

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M258

School Name:

COMMUNITY ACTION SCHOOL - MS 258

Principal:

JOHN CURRY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Community Action School School Number (DBN): 03M258
Grades Served: 6, 7, 8
School Address: 154 West 93rd Street, New York, NY 10025
Phone Number: 212-678-5888 Fax: 212-531-7351
School Contact Person: John Curry Email Address: Jcurry2@schools.nyc.gov
Principal: John Curry
UFT Chapter Leader: Daniel Brawner
Parents' Association President: Fallon Davis
SLT Chairperson: Thomas Chickery
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Fallon Davis
Student Representative(s):

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5888 Fax: 212-222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor, New York, 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)
John Curry	*Principal or Designee	
Rebecca Osleeb	*UFT Chapter Leader or Designee	
Fallon Davis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Daniel Crugnale	Elected Parent	
Lorna Scheuer	Elected Parent	
Joanne Grullon	Elected Parent	
Judy Riley	Elected Parent	
Thomas Chickery	Elected UFT	
Monica Saladi	Elected UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise Dyer	Elected UFT	
	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.

Current principal John Curry founded Community Action School (CAS) in 1994, with a mission of providing a safe, rigorous education for a diverse community of learners. It has continued to a primarily African-American and Latino student body. Most students come from families who struggle economically: CAS has always been a Title I school, with the sector of students receiving free lunch consistently averaging around 80%.

While our students have a broad range of academic levels, a high percentage of students entering our sixth grade struggle in their literacy and mathematics skills. Additionally, our inclusion special education population is about 28% of the student body. In addition to our SETSS and ICT students whose services are provided in a full inclusion environment, we have a small self-contained program of cognitively impaired students who take alternate assessment NYS exams.

We are guided by the following mission statement:

- All students can master essential skills in reading, writing, and mathematics with the proper academic support.
- A rigorous, standards-based instructional program is necessary to prepare our students to excel in high school, college, and the workplace.
- Effective teachers train students to be independent thinkers and life-long learners.
- Middle school students need clear, strict, and fair behavioral guidelines, as well as access to a strong support network.
- An inclusion model works best for special needs students
- Strong connections between the school and the family and surrounding community are central to students' academic success.

During the current school year, CAS school continued to consolidate its strengths in several areas aligned with elements of the Framework for Great Schools:

- **RIGOROUS INSTRUCTION:** School leaders and the academic coaching staff chose 3C – Engagement and 3D – Assessment – as two focuses for the year. We felt that both were key leverage points for successfully engaging all of our students in rigorous work. Mathematics and ELA teachers have been working on these two elements during the past several years. Science and social studies are growth areas, where there needs to be improvement particularly in the area of assessment and rigor of written tasks.
- **SUPPORTIVE ENVIRONMENT:** The school continues to have a very strong network for student support in both the academic and social/emotional spheres. There is a strong advisory program; close relationships between staff and students, fostered by administrative supports; and an active PPT. The school also used outside organizations to support students' developmental needs, including PFLAG (Parents and Families of Lesbian, Gay, Bisexual and Transgender relatives), loss and bereavement support groups, Hunter Learning Lab tutors, and many other community initiative. This year's area of growth is improving student's academic and behavior skills through building goal-setting structures and participation in the DOE Academic and Personal Behaviors Institute.

- **COLLABORATIVE TEACHERS** – CAS teachers collaborate closely, supported by common preps, opportunities for distributive leadership and strong administrative support. Included among weekly teacher meetings are the literacy team, the math team, the science/social studies team, the pupil personnel team, grade teams and planning session between general education/special education teaching partners. A focus for the current school year and moving forward are protocols for analyzing student work for formative purposes, particularly midway through rigorous performance tasks. These protocols are designed to provide data for class wide teaching shifts, as well as improving differentiation of instruction.
- **EFFECTIVE SCHOOL LEADERSHIP** – CAS school leaders provide supports for teacher success, including assistance with classroom discipline, embedding common preps, budgeting for coaches in all core subject areas and managing school funds so that essential instructional resources are not lacking. An essential component of leadership is observation and follow-up guidance with staff. ADVANCE observations went well this year, well accepted by staff and followed by observable instructional changes. The next steps for this year is to increase the amount of support for teachers to leverage support in their instructional skills through better access to PD services and inter-visiton within the school and with compatible partner schools.
- **STRONG FAMILY-COMMUNITY TIES** – Many of our families have multiple stressors that limit their communication with the school. At CAS, a key component of strong family-community ties has also been providing multiple scaffolds for families, including a well-maintained online grading system, a culture of motivated teacher family outreach via phone and email and employment of a committed and skilled family coordinator (ours have been associated with the school for 20 of its 21 years of existence!). A growth area for the coming year is increasing the level of support provided for our families to understand the rigorous requirements of the CCLS, and learn about ways that they can support their children to excel in the midst of new learning challenges.

