supportive of ELLs as it provides them with instruction geared specifically to their level of skill and is a good way to assess their understanding of content. Finally use of non-linguistic clues and attention to the rate of our speech (including wait time for questions asked), will further support students including teachers frequently checking for understanding throughout the lesson.

Mandated services for Former ELLs up to two years after exiting ELL status will include participation in the after-school programs, support in class by ENL teacher, and testing accommodations of time and a half during state exams, and teacher made class assessments.

27. 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.

The Bilingual Coordinator is responsible for the students who are re-identified as ELLs or non-ELLs. Once a request for reidentification has been made by a parent the school will then review all documents related to the initial identification process of the student. All documents are reviewed by the school in addition to students work in English and in the home language. The NYSITELL may be administered if the assessment was not given to the student on the first time he was processed. The student is then administered a school-based assessment by a pedagogue to determine students abilities in the four modalities (reading, writing, listening, and speaking). Following a review of the test the principal then makes a determination to maintain the students previous identification as an ELL. The file is then sent to the superintendent for final approval. Written notification is then sent to the parent and principal by the superintendent. A copy of all documents is kept in the students CUM folder.

28. 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?

Guided groups and co-teaching teams are used to support ELLs who are also identified as SWD. The content is modified by the Special ed. teacher to further support students access of the content in smaller pieces. Additional time is provided for students when formative assessments are administered. Word Generation is also used across content to support vocabulary development. Also, teachers meet for planning in content and grade teams which provides additional support to the student as the teachers are planning collaboratively and are also reviewing students' work to share strategies that are supportive of students with SWD.

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

Students with SWD are integrated in the general ed classroom for instruction across the content. Paraprofessionals are utilized to provide support to SWD during content classes to assist students in navigating the curriculum and lead smaller instructional groups within the classroom. SETSS students are supported by the SETSS teacher in a push-in or pull-out format based on the unit of study and what is agreed on by the instructional team to best support the student.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

