

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M242

School Name:

P.S. 242 - THE YOUNG DIPLOMATS MAGNET ACADEMY

Principal:

DENISE GOMEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Young Diplomats Magnet Academy School Number (DBN): 03M242
Grades Served: Pre-K-5
School Address: 134 West 122nd Street NYC 10027
Phone Number: _____ Fax: _____
School Contact Person: Denise Desjardin Email Address: Dgomez5@schools.nyc.gov
Principal: Denise Desjardin
UFT Chapter Leader: David Judkins
Parents' Association President: Antoinette Johnson Glover
SLT Chairperson: Russell Dennis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Roosevelt Davis
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 W. 93rd St. NY, NY 10025
Superintendent's Email Address: ialtchu@schools.nyc.gov
Phone Number: (212)678-5857 Fax: (212)222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, 8th floor NY, NY 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)
Denise Desjardin	*Principal or Designee	
David Judkins	*UFT Chapter Leader or Designee	
Antoinette Johnson Glover	*PA/PTA President or Designated Co-President	
Paul Wielingen	DC 37 Representative (staff), if applicable	
Roosevelt Davis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Russell Dennis	Member/ Staff	
Ann McKayle	Member/ Staff	
Kerry Cutrone	Member/ Staff	
Theresa Hammonds	Member/ Parent	
Roosevelt Davis	Member/ Parent	
Latisha Santos	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ashley Jones	Member/ Parent	
Halina Washington	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.

Our school has been authorized as an International Baccalaureate school. As an IB school, we will focus on the development of the whole child as an inquirer, both in the classroom and in the world. The most distinctive and significant features of the International Baccalaureate program are the six transdisciplinary themes. These themes are about issues that are important to us. The six themes of global significance create a transdisciplinary framework that allow students to go beyond the confines of learning within subject areas. Young Diplomats Magnet Academy offers French language instruction to all of our students. The Magnet theme is integrated with the New York State Scope & Sequence in Social Studies and Science through hands-on inquiry and research.

There was a great deal of planning required by our teachers as the only authorized International Baccalaureate offering the Primary Years Programme in the New York City Department of Education. One of our strengths is the way our teachers plan and collaborate to update their units of study so that they are aligned to the CCLS and IB standards. This is done during common preparation periods and during our Monday professional development sessions. Teacher teams will continue to build on engaging in collaborative practice using the inquiry approach to improve curricular, teaching and learning.

Our school will continue to benefit from a partnership with Harlem Children's Zone. HCZ is a non-profit, preventive service agency. Peacemakers are used to enhance student learning in K-5 classrooms by working with students individually and in small groups during the school day as well as after school. Peacemakers work closely with teachers, administration and coaches. HCZ also provides our students with an after-school enrichment program and Out-of-School Time program.

We will focus on improving the quality of writing in our learning community to increase student performance in literacy and mathematics. All teachers will work in teams to look at student work in both content areas by assessing the work using rubrics and the Common Core Learning Standards. Teachers have aligned the Ready Gen literacy and writing units with our International Baccalaureate units to support our efforts in improving the quality of writing.

Current strategies for improving instruction and student performance in English Language Arts will include the ongoing implementation of Ready Gen. In addition, our SETTS teacher provides intervention services for students in grades K-5. All grades (K-5) are using Go Math as the primary vehicle for math instruction. Our goal is to better prepare students in meeting standardized test criteria.

Additionally, all grade levels participate in a music/dance program with various Community Based Organizations (Community Works and Rosie's Theater Kids) to create and develop culminating events that are aligned to the Social Studies/Science curriculum. Teachers will collaborate with an Generation Ready consultant and Art teacher to design grade appropriate projects connected to these units of study.

The school will offer monthly workshops for our parents in areas such as Literacy, Mathematics, Science and other topics that provide parents with information and strategies that they can use to support their children at home.

03M242 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	221	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate		89.6%
% Free Lunch	85.7%	% Reduced Lunch		4.5%
% Limited English Proficient	9.4%	% Students with Disabilities		34.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		65.0%
% Hispanic or Latino	29.6%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	2.7%	% Multi-Racial		1.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.81	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		15.1%
Science Performance at levels 3 & 4 (4th Grade)	46.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on the feedback from the Quality Review, it was evident that there is an uneven implementation of rigorous tasks which require for students to use their critical thinking skills during student discussion and work products. When looking at curriculum maps for the school year, teachers noticed that specific Inquiry performance tasks could be better aligned to the reading and writing units of Ready Gen. Because of this, it was challenging for teachers to create rigorous, Common Core performance tasks that were engaging and challenging 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–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, the grade level teacher teams would have collaboratively developed rigorous, CCLS-aligned performance tasks that increase the level of challenging instruction which requires critical thinking of all students as measured by the development of the 4-6 units of study. There will be an increase by 10% in Domain 3d.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will collaborate to plan tasks based on pre-assessment data for Unit 1. • Teachers will collaborate to look at post-assessment data to create next steps for Unit 2. • Teachers will collaborate to plan tasks based on next steps from previous unit as well as pre-assessment for unit 2. • Teachers will collaborate to look at post-assessment data to create next steps for unit 3. • Teachers will collaborate to plan tasks based on next steps from previous unit as well as pre-assessment for unit 3. • Teachers will collaborate to look at post-assessment data to create next steps for unit 4. • Teachers will collaborate to plan tasks based on next steps from previous unit as well as pre-assessment for unit 4. • Teachers will collaborate to look at post-assessment data to create next steps for unit 5. • Teachers will collaborate to plan tasks based on next steps from previous unit as well as pre-assessment data for unit 5. • Teachers will collaborate to look at post-assessment data to create next steps for unit 6. 	<p>Students Grades K-5</p>	<p>Sept. 2015 Oct. 2015 Oct. 2015 Dec. 2015 Dec. 2015 Feb. 2016 Feb. 2016 Apr. 2016 Apr. 2016 May 2016 May 2016 June 2016</p>	<p>Grade Level Team teachers Grades K-5</p>

<ul style="list-style-type: none"> Teachers will collaborate to plan tasks based on next steps from previous unit as well as pre-assessment data for unit 6. Teachers will collaborate to look at post-assessment data from unit 6. 			
Teacher teams will receive professional development in designing Common Core Learning Standards aligned tasks that provide multiple rigorous learning opportunities.	Classroom Teachers	Sept. 2015- June 2016	Manhattan Field Team Support Members
Annotated student work and graded example will be discussed and analyzed during weekly common planning and weekly teacher team meetings using a protocol.	Students grades K-5	Sept. 2015- June 2016	Teachers grades K-5

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.											
Grade level team teachers will have 2 common preparation periods to meet and plan the tasks. They will also receive additional preps provided by our Cluster teachers to plan and look at student work.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.
Teachers will use the data from our pre, mid and post assessments from each unit to assess student understanding and progress. They will analyze student work to monitor progress made as a class and grade level. The analysis of data will help teachers assess their students to tweak the units and meet their individual needs. This practice of constantly monitoring student learning throughout the units of study resulted in the proficiency levels increasing on the state tests last year. We will also use the data from our Fountas & Pinnell to monitor student growth in reading. Teachers will revise the goals established in the beginning of the year that are created based on the baseline assessments in the beginning of the 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 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.