To conclude, these are some strong elements of extensive enrichment program and multiple community collaborations:

- We use a 21st Century grant to partner with the Urban Arts Program. This organization provides arts professionals for our photography, visual arts, drama, and chorus and percussion clubs. NYCDOE monies fund community service, yoga, soccer, baseball, and basketball and math club.
- Community collaborations support essential elements of our social/emotional support structure. The Bereavement Project runs three cycles a year of therapy groups for students with deaths in their families. PFLAG, a support group for gay, lesbian, bisexual and trans-gender people and their families, provided several workshops a year in all of our sixth and eighth grade classes. The DOE/DOH collaborative School Response Team program places a team of social workers in our school one day a week, helping families connect with community-based mental health services. The JCC of the Upper West side places a team of trained academic intervention volunteers in our school, as doe the Parent Leadership project. The school continues to seek out additional community-based resources to serve our students’ many needs.

03M258 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	255	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	67.4%	% Attendance Rate			93.4%
% Free Lunch	63.6%	% Reduced Lunch			3.1%
% Limited English Proficient	4.3%	% Students with Disabilities			31.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			51.6%
% Hispanic or Latino	42.2%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	4.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.15	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.3%	% Teaching Out of Certification (2013-14)			21.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.3
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4			16.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			63.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	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			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				
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.

During the 2014 – 2015 school year, all core area teachers have used the UBD planning protocol to lie out standards-based units, each culminated by a standards-based performance task. A review of the unit plans showed that they were high-quality and included meaningful essential questions, clear learning objectives and rigorous performance tasks.

However, when student portfolios were reviewed at the end of the school year, the following trends were noted:

- Timelines for completing units and performance tasks were uneven, with many running over projected time. Sometimes this meant that academic sections were “out of sync” in each unit’s progress
- Uneven timelines for completion of units sometimes resulted in other units being rushed, with no time for a rigorous performance task.
- Rubrics were of varying quality. While most teachers were using a rigorous, holistic rubric, others were using a more simplified tool in the form of a checklist
- Feedback to student work was detailed in some instances. In others, students received a rubric-based score with no narrative or identified next steps.

These findings suggest the need for clearer expectations in regards to the length of units and the assessment protocols.

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 November 2015, all core subject classes will use rigorous rubrics to conduct formative and summative assessments of performance tasks. Each assessment will provide actionable feedback that will result in at least a 5% average increase in student performance between the mid-unit and end of unit assessments through June 2016 .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Curriculum teams, together with curriculum coaches and the administration, will review UBD unit plans for all core subject classes. Central focuses will include:</p> <ul style="list-style-type: none"> • Projected sequence and length of the units • Each unit’s formative and summative assessments • Alignment within and between grade levels 	<p>Core subject teachers, SE teachers, curriculum coaches, administration</p>	<p>Summer 2015, revisited throughout the 2015 – 2016 school year</p>	<p>Curriculum teams with support by curriculum coaches, oversight by coaches’ team and school administration</p>
<p>Curriculum teams will create a calendar of the year’s units and of the formative and summative assessments embedded in each. Progress in following the calendar will be tracked collaboratively in weekly curriculum team meetings.</p>	<p>Core subject teachers, SE teachers, curriculum coaches, administration</p>	<p>Summer 2015, revisited throughout the 2015 – 2016 school year</p>	<p>Curriculum teams with support by curriculum coaches, oversight by coaches’ team and school administration</p>
<p>The administration and coaching staff will maintain a system of quarterly “portfolio periods” where performance tasks and other work materials will be reflected on by students and added to their portfolio binders.</p>	<p>Core subject teachers, SE teachers, curriculum coaches, administration</p>	<p>Quarterly, 2015 – 2016 school year</p>	<p>All teachers and students</p>
<p>Curriculum teams will standardize norms for assessment of student products, using CCLS-aligned rubrics, and for providing actionable feedback for students (communicating “next steps”)</p>	<p>Teachers of all core subject areas, working in collaborative curriculum teams</p>	<p>Summer 2015 – October 2015, revisited throughout the year</p>	<p>Curriculum teams with support by curriculum coaches, oversight by coaches’ team and school administration</p>