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

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

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



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

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

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

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

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

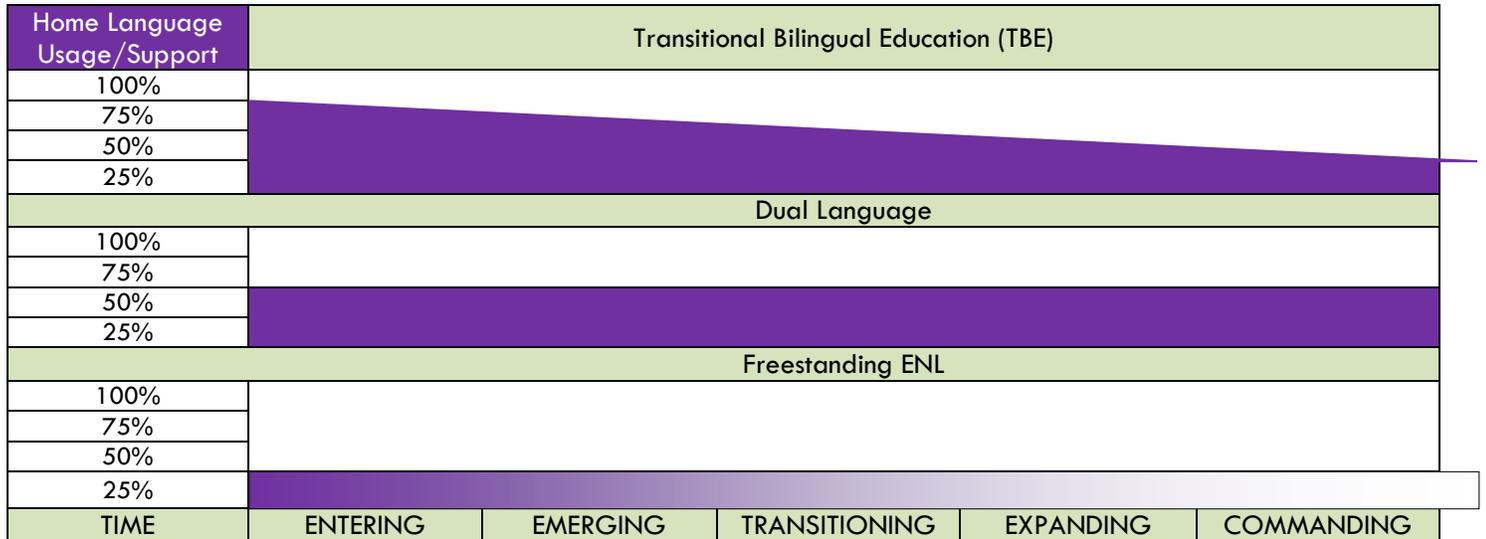


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



E. Programming and Scheduling Information--Continued

30. 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. This school year students will receive intervention in the following ways:
- The Wilson Reading Program will work with new arrival students in need of developing literacy skills in English, as well as long-term ELLs who continue to perform on the ELA state test at level one (instruction provided in English)
 - The interactive web based program Waggle is to be used for remediation in math and literacy for students performing at level one and low level two. (Instruction provided in Spanish and English).
 - ELLIS a digital web base curriculum will be used with second year ELLs to increase fluency in reading (instruction in English) Targeted students are identified via the NYSESLAT results as those in the 'entering' and 'expanding' levels as the largest groups needing to move..
 - The Measuring Up curriculum from Curriculum Associates will be used to support students in Science through daily practice in the workbook that is aligned to the instructional units in class.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- With the hiring of our third ENL teacher we will provide ELA instruction to our bilingual students in addition to continuing with our Native Language Arts instruction. Further, the addition of a bilingual social studies teacher will provide additional opportunities for students to gain understanding of literacy through the content of social studies and English Language Arts.
32. What new programs or improvements will be considered for the upcoming school year?
- To better support our ELLs we have hired an additional ENL teacher and a bilingual social studies teacher so that all ELLs in the bilingual program receive literacy instruction through the content of social studies from a content certified teacher. We believe these two new teachers will positively impact our program to better support our ELLs.
33. What programs/services for ELLs will be discontinued and why?
- We continue with our Transitional Bilingual Education and English as a Native Language programs without changes. We continue not to offer Dual Language.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal access to all school programs are provided ELL in our afterschool programs and supplemental services provided in our building. An example of our supplemental program includes the three students from Yemen are provided a language para who translates the teachers' materials into Arabic for the students. The teacher also provides, in advance, copies of the lesson plans of the lesson plan to the para professional that he may understand the lesson's aim and objective, and prepare additional materials that will support the students.
- Students in our afterschool program receive instruction from teachers who speak their native language. Materials for the afterschool program are either purchased in students native language or translated in advance for students.
- All school activities and programs are translated into Arabic and Spanish to support our students and their parents.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials used to support ELLs are:
- * Cooperative learning activities to support peer interaction to assist in the development of language, and learning concepts and content.
 - * Scaffolding language with visuals
 - * Teachers provide students with language rich classrooms that include:
 1. word walls
 2. classroom libraries offering books in students' home language at different reading levels
 3. graphic organizers
 4. reference materials including glossaries
 5. posted conversational phrases and accountable talk stems
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In TBE and ENL the home language support is delivered as follows:
- * Students are provided translated text to support their understanding of the content being discussed
 - * The ENL teacher modifies the lesson using ELL strategies so that students are provided different points of entry
 - * Glossaries are provided to students to support their understanding of key words in the lesson or content
 - * The lesson objective is written in the students home language and in the second language
 - * Reference materials in both languages are provided to students

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The Instructional Team, Bilingual Coordinator, Pupil Personnel Secretary and Parent Coordinator will meet monthly to review the ELL program that includes students' schedules, teacher's schedules, professional development for teachers of ELLs, workshops for the parents are being facilitated as written in the ELL calendar, and that newly registered ELL students have been administered the NYSITELL (if applicable) and parents have received ELL orientation which includes viewing of the video and completed of the home language survey.
38. 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 staff is small and many are out on vacation prior to school starting in September. At the start of the school year in the months of late September and October newly arrived students are taken on field trips via the metro train system to key areas in the city that includes:
- a) City Hall as the seat of city government
 - b) The United Nations to express the fact that New York City is key in working for global peace
 - c) The Statue of Liberty to express the idea that the United States provides freedom to all immigrants
 - d) The Metropolitan Museum of Art to express the many cultures where art comes from
39. What language electives are offered to ELLs?
The language elective offered here is Spanish to grade 8 students
40. 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)?