Based on our data, our attendance rate has decreased to 91%. As a result, we will work on increasing our student attendance rate. Our community will continue to provide a supportive environment while sharing high expectations for attendance which will improve student achievement.

Part 2 – Annual Goal

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

By June 2016, there will be a 1.5% increase in whole school attendance rate as measured by the school’s Annual Attendance Report. By increasing the attendance rate, our students will make more academic progress.

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) <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>We will continue to hold monthly award assemblies to acknowledge students that have perfect attendance.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Attendance Team</p>
<p>Parents will be acknowledged for making sure that their child has perfect attendance on a monthly basis.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator and Attendance Team</p>

Attendance team will meet monthly to address the needs of our STH students or high risk students.	Staff		
Attendance team will schedule meetings with parents of students that have attendance issues and explain the high expectations of our school and CCLS.			

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

Part 5 – Progress Monitoring

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

We will record and track attendance on a monthly basis.

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 data of the NYS ELA exam as well as end of unit writing tasks, it was evident that all of our students need to improve in their reading and writing. They will analyze constructed response proficiency.

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, teacher grade level team members will collaboratively analyze student performance tasks and end of unit reading and writing assessments to improve student proficiency as measured by a 10% increase in students scoring at or above passing rate using a four point rubric.

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 teacher-parent collaborations to improve student achievement. 	<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>Grade level teams will have minimally two common planning preps to plan collaboratively.</p>	<p>Students performing at the lowest third percent.</p>	<p>September 2015 – June 2016</p>	<p>Administration, Grade Level Team Leaders</p>

The professional development plan will include time on a monthly basis to look at student work and monitor their progress with writing constructed responses. Teachers will use a protocol to analyze student work and provide each other with feedback.	Students performing at the lowest third percent.	September 2015 – June 2016	Administration and Grade Level Team Leaders
Monthly workshops will be offered to our parents so that they can better understand the CCLS and provide them with strategies to use at home with their children.	ELL, students with disabilities and performing at the lowest third percent.	September 2015-June 2016	Administration, Parent Coordinator and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use benchmark assessments that will assess student ability to infer.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
This monitoring will be done a monthly basis.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on school wide MOSL data, 3b (using questioning and discussion techniques) has been identified as an area in which we need to further develop in which the score was 2.60.

Part 2 – Annual Goal

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ ability to use questioning and discussion techniques to engage students in critical thinking, resulting in a 10% school wide average increase in teachers improving on the component 3b in *Advance*.

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) 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>All teachers will engage in setting professional goals with an administrator while using the Danielson Framework for Teaching as a guide. Individual professional development plans will be developed and implemented with the goal increased focus on using questioning and discussion techniques.</p>	<p>Classroom teachers.</p>	<p>Sept. 2015</p>	<p>School Administrator.</p>

Self assessment and reflection by teachers (identifying current practice and own next steps to improve).	Classroom teachers.	Sept. 2015-May 2016	Classroom Teachers.
PD plan aligned with priority competencies (Danielson Framework- 3b).	Classroom teachers.	Sept. 2015-May 2016	Administration
Observation with timely feedback.	Classroom teachers	Sept. 2015-May 2016	School Administrator

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 be provided training on Danielson Framework Indicator 3b during the Monday Professional Development time. Additionally, post observation feedback will be given with an emphasis on Questioning and Discussion techniques.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, MOSL data will be used to monitor individual teacher growth on Danielson Framework component 3b (using questioning and discussion techniques). Teachers should have an increase of 5% on component 3b by February 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 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.

Based on our learning environment survey results and low attendance in parent meetings held in the 2014-2015 school year, we have identified increasing parent involvement as one of our school goals. Although there was an increase in parent involvement, we would like to increase it by another 15%.

Part 2 – Annual Goal

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

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 25% increase in parent involvement. This consists of an increase in parent attendance to school wide events as well as an increase in parents who agree or strongly agree on the NYC Learning Environment Survey.

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) 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>Parent Coordinator will hold Parent workshops on the CCLS.</p>	<p>Parents</p>	<p>Sept. 2015</p>	<p>Parent coordinator</p>

The school provides a parent newsletter to keep parents informed of the current units of study and upcoming events.	Parents	Sept. 2015- June 2016	Teachers and Parent Coordinator
Parents are invited into the school to see their child's performance during monthly assemblies.	Parents	Sept. 2015- June 2016	Teachers and Parent Coordinator
Parents are invited to attend monthly Celebrations of Learning while students present their inquiry projects.	Parents	Sept. 2015- June 2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Classroom teachers will be asked to facilitate monthly workshops based on results from a survey that will be distributed to our parents in September.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.
We will monitor parent attendance of school wide parent events as measured by attendance sheets. Increase of parent participation will be measured and our action plan will be updated according to our data. The data will be gathered from our attendance sheets to all of our parent activities.
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)	First priority for AIS is given to students in grades 4 and 5 AIS based on their State exam results. Students in grades 3-5 are next identified by the results of the fall Fountas & Pinnell assessments in reading. Students in grades K-2 are identified as “at risk” by the Fountas & Pinnell assessments.	Imagine Learning, MyOn reading, Fountas & Pinnell Intervention kit and guided reading groups help to reinforce decoding, comprehension, writing and speaking skills –small group and one to one tutoring.	Instruction will be provided in a small group setting.	Academic Intervention Services for ELA are provided during the school day.
Mathematics	Students in grade 4 and 5 are first determined to be eligible for AIS based on their State exam results. Students in grades 3-5 are next identified by the fall results of their initial baseline math assessments. Teachers of all grades use results from pre assessments in all math units, checklists and observations to identify students requiring at risk services.	Go Math games, Go Math online activities, manipulatives, analysis and organization of word problems- flexible small groups.	Teachers work with flexible small groups during daily math instruction.	Academic Intervention Services for Math are provided during the school day.
Science	Students who did not pass the Grade 4 Science assessment	Inquiry based instruction is used to align the Science	Students are provided with small group instruction to provide	Academic Intervention Services for Science