Part 4 – Budget and Resource Alignment

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

Common preps for curriculum team meetings

Common preps for planning partner meetings (GE/SE and teachers teaching same subjects in different sections in the same grade)

Tax levy, Title I SWP and/or C4E monies to pay for outside consultants, if needed

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Student data on each performance task will be reviewed by the administrative and coaching staff on a periodic basis – particularly after quarter “portfolio days” when students add performance tasks to their portfolios and evaluate their own work. The team will also review spreadsheets of students’ scores on performance tasks submitted by core subject teachers. Using this data, the team will evaluate progress towards the goal of at least a 5% average increase in student performance between the mid-unit and end of unit assessments.

The administration will collect this data and present it to the SLT for review in their June 2016 meeting.

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.

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.

No goal for this section

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>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		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.

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

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

Section 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.

Teachers collaborate in a range of meetings during the week, facilitated by common preps built into their schedules. Weekly meetings include:

- Literacy team – including all ELA staff and their special education coteachers, the AIS teacher, the speech teacher, and all members of the administration. Team meetings are facilitated by the school’s literacy coach
- Math team –including all mathematics staff and special education coteachers and members of the administration. Team meetings are facilitated by the school’s mathematics coach
- Content area team (social studies and science) – meet in same subject groups or together in meetings facilitated by the schools content area coach
- PPT/SIT – including all special education, AIS and related service teachers, as well as all members of the administration.
- Collaborative team teaching teams – ICT/SETSS teachers and general education co-teachers - meet to plan and evaluate instruction in inclusion classes.
- Coaching team - consisting of the math, content area and literacy coaches, along with members of the school administration

One of the initiatives in collaborative teaching work will be the development of more effective practices for looking at student work, utilizing protocols that identify subgroups within classes and that then help to design next steps for each. These protocols were piloted in math and ELA with success, and in both cases deepened the conversation about student work and pedagogy. This year, the work will be deepened in these two curriculum areas and expanded to social studies and science. In all subjects, this protocol will be used as a lens for looking at individual student needs and will drive conversation about how to better serve the needs of all students in each class – those needing accommodations and scaffolds and those needing challenging extensions.

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.

Teacher teams will collaborate bi-monthly in reviewing unit assessment data to identify student performing in the lowest quartile of each class and create targeted instructional strategies that will results in average of 25% improvement for targeted students by the end of each unit by June 2016.



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>Under the guidance of the school’s academic coaches and the administration curriculum teams, including special education teachers, will develop a protocol for mid-unit assessments for formative purposes. These assessments will then be included in the UBD unit plan, including skills to be assessed and appropriate rubrics.</p>	<p>All core subject teachers and their special education teaching partners</p>	<p>July – October 2015, ongoing adjustments during the remainder of the school year</p>	<p>Core subject coaches and administration, curriculum teams, outside professional development consultants</p>
<p>Halfway through each unit, teachers will administer brief assessments, targeting two to three skills and concepts central to the unit’s learning objectives. Teacher teams will then collaboratively use a protocol for sorting this work into four performance levels.</p> <p>Collaborative teams will utilize this information for deciding what skills and concepts need to be retaught, and how instruction should be differentiated for students in each performance level.</p>	<p>All core subject teachers and their special education teaching partners</p>	<p>October 2015 – June 2016</p>	<p>Core subject coaches and administration, curriculum teams, outside professional development consultants</p>
<p>A summative performance task will then be administered and be collaboratively scored using a comprehensive rubric. The products will be added to each student’s portfolio and be part of each student’s course grade.</p>	<p>All core subject teachers and their special education teaching partners</p>	<p>October 2015 – June 2016</p>	<p>Core subject coaches and administration, curriculum teams, outside professional development consultants</p>

Part 4 – Budget and Resource Alignment

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

- Tax levy, Title I and/or C4E funds to support curriculum coaches.
- Common preps for teaching teams
- Tax levy, Title I SWP and/or C4E monies to pay for outside consultants, if needed

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Teacher teams will collaborate bi-monthly in reviewing unit assessment data to identify student performing in the lowest quartile of each class and create targeted instructional strategies that will result in average of 25% improvement for targeted students by the end of each unit.