We do not have a dual language program

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ELL personnel at school will participate in the following workshops:
 1. Identifying strategies for instructing ELLs
 2. Developing vocabulary structures to support ELLs in writing
 3. How to write language objectives to support ELLs in your classrooms
6. 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?
The following professional development will be offered to all faculty working with ELLs:
 1. The SLOPP model of instruction
 2. The Ex-CELL program
 3. The Diagnostic Reading Assessment(DRA) for assessing reading comprehension
 4. Depth of Knowledge (DoK) level vocabulary to support students across content
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teacher teams will collaborate in the development of small student groups that teachers will be given adjusted schedules to meet their students during the Town Hall meeting times (8:10 a.m. to 8:30 a.m.) that they may discuss the curriculum with the students, explain the grading policy, explain the homework assignment process, guide them through a demonstration of how to access Pupil Path, and explain how the content glossaires are to be used. Over time the students will come to understand how the common core learning standards expand from elementary school to middle school and what is now expected of them.
8. 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.
In September a survey is distributed to determine the specific professional development needs of the ELL instructional team. At the same time the administration is reviewing teacher's Advance evaluation results, and students state test results (NYSESLAT, ELA, and math) to determine strengths in teachers pedagogy, as well as areas for improvement. This data is then developed into a professional development plan that meets the requirements of CR Part 154.2 (15% of PD is provided to all teachers and 50% of PD is directed specifically to teachers of ELLs.
Records will be kept as follows:
 - * Teacher is invited to participate in a professional development activity
 - * Payroll secretary records teachers participation on monthly time card
 - * At end of the workshop a summary of the days learning activities along with agenda and other materials distributed at the workshop are shared electronically with the principal. These documents are then kept in teachers file during the school year and are attached to the subsequent observations that follow the date of the workshop the teacher participated in
 - * Following the workshop the principal will include the teacher who attended the workshop in a cycle of observations to determine how and if the strategies presented at the workshop are being incorporated into the teachers' instructional plans

G. Parental Involvement

7. 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?

For meetings outside of the annual mandated parent orientation and parent-teacher conferences the Parent Coordinator and the Bilingual Coordinator will take the following action:

- a) make individual phone calls to parents in the language identified for communication on the Home Language Questionnaire
- b) inform the student that a meeting with their parent is being planned -- Student is then given a letter to deliver home to the parent -- the conversation with the student is in their language of instruction, and the letter that is being sent via backpack is in the parent's preferred language of communication
- c) a second letter is mailed home to the parent via U.S. postal service that is written in both English and the parent's preferred language of communication.
- d) The Bilingual Coordinator and at least one other member of the Language Proficiency Team along with the teachers assigned to instruct a student will meet with parents matters that include language proficiency results, academic progress, goals for students' work in the ELL program, etc.. A translator will be present to support the parent as needed

8. 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.

In the school's main office a file draw is identified for records of ELLs registered in our school. The Bilingual Coordinator who is responsible for interviewing parents and students upon registering will create a 'working' folder for each student that will be maintained until graduation from grade 8. Original letters and other documents regarding the student's ELL status will be kept in his/her CUM folder.