	and those struggling to acquire new skills and information as determined by teacher observations and class assignments are identified as students requiring at risk support.	instruction with our literacy block-small groups, pairs or independently.	them with additional support. Teachers work with small groups and student work independently or with pairs with online resources along with level content based text.	are provided during the school day.
Social Studies	Students struggling to acquire new skills and information as determined by teacher observations and class assignments are identified as students requiring at risk support.	Teachers have embedded the Social Studies curriculum in their literacy block. Students are provided with inquiry based projects and learning throughout their literacy block.	Teachers work with small groups and student work independently or in pairs with online resources along with level content based text.	Academic Intervention Services for Social Studies are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers and parents request intervention for those students who are struggling with school-related anxiety, feelings of isolation, peer conflicts or difficulty with social skills.	Services include peer mediation, crisis intervention, parent conferences and referrals for other services within the school community, small group and one on one with guidance counselors.	Counseling/intervention sessions can be conducted in a group or individual setting.	At-risk services will be provided during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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>When looking for new teachers, the following are utilized:</p> <ul style="list-style-type: none"> → Job fairs → Colleague Recommendations/Referrals → Interviewing candidates from open market/excessing → Resumes sent by colleges and universities <p>All teachers participate in frequent cycles of coaching/feedback with administrators to reflect on pedagogy to support student achievement. The following are systems in place for teachers:</p> <ul style="list-style-type: none"> • We have contracted a Generation Ready consultant to help teachers with their planning and ensuring that they are implementing the Common Core Learning Standards effectively. The Generation Ready consultant and teachers plan together for upcoming lessons that are co-taught. All classroom teachers are provided with 2-3 common preps with their grade level teams to meet and plan their units of study through the use of our Common Core Learning Standards. • Administrators, Manhattan Support Personnel and AUSSIE consultants provide on-going training and support for teachers to plan 4-6 week units of study as a tool to drive instruction. Funding to hire per diem substitute teachers will be set aside for staff members to participate in debriefing sessions. • Teachers are also participating in International Baccalaureate workshops that are mandated for certification.

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).
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- Our teachers attend high quality professional development from the city, cluster, support personnel and from our own teachers such as: Data Analysis Team provided a thorough analysis of our state test data and in house assessments.
- attend the Danielson Framework of Teaching Professional Development offered from the DOE
- K-5 classroom teachers of Go Math Professional Development offered from the DOE
- All K-5 and ESL teachers will be working with grade teams to analyze student work through the use of a protocol and the rubric used to assess the NYC Performance assessment.
- All teachers will have consultation days working one on a Generation Ready (Formerly known as AUSSIE). Service providers attend the trainings as well.
- Pre-K teachers attend Pre-Kindergarten DOE Professional Development sessions.
- Bi-monthly professional development with support staff on questioning (3b)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Parents in Pre-K will be provided with ongoing workshops for them to understand the CCLS and expectations. Additionally, they will receive the school monthly newsletter that contains information about content being covered in all grades as well as bi-weekly progress reports with detailed information about their child's social/academic progress. The Kindergarten teachers meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator or IB Coordinator, while the children are screened in literacy and math skills. The Kindergarten teachers host a luncheon for the parents and incoming students on the first half day of the school year for parents to be familiarized with the expectations and

answer any questions. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Pre-K teacher meets with colleagues and the literacy consultant to review student work and create action plans to address student needs. The teacher uses pre and post assessment administered for all units to drive instruction. Classroom teachers devised a task for each writing unit of study to be able to assess all students' strengths and weaknesses within the writing CCLS. The teachers give students an on demand writing task as the beginning of the unit and use the rubric from the NYC Performance assessment to identify strengths and weaknesses which help them tweak and differentiate the instruction to meet their needs. They administer another on demand writing task 3 weeks into the unit to identify strengths and weaknesses so that they are able to modify the unit based on the student data and needs. This is also done at the end of the unit with the summative task to close the gaps within the individual student's learning. Additionally, they identify three students, one low, medium and higher performing student and use a protocol to analyze the student work. Classroom teachers devised a performance task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCLS. These critical areas enable the teachers to close the gaps within the individual student's learning.

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	131,507.00	X	
Title II, Part A	Federal	69,309.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,470,250.00	X	

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Young Diplomats Magnet Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Young Diplomats Magnet Academy will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 242
School Name Young Diplomats Magnet Academy		

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 Denise Desjardian	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Galyna Shaller	School Counselor
Teacher/Subject Area Kerry Cutrone/3rd grade	Parent
Teacher/Subject Area Abigail Gannon/SETSS	Parent Coordinator Anthony Arias
Related-Service Provider Ariel Friedman/Speech	Borough Field Support Center Staff Member
Superintendent Ilene Altschul	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	199	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	8
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8		3	6		5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2		3									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				2										0
Haitian														0
French					2	2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2			1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1	1											0
Emerging (Low Intermediate)			1			1								0
Transitioning (High Intermediate)	1				2	1								0
Expanding (Advanced)		2		1	2	2								0
Commanding (Proficient)	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														0

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Teachers use the Fountas/Pinnell Assessment Program quarterly each academic year. Teachers group students according to their reading levels for differentiated instruction and Guided Reading. Teachers and principal analyze individual and class reading level results, NYS Tests and NYC Performance Assessment data. They group students by their abilities within classrooms and in AIS, and various push-in and pull-out programs. Each program runs in a 4-6 week cycle and is evaluated by the principal. In addition, each classroom teacher places students in literacy and math groups according to their common needs and instructional goals for 4-6 week cycles. The progress of the students in these groups is closely monitored by the classroom teachers during individual/group conferences and pre/post unit assessments. Teachers re-assess students after completion of each program's cycle. Teachers evaluate and monitor student progress on a regular basis in regards to regrouping students according to their new needs assessment.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After reviewing the NYSESLAT data, the following patterns were revealed:
 As this was the year when some changes in the NYSESLAT occurred, the scores from Listening and Writing which otherwise would have been higher seemed to have dropped slightly. We inferred it had to do with the fact that ELLs were required to use more academic vocabulary in addition to correct grammar. Thus, our focus is exposing students more to academic vocabulary and making them confident in using it. Additionally, we will expose our students to more opportunities to exercise their fact-based and argumentative essay writing skills.
 The reports show that an English language learner's performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
 The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (NYSITELL, Teacher Assessments, and informal observations).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In September 2015, the LAP team, consisting of administration, ENL teacher, coaches, AIS teachers, SETSS teacher, and classroom teachers whose classes include ELLs, made analysis of the NYSESLAT testing data. Data trends identified after review of NYSESLAT

and Periodic Assessments serve to assist in the designing of instruction that is necessary to move ELL students in an upward slope until proficiency in all 4 modalities is reached and the NYS Standards for the grade are met. The progression of language proficiency in the language process stated in research by the following sequence of modalities: 1st writing, 2nd listening, 3rd reading and last speaking. The data from the RNMR is vital for differentiated instruction in order for our ELLs to attain language proficiency. In addition to the NYSESLAT results, assessment rubrics are used to identify specific skill/sub-skills that ELL students have not yet mastered.