The administration will collect this data and present it to the SLT for review in their June 2016 meeting.

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.

The principal and assistant principal of Community Action School are very hands-on with the staff, attending most teacher meetings, making themselves accessible to staff for addressing any concerns, spending time in teachers’ classrooms and strategizing regularly with the academic coaching team. The principal has received high marks from his staff on all questions on the School Environment Survey related to his practice, including communication of vision, support for staff and creating an environment conducive to teacher collaboration.

During past school years, the principal has leveraged capacity for professional development and instructional supervision by funding coaching staff for all core subject teachers (the coaches teach for part of their schedule and provide instruction support for the balance of the week). He meets weekly with the coaching team to track progress and plan future initiatives. Together with TIF staff, the coaches assist teachers with unit planning, securing essential resources and fine-tuning lesson plans.

The principal and the AP provide clear feedback and communicate next steps to staff after each ADVANCE observation, but have not always been able to provide enough guidance on how teachers can continue to improve their instruction practice in each competency area laid out in the Danielson Framework.

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.

To provide increased professional development support in Danielson competencies through identifying and sharing key professional development resources, and strategically sharing them with staff to leverage improvement in teaching practices. With this support from the administrative and coaching staff, the average teacher scores on Danielson MOTP’s will increase by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The school will hire an additional, part-time teacher/coach, whose primary responsibility will be to provide professional development on all elements of the Danielson Framework.</p>	<p>All teaching staff</p>	<p>January 2016</p>	<p>Principal</p>
<p>The teacher/coach will develop a database of professional development resources so that they are easily accessible to staff.</p>	<p>All teacher staff</p>	<p>Summer 2015 (per session hours)</p>	<p>New assistant principal, principal</p>
<p>Working together with the principal, the teacher/coach will develop a schedule of formative observations, trainings, one-on-one meetings, demonstration lessons, etc., focused on strengthening teaching practice through the lens of the Danielson Framework</p>	<p>All teaching staff</p>	<p>January 2016 - June 2016</p>	<p>New assistant principal, principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Tax levy, Title I SWP and/or C4E monies to fund f-status assistant principal • Common preps for teaching teams • Online resources on best practices, aligned to Danielson Framework • Tax levy, Title I SWP and/or C4E monies to purchase print and other professional development materials 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

At the end of January, the administration will review the completed ADVANCE ratings of all staff and chart progress towards the year goal. The resulting data will be used to provide targeted assistance for staff who are not showing progress in one or more competency areas. ADVANCE rating data will be revisited in May to measure progress. Data will be shared with the SLT for review in their May meeting.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

No goal for this section.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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)	<p>All entering sixth grade students – and newly arrived students from other grades - are administered the full QRI 4 to assess literacy strengths and areas of growth. Test results are used to identify which students need literacy AIS services and which specific interventions are most needed.</p> <p>Results of the STAR reading assessment and review of performance tasks assessments are also used to identify intervention needs.</p>	<p>Vocabulary development/advanced decoding – utilizing the Rewards program</p> <p>Reading fluency development– utilizing Great Leaps program</p> <p>Reading comprehension – providing in small group settings during the school day, also providing on push-in model in the ELA classroom</p> <p>Improvements in core writing skills – utilizing the Hochman Basic Writing Skills program</p>	<p>Literacy AIS is provided in both small group and one-to-one formats by the school’s AIS teacher, literacy teachers, and trained community-based volunteers</p>	<p>Services are provided during pullouts from health, advisory or art class during the regular school day. Services are also provided on a push-in and/or pullout basis during the ELA block, as well as during the school’s Saturday Academy program.</p>
Mathematics	<p>Students are administered the STAR mathematics test at the beginning of the school year and once more in January. Results of the STAR math assessment and review of performance tasks assessments are also used to identify intervention needs.</p>	<p>Numeracy, problem-solving procedures – using a variety of teacher-created and published resources, including the web-based IXL program</p>	<p>Mathematics AIS is provided by members of the mathematics instructional team on a small-group and one-on-one basis</p> <p>by community-based volunteers</p>	<p>Math AIS services are provided during pullouts from health, advisory or art class during the regular school day. Saturday Academy teachers and trained community-based tutors also provide services on Saturdays.</p>