Families are contacted via direct one-on-one phone calls for matters specific to an individual student. For parent notification of an upcoming meeting regarding all ELLs registered in the school the School Messenger system is used for mass telephone calls. In tandem with the mass telephone calls on School Messenger we also send via backpack fliers and letters of notification regarding school meetings, policy changes to a program, the monthly school calendar, and school newsletter prepared by the Parent Coordinator.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At I.S. 218 parents participate in monthly workshops facilitated by the Parent Coordinator, Bilingual Team, and the Community Based Organization, The Children's Aid Society. A description of these activities are below:
- a) Monthly workshops by the Parent Coordinator (some workshops are presented in collaboration with a content teacher) include:
 1. Literacy at Home -- how to guide your child's comprehension using literature found at home (newspapers/magazines)
 2. Culture and Identity -- Acculturation and assimilation: How to keep it all together in your adopted culture
 3. Understanding the Common Core and its Expectations for Academic Success
 4. A Parent's Guide to College Readiness
 5. ESL evening classes for parents at I.S. 218
 6. Understanding the Bilingual Program in Your Child's School
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, the school partners with professional organizations and book publishers like Attanassio and Associates, and Pearson Publishing that provides professional development in the SIOP Model
11. How do you evaluate the needs of the parents?
The needs of the parents are evaluated following a review of the:
- a) Parent Environmental Survey that is completed each year in April. Based on those results we refine protocols or institute new procedures to streamline our response to parents concerns and/or needs.
 - b) The School Leadership Team (SLT) parent members that consist of the parent leadership from the Parent Association monitors parents issues and brings to the SLT agenda areas needing assessment to determine if more needs to be done or a specific response is necessary
 - c) The Parent Association's monthly meetings are monitored by the Parent Coordinator to determine areas the administration should focus on to ensure clear and timely communication, clarity in organizational structures and protocols, and a comprehensive understanding of the school's expected response to various issues that may arise throughout the school year.
12. How do your parental involvement activities address the needs of the parents?
Our parent involvement activities address the needs of the parents to be familiar with the school's instructional and social/emotional support structure so they are aware of what the school day entails for their children. This is done through the following programs and activities:

- a) Parent as Student for a Day - this activity is done monthly in which parents are invited by grade to travel with their child in his/her class. The day begins at 8:35 a.m. (period 1) and parents follow the student's schedule, are assigned seats in the class, are allowed to fully participate by asking questions or answering questions based on the class lesson. An overview of the unit is provided to parents in their preferred language and they are briefed by the teachers as to how this lesson is incorporated into the unit of study and addresses the standards for the content. The visit lasts for three hours so that parents are fully immersed into their child's school day.
- b) Monthly Breakfast with the Principal program provides parents time to meet with the principal, instructional coach, Bilinual coordinaator, and guidance counselor that they may ask specific questions as to what is being taught in the class and how parents can access the learning to best help their children. Additionally, concerns about bullying or students adjustment to a new culture and environment are areas of concern that will be addressed in these forums to support parents.
- c) Lending Library for ELL Families - In September ELL students will be given Spanish/English dictionaries and Impact Math text books in Spanish to take home for the school year. A lending library comprised of trade books across genres and other expository texts in spanish will be developed in order for students and parents to have literature in the home they can use to support and extend students and parent's learning.

H. 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.

- * A concern that is shared by the ELL team at my school are the number of students identified as English Language Learners that transition from elementary school into our middle school with two sub-group classification attached to them: Students with Disabilities (SWD) and ELLs. Upon review of their CUMs and follow-up conversations with their parents we find that they were placed into special education programs shortly after being registered into the school. Thus, these students graduate elementary school and come to our middle school identified into these two sub groups. Because the identification has already been made it is not an easy matter to remove the SWD classification without additional testing and a re-evaluation to review these cases individually. Consequently, these 'quick' assessments of students impact our school profile as top heavy with students in two curicual sub groups. At present we have 98 ELL students and 27 of them are also identified as SWD.

Part VI: LAP Assurances

School Name: <u>The Salome Urena School</u>		School DBN: <u>06M218</u>	
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)
June Barnett	Principal		9/30/15
Rose Chen	Assistant Principal		9/30/15
Oliver Diaz	Parent Coordinator		9/30/15
Natalia Yahorova	ENL/Bilingual Teacher		9/30/15
Enrique Mercedes	Parent		9/30/15
Maria Hinstroza/ Math	Teacher/Subject Area		9/30/15
Ana Cruz/Social Studies	Teacher/Subject Area		9/30/15
Minnione Davis	Coach		9/30/15
n/a	Coach		9/30/15
Tracey Hamer	School Counselor		9/30/15
Manuel Ramirez	Superintendent		9/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		