The ENL teacher communicates with a context teacher and then provides one with scaffolding strategies to support ELLs in reading and writing. As outlined the ENL teacher uses a push-in model to strengthen the ELLs' progress and small group instruction.

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?

Recent results of NYSITELL and NYSESLAT revealed the following pattern: ELLs enrolled in Young Diplomats Magnet Academy, PS 242, quickly achieve advanced oral English skills (CALPS), rather than reading and writing. This made us rethink the goal for academic year 2015-2016 and work toward improving the quality of student writing. The data shows that of ELL students who took the ELA last year scored at Level 1, indicating they are below grade level standards. In math, the majority of our ELLs scored at Level 1. Most of these students took these tests for the first time.

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*.]

Tier I

Whole group - Indicators of Progress: Running records, informal observation, conference notes, Children's Progress (K-2), Acuity (3-5), Unit tests.

Lesson plans must show access for ELLs using information for assessments.

Tier II

Re-administer F&P Running Records, Conference Notes, Anecdotal notes, F&P Leveled Literacy Intervention Assessments. Strengths are identified and needs analysis is completed before planning small group instruction.

Tier III

F&P Leveled Literacy Intervention Assessments, Running Records, Conference Notes.

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

In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counterparts. ENL teaching strategies are infused into the school's reading and writing curriculum maps, so that students receive the additional scaffolding they need, while still learning the same skills and information as their English proficient classmates. ENL certified teachers provide the ELL students with additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction. When an ENL certified teacher pushes into a classroom, she co-teaches with the classroom teacher and provides additional support in the lesson to support the ELLs in the class. If the students are working on an independent or group activity, the ENL certified teacher pulls the ELL students aside into a small group within the classroom setting to work on the material with the small group. The teacher uses ENL strategies, as well as scaffolding and differentiation, to ensure that the ELLs master the material at hand. In this model, the ENL certified teacher and the classroom teacher look at the lesson together before it is taught (on the grade level meeting, once a week) to discuss how to deliver the material to reach all learners. The ENL teacher works to incorporate methods to ensure the instruction is reaching the ELLs in the classroom. Explicit vocabulary instruction is delivered to the ELLs during Push-In periods in order to ensure that they have the vocabulary necessary to access the grade level materials they are presented with in the classroom. In addition, since the classroom and ENL teachers are in constant communication with each other, if there is a particular area in which an ELL is struggling in the general education classroom, the ENL teacher will work to incorporate that material into the ENL lessons to ensure the student has multiple and diverse opportunities to access the material.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

The success of the Young Diplomats Magnet Academy, PS 242, ENL program is attested to by the fact that ELLs who have passed the NYSESLAT perform at an exceptional level. While the ENL teacher monitors their progress, the ELL graduates include several students who are among the highest achieving students in their classes.

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.
During registration their child at Young Diplomats Magnet Academy, P.S. 242, each parent/guardian is required to fill and sign the Home Language Information Survey. Parents/guardians for whom English is a second language are interviewed by the ENL teacher, Mrs. Shaller, or by the Principal, Mrs. Denise Desjardin. When needed, the interview may be held in their native language if it is Spanish, French, Haitian Creole, or Fulani. A bilingual certified pedagogue on staff will be invited to translate. The HLIS is completed with the assistance of a certified pedagogue. Based upon the Home Language Form, students who speak a home language other than English are identified, the native language OTELE code is determined by the certified pedagogue and is entered to ATS for the first time. In the event when the trained pedagogue feels that the Home Language Survey is not filled correctly, an informal interview is conducted to determine should the child be administered the NYSITELL. In the event if a Spanish LAB-R needs to be administered to a Spanish speaking child, a trained pedagogue will do it within 10 days after the registration. The trained pedagogues also speak other languages besides English.
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).
Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, an ENL teacher, Mrs. Shaller, administers the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEP is based on the determination of the Language Proficiency Team (LPT) The LPT includes: the Principal, Mrs. Denise Desjardin, the ENL teacher, Mrs. Shaller, SETSS teacher Abigail Gannon. A bilingual certified pedagogue on staff will be invited to translate. Based on the evidence, the LPT make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The Principal, Mrs. Denise Desjardin has a right to accept or reject the LPT's recommendation. Moreover, the final decision is made by the superintendent.
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.
The entitlement letter in the parent home language, including the parent consent and a signature tear-off slip, is sent home via mail or backpack with a student. However, after unsuccessful several attempts to reschedule the meeting or receive a consent signed by a parent/guardians we proceed with the default program, which is TBE. Simultaneously, we issue continuous entitlement letters to the parent/guardians of students who returned to the ENL Program. These letters also have a tear-off consent slip and are signed by the parent-guardians. Our school closely monitors all signed and returned forms. The copies of the signed letters, along with the Parent Survey and Program Selection Forms are collected and stored in the ENL KIT in the ENL office. Our ENL teacher, Mrs. Shaller, prints out ATS reports, such as RLER to determine NYSESLAT student's eligibility.
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).
Our ENL teacher, Mrs. Shaller, provides orientation meetings for all parents or guardians of newly enrolled ELL students. On these meetings parents are informed that they have the right to appeal ELL status within 45 days of enrollment. In order to start Re-identification Process parent writes letter to the principal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
After the administration of the NYSITELL and based on the NYSITELL results, parents of eligible students receive parent notification materials and an invitation to a parent orientation meeting in their home language to be advised of their placement options (within 10 days of admission). Our ENL teacher, Mrs. Shaller, meets parents as they arrive with their children to school in the morning, or telephones families to schedule individual appointments for orientation meetings. She distributes personal invitations for the orientation meetings during drop-offs and pick-ups of the children. All orientation meetings are scheduled in accordance with the parent/guardian's availability. The materials and the brochure informing parents of the DOE ENL policies and program choices in the home language of the parent/guardian are prepared in advance, a special quiet place is allocated, a staff member is invited to

interpret during the orientation meetings, and the equipment for the parent/guardian to view the DOE video in his/her home language is prepared. In the event when a staff member who knows a particular language of an invited parent/guardian is not available, we contact the DOE Translation Union and request their staff member to come and assist us. At the orientation meetings and after viewing the video, the conversation between the parent/guardian and ENL takes place, during which the ENL teacher informs the parent/guardian about their three choices and explains the work that she does with the students in great detail. The parents/guardians then fill out the parent survey and the program selection form to indicate their program choice. Based upon parent choice, students are placed in the appropriate program. In the event that the parent/guardian does not attend the orientation meeting, we reschedule it. If parents/guardians do not specifically choose the ENL option, they are provided with alternative placement options in other schools. If 15 parents of students of the same Home Language choose a bilingual program, and/or if those students are in two contiguous grades, we will create a bilingual program, in accordance with the Aspira Consent Decree.