Science	Performance on the year's first performance task, administered in November 2015 and/or literacy deficits identified as described in the above ELA section.	The Core Curriculum material in science requires strong reading and writing performance by all students. To address this need, AIS literacy support is supports student work in science tasks on an as-needed basis.	Support is provided in both small group and one-to-one formats by the school's AIS teacher, literacy teachers, and trained community-based volunteers.	Services are provided during pullouts from health, advisory or art class during the regular school day. Services are also provided on a push-in and/or pullout basis during the ELA block, as well as during the school's Saturday Academy program.
Social Studies	Performance on the year's first performance task, administered in November 2015 and/or literacy deficits identified as described in the above ELA section.	The Core Curriculum material in social studies requires strong reading and writing performance by all students. To address this need, AIS literacy support is supports student work in social studies tasks on an as-needed basis	Support is provided in both small group and one-to-one formats by the school's AIS teacher, literacy teachers, and trained community-based volunteers.	Services are provided during pullouts from health, advisory or art class during the regular school day. Services are also provided on a push-in and/or pullout basis during the ELA block, as well as during the school's Saturday Academy program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students' social/emotional needs are discussed at weekly grade team meetings. Referrals are then made to the PPT/SIT for consideration of at-risk counseling services	<p>Loss and bereavement The guidance counselor collaborates with a therapist from the Bereavement Project to run a cycle of loss and bereavement therapy groups</p> <p>Short-term sessions- Students identified by the schools PPT as needed short-term counseling intervention are referred for services to the school's guidance counselor and SAPIS worker</p>	At-risk counseling services are delivered in both small group and one-to-one formats	At-risk counseling services are provided during the school day on a pullout basis

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>The school attends citywide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.</p> <p>The BEDS survey for the 2014 – 2015 school year indicates that all teachers are highly qualified in their assigned areas of instruction.</p>

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).
<ul style="list-style-type: none"> • The school has a corps of three curriculum coaches – literacy, math and social studies/science – who are receiving ongoing training in CCLS standards and related best practices. This professional development is being provided by trainers from the Teacher Incentive Fund program. • Collaborative curriculum planning meetings are held weekly for the literacy, mathematics and social studies/science teams. Common preps allow all instruction staff, including special education teacher, to attend one or more of these sessions. The school's weekly 80 minutes of extended day collaborative meeting time is dedicated to CCLS-related issues as well. During all of these meetings, the school's coaches and Network curriculum specialists provide workshops, and teachers share best practices. <p>The school provides per session funds for additional curriculum planning sessions for its staff, and offers funds for teachers to attend off-campus conferences and trainings.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Prior to the first day of school the teachers and administration meet in department area teams to discuss multiple assessment measures. Included in the meeting is a copy of each teacher’s curriculum map that includes the assessments the students are going to be taking throughout the year. Also discussed are the city and statewide measures that the students will have to take, as well as the assessments the committee decided upon when deciding what the Measure of Student Learning was going to be for each grade and department.
Lastly, at the meeting the teachers and administration go over each department’s baseline assessment. Teachers track student progress using many different methods including baseline/midyear/end year assessments, individual student portfolios, online grade-book, and through ongoing teacher observations. Teachers have received professional development in regards to how to use the information created to further drive their instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	127,074.00		
Title II, Part A	Federal	0	X	p. 12, p. 15, p. 18, p. 21, p. 23
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,667,791.00	X	p. 12, p. 15, p. 18, p. 21, p. 23

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.