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.

The entitlement letter in the parent home language, including the parent consent and a signature tear-off slip, is sent home via mail or backpack with a student. However, after unsuccessful several attempts to reschedule the meeting or receive a consent signed by a parent/guardians we proceed with the default program, which is TBE. Simultaneously, we issue continuous entitlement letters to the parent/guardians of students who returned to the ENL Program. These letters also have a tear-off consent slip and are signed by the parent-guardians.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our school closely monitors all signed and returned forms. The parent must return the completed and signed the Parent Survey and Program Selection forms within 5 school calendar days. The copies of the signed letters, along with the Parent Survey and Program Selection Forms are collected and stored in the ENL KIT in the ENL office. Our ENL teacher, Mrs. Shaller, prints out ATS reports, such as RLER to determine NYSESLAT student's eligibility.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined, our school send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. The placement letter is sent home via mail or backpack with a student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are collected and stored in the ENL KIT in the ENL office. ELL documents include the following: dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter, Continued entitlement letter, Non entitlement letter, Language Proficiency Team NYSITELL Determination Form.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

NYSESLAT is used to annually evaluate ELLs in our school. ATS reports, such as RLER are printed out which allows us to determine student eligibility. Identified pedagogues who would administer NYSESLAT, including the ENL teacher, Mrs. Shaller, test coordinator, Mrs. Grullon, receive training prior the administration of the NYSESLAT. A comprehensive testing schedule is created and testing locations are identified in advance. All listening section equipment is tested and prepared. Individual student booklets containing reading, writing, and speaking sections are counted according to the number of tested students in each grade and set aside in a secured location. Students with disabilities are provided with all testing accommodations indicated in their IEPs. In the event of student absence through the duration of the current testing window, the testing is rescheduled for a make-up according to the next testing window. Every of the four components of the NYSESLAT: listening, speaking, reading and writing is administered separately. Listening and speaking components are administered individually.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ENL teacher, Mrs. Shaller notifies ELL parents of NYSESLAT outcomes and program eligibility at the beginning of the school year by sending continued entitlement and transitional support parent notification letters via mail or backpack with a student.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The copies of the signed letters, along with the Parent Survey and Program Selection Forms are collected and stored in the ENL KIT in the ENL office. If parents/guardians do not specifically choose the ENL option, they are provided with alternative placement options in other schools. If 15 parents of students of the same Home Language choose a bilingual program, and/or if those students are in two contiguous grades, we will create a bilingual program, in accordance with the Aspira Consent Decree. Parents of students who pass the NYSITELL receive notification letters of ineligibility of ENL service. Based on the proficiency level of the student from the NYSITELL, the student is placed in an appropriate, level-based ENL program as entering, emerging, transitioning, expanding and commanding. It has been recorded that for the past few years the parents/guardians of eligible students choose to receive freestanding ENL instruction which is provided at our school by fully certified ENL teacher, Mrs. Galyna Shaller. During 2013-2014

academic year, 21 students were identified as ELLs and all their parents have chosen a freestanding ENL instruction. 2014-2015 academic year brought as 18 students of various levels who require ENL instruction. The ENL program at Young Diplomats Magnet Academy (PS 242) is aligned with the choice of all parents of "L" students, which is freestanding.

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.

Eligible students receive one or two units of ENL instruction from one full-time, fully certified ENL Teacher, Mrs. Shaller, as required by the results of the NYSITELL or NYSESLAT and based on CR 154 mandates. Instruction is highly differentiated and provided on either push-in and/or pull-out basis as appropriate. Entering, Emerging and Transitioning ELLs pushed-in and pulled-out in small groups. Expanding and Commanding ELLs are serviced within push-in context, in which ENL teacher scaffolds the mainstream classroom lessons. All ENL instruction is provided in small groups according to their grade-level.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Presently, there are two students in 2nd grade who are identified as expanding and receive 180 min. a week of ENL instruction and two students as entering and receive 360 min. of ENL instruction. Two 3rd grade students, among whom 1 student is identified as emerging and 1 as entering and receive 360 min. a week of ENL instruction. The next group includes two 4th grade students, among whom there is one student at expanding level and receives 180 min a week and 1 student is at the Emerging level and receives 360 min. Finally, there are six 5th grade students, among them 2 students are at transitioning and 2 at expanding levels and receive 180 min. a week, 2 students at entering level and receive 360 min. of ENL instruction a week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content area instruction at Young Diplomats Magnet Academy is carefully planned within trans-disciplinary units of study that correlate between science and social studies and embraces all areas of curriculum that are deeply embedded and delivered through balanced literacy and mathematics. As an International Baccalaureate Candidate School, Young Diplomats Magnet Academy is not only following high expectations of the New York State Common Core Learning Standards but also the goals of the International Baccalaureate Organization. All our students, including ELL students, are exposed to learn through hands-on experiences, inquiries, and research based projects. Each unit of study begins with an introduction, composing and posing essential questions which students are learning to answer elaborately throughout the unit by making inquiries, working on experiments, calculating, measuring, constructing, and preparing individual and collaborative written reports. This inquiry method of study allows for multiple opportunities to use oral and written language through projects, research, discoveries, and discussions in whole/small group, as well as in partnerships. To infuse our content area instruction, our teachers, including the ENL teacher, use portions of various methods, such as CALLA, QTEL etc. In addition, we use visual aids, graphic organizers, and contemporary technology, such individual student laptops, ipads, interactive Smart Boards, Prometheans, ELMOs. In order to incorporate ENL strategies into the content area instruction, our ENL teacher plans with our grade-level teams and articulates with individual teachers about the progress of their students on a regular basis. On-going assessments help teachers differentiate instruction and assignments for groups and individual students, including ELLs, who are held accountable to set goals and objectives of the studies. Mutually established checklist and rubrics assist students during the process of the studies and determine their final grades. Constructive

feedback from the teachers and peers about their final written reports and projects help them establish next steps for further improvement.