Community Action School, 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 and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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 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 3	Borough Manhattan	School Number 258
School Name Community Action School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal John Curry	Assistant Principal Andrew Sullivan
Coach Carrie McAuliffe	Coach Rebecca Osleeb
ENL (English as a New Language)/Bilingual Teacher Mary Phelan	School Counselor Caroline Tejada
Teacher/Subject Area Anne Tribbett	Parent type here
Teacher/Subject Area type here	Parent Coordinator Karla Fittipaldi
Related-Service Provider Noah Foster	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	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)	238	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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	0	0					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	2

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	2			2		1	2			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	2	1					0
Chinese								1						0
Russian														0
Bengali														0
Urdu														0
Arabic									1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The school administers the QRI VI, Gates MacGinitie Reading Survey, and STAR reading assessments to all students. These assessments are in the process of being administered, and all data will not be available for analysis until early October. Based on the results of these assessment tools, educators will design lessons that reinforce student strengths and improve student weaknesses. ELLs can be further supported, in areas of weakness, both inside the classroom or out depending on the student's level of English proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Performance on both the NYSITELL and NYSESLAT exams reveal that the majority of ELLs are expanding regardless of grade level. This is with the exception of one student who is performing at an entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO data is used to measure the efficacy of the school's Freestanding ENL program. Data from the 2014 - 2015 school year indicated that over 25% of the school's ELLs were long-term. This demonstrates as need for the school to look carefully at the way that it is providing services to ELLs, particularly related to those students who are not making adequate progress in their English language skills.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teacher attends weekly meetings of the school's literacy team and pupil personnel team meetings, and meets curriculum leaders of mathematics, social studies, and science programs. In these meetings, she provides information about the learning needs of individual ENL's, and helps to make sure that teachers understand best practices for ENL instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
ELL assessments are reviewed by the ENL teacher. This information is then relayed to the student's content area teachers, and, said information, is used to bolster student success both inside and outside of the classroom. Students are reassessed at various points throughout the year. These results are compared to the preceding scores. If progress is not being made it is discussed at a weekly meeting among the ENL teacher and the content area teachers. The educators determine how to it is best to support the struggling student. These assessments help to diagnose student strengths and weaknesses that drive instruction. Tracking long-term trends of achievement among ELL population informs both instruction and educators.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The school follows the protocol laid out in the ELL Policy and Reference Guide:
 - The HLIS is completed for all appropriate students, as determined by NYS/ NYC guidelines. The survey is completed by the school's ENL teacher together with the parent coordinator. Interpretation is provided, as necessary. During this time, the ENL teacher will conduct a informal oral interview to further determine the home language, and in some cases, determine whether the student is considered SIFE or not. If it is thought the student to be SIFE, protocol will be followed based on the most current ELL Policy and Reference Guide.
 - If a student's home language is not English, the ENL teacher will follow appropriate steps laid out in the ELL Policy and Reference Guide to determine if he/she should take the NYSITELL test. Is so, the ENL teacher will administer and score the NYSITELL assessment.
 - If a child's home language is Spanish and the results of the NYSITELL determine that a child should be mandated to receive English supportive services, the ENL instructor will administer the Spanish LAB test.
 - The school's ENL instructor oversees all of these steps and is responsible for proper maintenance of all required paperwork.
 - These steps will be completed within ten school days of student enrollment.
- 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).
Within 30 days of enrollment a SIFE determination will be decided. This process begins at the time of the HLIS/informal oral interview. At this point the ENL teacher will take note of any, possible, interrupted schooling. If the student has some form of interrupted schooling, the SIFE Oral Interview Questionnaire will be conducted. If the student has a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) will be administered. A SIFE determination can be altered within a year.
- 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).
The school follows the same procedures for evaluating ELL status for a newly enrolled student without an IEP. For students whose handicapping condition might severely limit their ability to develop strong English language skills, the school follows the protocol laid out in the ELL Policy and Reference Guide. The school had a 12:1:1 class consisting of cognitively impaired students who take the NYSAA, so this process has been followed in the with some members of this class. When a new student is determined to potentially have an IEP, the Language Proficiency Team (LPT) will assemble. The LPT is made up of Mary Phelan (ENL teacher) and Noah Foster (related-service provider). Once the LPT determines whether or not a student should have an IEP, the principal, John Curry, will sign off on the decision. This decision can be appealed within 45 days.