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

All our ELL students have multiple opportunities to use their Native Language skills throughout the school year. Young Diplomats Magnet Academy, PS 242, provides French language as one of its specials during prep. period classes, two times a week for students in grade K-3, and once a week for students in grades 3-5. Students whose native language is French listen, speak, sing, read and write in French classes. They also have many opportunities to use French in small groups among their peers and friends, with staff members who speak French, during gym, classroom assemblies, at lunch and recess. Our Native speakers of Spanish have opportunities to practice Spanish with many staff members who also speak Spanish in gym, assemblies, at lunch, and recess. In addition, native language dictionaries, glossaries, and books are available in each classroom. Finally, in Young Diplomats Magnet Academy, P.S. 242, we provide school-wide multicultural events which include performances that embrace different cultures and languages, including Spanish and French.

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

Based on a review of the last three years breakdown of NYSESLAT results, the pattern in proficiency levels shows that listening and speaking and reading modalities are acquired at a faster pace than writing across all grades K-5. These results dictate the specific instructional plan for each ELL. We have a schoolwide focus on vocabulary development, writing strategies for our current and former ELLs.

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

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

In the case of SIFE or special education students, the lessons are back-to-basics, to strengthen a shaky linguistic foundation:

Dolch high frequency words, sight words, and grammar, for reading, writing, speaking and listening as required by ENL and ELA mandates. Currently, there are no SIFE students, but if and when they come to our school, performance data is used to gauge their progress and develop a plan of instruction for them. Presently, there are six ELL students who completed 6 years of ENL service. Performance data is used to measure their progress and develop a plan of instruction for them.

ELLs in US schools less than three years (newcomers) are placed into a class with another child who speaks the same language, whenever possible and every effort is made to insure a smooth transition into the new school system both socially and academically. These students are grouped by abilities for small group ENL instruction. Basic survival English is taught.

Focus

is also placed on phonics and basic writing/ reading skills. Bilingual dictionaries are used to support students comprehension. Students within each ELL subgroup are grouped according to their speaking, listening, reading and writing levels

as per NYSITELL and NYSESLAT scores, collaboration with classroom teacher levels and based on Fountas and Pinnell scores. Additional support for listening and speaking provided by scaffolded instruction utilizing methodologies such as read alouds, think, pair, share, etc. Currently, our school does not have ELL students who receiving service 7 or more years. In case of one, performance data will be used to measure their progress and develop a plan of instruction for them. Our students whose NYSESLAT test indicate proficiency levels are still offered 2 additional years of testing accommodations. They receiving 90 min. a week ENL service. In addition, the progress of these students is closely monitored and, if necessary, they receive AIS services. AIS teachers provide 4-6 week cycles of intensive literacy and math academic intervention services to all students, including ELLs, in grades 1-5 in small group settings.

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.

Within 6-12 month the principal, Mrs. Denise Desjardian reviews the Re-identification Process decision. The principal will consult with a qualified staff member in the school: Speech teacher Mrs. Ariel Friedman, ENL teacher Mrs. Galyna Shaller, SETS teacher Abigail Friedman, school Psychologist Kc Genzmer, Guidance Tamara House, the parent/guardian, and the student.

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?

Our Special Education ELLs receive their mandated ENL services in accordance with their IEPs, via push-in program.

ENL instruction is provided in small groups with mainstream students. Instruction is differentiated based on student needs,

Chart

abilities and IEPs. Identified for support from our AIS team. AIS providers, ENL teacher and classroom teachers are involved in an ongoing collaboration to match level specific programs geared toward the child reaching his/her particular goal. The following programs are utilized during evaluation and planning: Foundations, Level Literacy Intervention, Ready Gen, Wilson, ELL online programs (Starfall.com). Four languages are spoken by the staff of PS 242, which is very helpful in communicating with students and parents. Students also use websites and computer translations as learning tools to support native language as well as bilingual books and dictionaries.

To infuse our content area instruction, our teachers, including the ENL teacher, use portions of various methods, such as CALLA, QTEL, and SIOP. In addition, we use visual aids, graphic organizers, and contemporary technology, such as individual student laptops and I pads, interactive Smart Boards, Prometheans, ELMO's

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

The ENL teacher, Speech teacher and other therapists meet at the beginning of the school year to organize scheduling, so that the diverse needs of ELL-SWDs are fully met and that the students receive all mandated services as per their IEPs.

ENL teacher uses Common Core Learning Standards and collaborates with classroom teachers to support ELL-SWD. Our Ls-SWD served more as push-in than pull-out. Our school system allows scheduling flexibility that helps the ENL teacher to push-in

or pull-out students based on what is currently going on in the classroom. The flexibility allows students to be pulled where the curriculum can be taught in a small group within the least restrictive environment.

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 Chart	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.

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

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

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

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

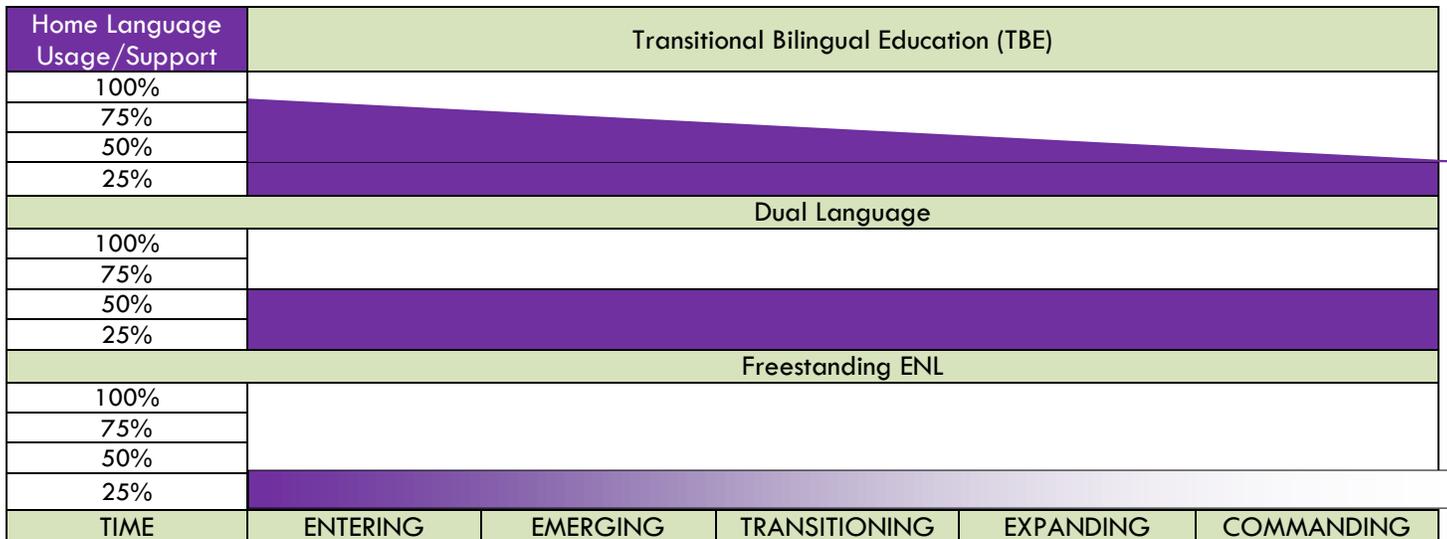


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All ELLs receive rigorous grade level content area instruction. Our ENL program incorporates a wide variety of instructional age and grade level appropriate materials to support the learning of ELLs. To meet the standards in math, we utilize "Go Math" (in grades K-5). Within these programs our students have access to hands on manipulatives, books and are exposed to targeted math vocabulary. During the literacy block the students are instructed using content area resources based on their proficiency levels. Individual instruction and small group instruction is provided during this time. To meet the standards in ELA, our school has invested in the "Ready Gen" program, which helps to prepare our students for academic success. This program includes a writing model, big books, charts, leveled guided reading books, phonics chart with tapes, as well as test preparation materials.
All grades utilize a variety of key teacher resources to support teaching and learning.
The ENL teacher meets and articulates with all subject area teachers to infuse instruction. When possible, we try to use native language texts to support Social Studies, Mathematics and Science instruction , focusing on developing concepts and terminology.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Ready Gen is a rigorous reading program that accelerates students' academic achievement. The program uses scaffolded, sustained instruction and language development strategies
12. What new programs or improvements will be considered for the upcoming school year?
In literacy, Ready Gen Program is implemented. In math, Go Math is used, along with various math games, math manipulatives, and math writing response.
13. What programs/services for ELLs will be discontinued and why?
We are not planning to discontinue any programs/services for our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are provided with every opportunity to grow academically and participate in all school programs albeit academics, enrichment, sports and/or the arts during school as well as after school. Remedial and accelerated programs are offered to ALL students, including ELLs, based on needs, as determined by assessments.
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.
Technology is incorporated into instruction for all students, including ELLs. ENL and classroom teachers plan cooperatively to insure that technology is integrated and project based learning takes place throughout the day. The school uses Starfall. com programs (for newcomers), Elmo, Smartboards, laptops, Ipads and other resources and equipment for research and on-going projects.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Newcomers are "buddied" up with students who speak their native language, whenever possible. Students use native language dictionaries and glossaries throughout the year. Few languages are spoken by the staff of PS 242, which is very helpful in communicating with students and parents. Students also use websites and computer translations as learning tools to support native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ENL instruction is provided in small groups according to their grade-level. We align all curriculum and instructional materials to the appropriate age and grade levels of our students. All instruction is Common Core aligned.
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).
Each spring, we have an open house for parents of all incoming Kindergarten students, including potential ELLs. Parents receive information about the school and the ENL programs during this meeting and registration. Additional information is provided during ENL orientation.
19. What language electives are offered to ELLs?
Children at the transitional stage of language acquisition require strategy development in reading stamina and vocabulary. Shared Reading opportunities, Students as Authors, Reader Theater and student performance provide transitional student's opportunities to hear repetitive language and grammatical structures by using emergent and early text levels.
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)?

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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.)

The ENL Teacher and pedagogical staff collaborate to conduct nine 50-minute staff development sessions building-wide to teach other teachers the techniques used in ENL pedagogy. Professional development is strategically planned to focus on informing all pedagogical staff on the powerful specialized strategies for strengthening the literacy and academic performance of our ELL students. Sessions are conducted during grade conferences, faculty conferences, and assigned professional development opportunities, both in-house and through outside service providers. Staff development is designed to meet the needs of the new teachers as well as the veteran pedagogues. An important element that continues to be reinforced is the need to differentiate and scaffold instruction for all students, including our English Language Learners and special needs children. Teachers are informed on ways in which the classroom can provide an inviting and nurturing learning environment that supports the building of an ELL's self-esteem and developing confidence in a new language.
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 ENL Teacher uses the opportunities to turnkey region-wide ELL professional development sessions. Topics addressed include: What is the Language Allocation Policy? Applying ELL Assessments, Integrating new ELLs into classroom teachers to track progress of ELLs. Workshop topics to be covered by 2015-2016 school years are the following: Levels of English Literacy development and language analysis, Test taking strategies, Common Core for the Not so Common Learners.

The goal of the LAP team is to ensure that Young Diplomats Magnet Academy, P.S. 242, including administration, teachers and all support staff has the necessary resources and support to improve instruction for ELLs. In the area of resources, the following instructional materials are used; abridged versions of American and international classics, classroom libraries with various genres and reading levels in both English, French, and Spanish, a school library with multicultural literature in English, French, and Spanish languages, a teacher resource room with sets of guided reading books in all levels, fiction/nonfiction level books, leveled books for all units of study taught at school in literacy/math/social studies/science, computer internet access, bilingual dictionaries and glossaries in Spanish/English and French/English.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff receives professional development to support ELLs as they transition to middle school from our Guidance Counselor and Parent Coordinator. Staff is invited to attend Family Open Houses which provide middle school information. In addition, bilingual staff and translation services are available to assist staff in communicating with the families.
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.

As mandated by Jose P., we provide professional development to the whole school staff, including teachers, paraprofessionals, administration, SBST members, etc. Our ENL Teacher provides the mandatory 7.5 hours of ENL training for general education teachers and 10 hours for Special Education teachers. Our ENL teacher works with individual classroom teachers to assist them with the instruction for ELLs. These professional developments are delivered during faculty conferences, grade conferences, after school sessions and on the Chancellor's Professional Development Days. Attendance records are recorded and logged.

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?

The ENL Teacher is in personal contact with the parents of ELLs. The ENL teacher, Mrs. Shaller individually meets with the parents or guardians of English language learners in November to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Such meeting is conducted with a qualified interpreter/ translator .

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.

Attendance records are recorded and logged. Formal or informal recommendations of our parents are always reviewed and analyzed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Young Diplomats Magnet Academy has a strong and functional PTA that plays a pivotal role in the life of the school's community. Monthly PTA and SLT meetings are held during which participants discuss important school issues. Families receive monthly multiple-page in a home-language Newsletters informing them of school-wide, every grade-level classroom and outside-of-the-classroom curriculum, events, and activities. These Newsletters are both bag packed for each student, emailed to families who have internet access, as well as displayed on the Young Diplomats Magnet Academy website.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Young Diplomats Magnet Academy has partnerships with several community organizations that have permanent residencies at our school and provide us with enrichment programs during school time and after school hours. These programs and activities are offered to all student body, including ELLs. Community Works bring artists who create dance and movement programs aligned to current social studies or science units of study and Rosie's Theater Kids teaches upper grade students various contemporary dances. These programs are partially funded by the Federal Magnet Grant. There are also free programs that the school was able to bring in through continuous grant application progress. The school offers multiple events and parent workshops at which translation services are always provided. Some of them are : Meet The Teacher Night and Common Core Learning Standards in literacy/math provided by literacy/ math coaches. Various professional guest speakers are invited to conduct workshops organized by our parent coordinator. In addition, the principal invites families for once a month "TEA with Ms.D", during which parents discuss their issues and concerns.