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 ENL teacher completes notification letters and passes them on to the parent coordinator. The parent coordinator makes sure that letters are in the appropriate language, and then send them to the family via backpack and regular mail. She attempts to follow through by phone to verify the the family has received the letter.
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).
Using the procedure outlined above (question 4), the parent coordinator ensures that the family has received notice of right of appeal by a notice written in the home language.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
During the parent-student-teacher meeting, the ENL teacher shows the parent(s) and student the NYCDOE Parent Information Video. This video will be shown in the language of the parent's choice. Following the video, the parent(s) will complete the program selection form. This will be done without addressing which programs Community Action School currently provides. If the student choses a Freestanding ENL Program, the student will remain at Community Action School. However if the parent(s)/student choses a program which we cannot provide, the ENL teacher will assist the family in transferring to a school which can.
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 parent coordinator will work with the ENL teacher to make sure that communication is clear and timely, using channels outlined above. Parent program choice will take place during the parent-student-teacher meeting. After the parent(s) have viewed the Parent Information Video they will decide which program best suits their child. All paperwork, including parent surveys and program selection forms will be completed the the parent-student-teacher meeting. Parents will be informed, via letter and phone call, when a TBE/DL program becomes available at CAS. This correspondence will be in the parents' preferred language as indicated on the HLIS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent coordinator will work with the ENL teacher to make sure that communication is clear, timely, and in the parents' preferred language. Parent Survey and Selection forms are stored within the student records. The default program, if a parent does not return/complete a form, is a transitional bilingual education program.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher will work with the parent coordinator to ensure that communication is clear and timely, using channels outlined above. Notificaiton of their student ELL status will be sent out within five school days. All former ELL parents will receive a non-entitlement letter. All current ELL parents will receive either continued entitlement letters. And, newly enrolled, and tested, ELL parents with receive entitlement letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
These materials will be tracked and archived by the ENL teacher, under the supervision of the school principal. Originals will be placed in the students' records in the main office and the ENL teacher will keep copies as well.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teacher will be responsible for administering the NYSESLAT. The school testing coordinator and the principal will assist with procuring testing materials, meeting testing deadlines, and submitting answer documents. Through ATS reports the school is aware of which students are considered current ELLs. These students will be administered the NYSESLAT come springtime. All four components of the NYSESLAT will be administered by the ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The parent coordinator will work with the ENL teacher to make sure that all parents of both current and former ENL students receive continued entitlement and transitional support parent notification letters. These letters will be sent in the preferred written language of the parent as indicated on the HLIS and the schools blue cards. These letters will be sent within five days.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over the past several years, families of all ENL students opted for a free-standing ENL program provided by the school. Yearly, the ENL teacher reviews the documentation that is stored in each student's file in the main office. If fifteen parents opt for another program provided by the NYCDOE, that program will be started at CAS. For example, if fifteen parents opt for a transitional bilingual education program, that program must be created.

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.

The school provides instruction to ELLs in heterogeneous groups. Instruction is provided in both push-in and pull-out environments, including expanding ELLs. The ENL teacher provides at least the number of minutes mandated for students at each level of proficiency. CAS has one entering level student. This student is provided 360 minutes a week through a push-in model in his 12-1 class. The sixth grade has one expanding student and one former ELLs. Both of these students are serviced through their ELA teacher who is also certified ENL. The seventh grade has three current expanding ELLs and one former ELL. The current ELLs are provided with 180 minutes a week through the ENL teacher. The one former ELL is provided with a minimum of 90 minutes/week. The eighth grade has two current expanding ELLs and one former ELL. Like the seventh grade ELLs, these students are provided with 180 minutes (current ELLs) or 90 minutes (former). Since the majority of the current ELLs at CAS are expanding they are grouped by grade level. The one exception is the student in the 12-1 class. He is serviced based on his needs. A full push-in model is best fit for his individual needs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students' mandated services are identified by reviewing achievement data in the ATS NYSESLAT report. The ENL teacher then reviews her/her schedule with the principal and plans a program that meets all mandates. When possible, services are provided in a push-in modality. CAS has one entering level student. His situation is unique. He is provided with 360 minutes per week. However, these minutes are provided through a push-in model as this best fits his needs. The two other sixth grade ELLs (1 current/1 former) are expanding, and they are provided with the allotted 180 and 90 minutes per week from their ELA/ENL certified teacher. The seventh grade and eighth grade ELLs (current/former) are also provided with the allotted 180 or 90 minutes of service depending on whether they are current ELLs or former. All current seventh and eighth grade ELLs are expanding, and, therefore, receive 180 minutes/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.