HCZ provides all our families, including ELLs, with a free after school program that takes place daily from 3:00-5:45 p.m., during which the students are fed hot supper, participate in organized sport, dance, drama, various art activities, enjoy outdoor, and play table and group games. HCZ also offers to all students, enrolled in their program, including, ELLs, out-of-school child care during regular school holidays, vacations, and a Summer Camp, during which our students participate in indoor and outdoor recreational activities, including day trips to various cultural institutions of our city.

5. How do you evaluate the needs of the parents?
Parent Needs Assessments are distributed by the Parent Coordinator and the ENL teacher. After reviewing the surveys, we determine the parents' needs and plan our workshops accordingly. Based on the results of the surveys, we provide our parents with written translations of all school notices and at all events. There is a translation team, consisting of staff members, Parent Coordinator and parents. Types of workshops are also based on the survey results. Formal or informal recommendations of our parents are always reviewed and analyzed. We have a diverse community with diverse needs and we take it to a consideration when reaching out to partner with community-based organizations.

6. How do your parental involvement activities address the needs of the parents?
All our newly enrolled parents, including parents/guardians of ELLs, are offered invitations and provided with school tours and orientation meetings. These events are planned in advanced and necessary translating services are organized. Formal or informal recommendations of our parents are always reviewed and analyzed. We have a diverse community with diverse needs and we take it to a consideration when reaching out to partner with community-based organizations.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M242** School Name: **Young Diplomats Magnet Academy**
Superintendent: **Ilene Altschul**

Before you begin, please check the following:

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

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

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

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

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

During registration their child at Young Diplomats Magnet Academy, PS 242M, each parent/guardian is required to fill in and sign the Home Language Information Survey. Parents/guardians for whom English is a second language are interviewed by a bilingual certified pedagogue or administrator in their native language if it is Spanish, French, Haitian Creole, or Fulani. Based upon the Home Language Form, students who speak a home language other than English are identified, the native language. An interview with a parent/guardian on the topic of preferred language communication between the school and home and on a preferred ENL program for their child is being held. In order to analyze the number of Home Language surveys, an administrator (principal) runs the RPOB report from ATS. Our school uses all methods of school-home contacts requested by the families. We use school-wide distribution list to email, call, write letters, send flyers, invitations, monthly Newsletters to communicate with our students' caregivers.

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

Our students come to our school from all over the world and their families speak many different languages. Among them are: Spanish, Arabic, Haitian-Creole, French, Fulani, and other languages. We found that most parents prefer to communicate in English, Spanish, and French. These findings come available through personal contacts with the parents during their child's registration and at the interviews. Before scheduling parent-teacher conferences, we evaluate our data from the RPOB report and recruit

our bilingual pedagogues willing to serve as interpreters. While preparing for testing, the testing coordinator analyzes the latest data from the RPOB report and makes necessary contacts with various translating services to accommodate "L" students who require translated testing documents. The data findings of our school's demography has shown that among 199 students who are enrolled in Young Diplomats Magnet Academy there are 1.3% of student population whose native language is Arabic, 1.02% of student population whose native language is Fulani, 0.6% of student population whose native language is Madeko, 3% of the student population whose native language is French, 5% of student population whose native language is Spanish, and 0.3% of student population whose native language is Wolof.

Part B: Creating a Communications Calendar

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

Young Diplomats Magnet Academy provides wide variety of documents that disseminates every year and require translation. Documents containing critical information that are translated include, but are not limited to, the following areas: progress reports, weekly letters, parent-teacher conference announcements, mails, weekly homework sheets, general overview of student curriculum.

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

All school functions, including ELL identification process at registration, IEP meetings that take place every other Wednesday throughout the year, parent-teacher conferences in November 2015-March 2016, Meet-the-Teacher Night, classroom and grade-level assemblies, special performances that takes place as culminations at the conclusion of various art, music, and movement special programs that are offered by the SBOs in the collaboration with our school throughout the year, an annual Thanksgiving Feast in November 2015, the Reading Gala in March 2016, an International Baccalaureate Learner Profile Showcase (in conjunction with our school's International Baccalaureate Candidacy process), monthly principal meetings with the families, called "Tea with Ms. D", winter holiday show that displays the celebration of Winter Holidays Around the World, December 2016, Cultural Art Exhibition that displays student art and Media Work February 2016, a Career Day in May 2016, use oral interpretation services according to analysis from the RPOB report.

Part C: Providing Language Assistance Services

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

We select translators to accommodate our parents at parent-teacher conferences. Progress reports are issued in the home language of the students as requested. Many teachers who speak only English and cannot find an interpreter of their students' home tongue, use NYCDOE Translation Unit to translate their weekly letters that inform families of all events in their classrooms. Our Parent Coordinator, along with the math coach give workshops on educational and non-educational topics to families and ensures that translating services are available at all school functions. All mail that goes to families is written in the languages requested by the school community at the initial interviews. Teachers produce weekly homework sheets in languages of their classroom students. Young Diplomats Magnet Academy has a procedure in place for providing interpretation services during business hours.

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

Our school mostly use NYCDOE Translation and Interpretation Unit to translate documents to limited-English-proficient parents.

Part D: Training Staff on Policies and Procedures

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

Professional development is strategically planned to focus on informing all pedagogical staff on the information of how to use translation services and the over-the-phone interpretation service.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Young Diplomats Magnet Academy provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes his/her rights regarding translation and interpretation services. Since our school offers French instruction as a foreign language, each school's facility has a sign in both English and French as per request of the majority of the parents and according to a requirement of the International Baccalaureate Organization. Our school has obtained a translation into such languages of the signage and forms required from the Translation and Interpretation Unit.

Part F: Monitoring and Quality Control

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

Parent Needs Assessments are distributed by the Parent Coordinator and the ENL teacher. Based on the results of the surveys, we provide our parents with written translations of all school notices and at all events. There is a translation team, consisting of staff members, Parent Coordinator and parents. Types of workshops are also based on the survey results. Formal or informal recommendations of our parents are always reviewed and analyzed. We have a diverse community with diverse needs and we take it to a consideration when reaching out to partner with community-based organizations.