Core subject instruction is provided in English, with support from the ENL teacher and, with the ENL teacher's assistance, other members of the school staff. All ELL's are placed in the same academic sections on each grade level, which maximizes the instructional capacity of the ENL instructor. During pull-out times, the ENL teacher provides assistance with academic vocabulary, reading comprehension, and writing skills necessary for successful performance in core subject classes. As appropriate, other instructional personnel, including the AIS teacher, community-based volunteers, and tutorial programs are used as additional resources. The ENL teacher works with the core subject teachers to modify the materials they use in class. All ELLs are responsible for the content taught in their core subject classes. However, the way in which this material is presented or evaluated differs based on the individual student needs. The sheltered English method is used. All lessons, provided by the ENL teacher contain both a language and content objective.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ENL teacher administers benchmarked assessments three times during the academic year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Benchmark assessments in the four modalities are administered by the ENL teacher. Data is also collected and shared by ELA teachers, who conduct benchmark assessment in reading and writing skills over the course of the school year. All lessons taught by the ENL teacher possess language objectives. These can either be listening, reading, writing, and/or speaking objectives based on the lesson and/or the needs of each individual ELL. Assessment takes place both formally, through the benchmark assessments, or informally in class on a daily basis. Daily informal assessment notes will be kept by the ENL teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Currently, the school has only newcomer and long-term ELL's on its register. The newcomers are receiving both pullout and push-in instruction. Both newcomers attended dual language schools in their home countries, and have strong reading and writing skills. Among their growth areas have been academic vocabulary, particularly in mathematics, and content area classes of the core curriculum. The ENL teacher is closely tracking classroom materials, and providing targeted instruction in key vocabulary. The teacher is also focusing on strengthening these students' writing skills, utilizing writing tasks assigned in core subject classrooms. We have found that the most of the school's school's long term ELL's have additional learning issues that impact their language development. The ENL teacher works closely with the academic intervention teacher and, when appropriate, with the special education staff to identify and address gaps in the development of academic skills.

The school has no developing ELL's at this time. However, developing ELLs would receive modified core classroom materials and lessons. It is important that these students follow the classroom content in their core subject areas. These ELLs would also be supported in a pull-out class that would focus on pre-teaching concepts and vocabulary as well as reinforcing concepts that have been covered in the core subject classrooms.

The school has no SIFE students at this time. However, SIFE students would receive an even further modified curriculum. The goal of the ENL teacher would be to provide support to all classroom teachers servicing the SIFE student(s). It would be absolutely essential that all administrators, advisors, classroom teachers, support personal, etc. be aware of the students history. Creating an environment of academic success and support would be the ultimate goal for the SIFE student.

CAS does currently have former ELLs. These students will receive at least 90 minutes of service per week as per CR.154.2 This service is provided through a push-in model in the students' ELA classes.

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.

Under Phase 2, after the ELL or non-ELL has received an altered identification, between 6 and 12 months after the approval the principal will review the re-identification process decision. The principal will consult with the student(s) core subject teachers, advisors, support teachers, parent/guardian, etc. to ensure that the decision has not produced a negative result. If the student has, in fact, shown negative academic results the principal may provide the student(s) will addition support from the ENL teacher (1/2 unit of support per week). The principal may also reverse the decision after consulting the superintendent. After a decision has been determined, the parent/guardian will be notified within 10 school days.

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

In order to provide access to academic content areas and accelerate English language development, teachers of ELL-SWDs use leveled materials, modified lesson plans/activities/assessments, RTI (response to intervention), a focus on the needs of each individual student (student weaknesses), and making this information accessible for the use of all classroom teachers.

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 works closely with the ICT and SETSS staff to share data and intervention strategies. The ENL teacher provides push-in support, in alignment with the school's inclusion model of special education instruction. Pull-out instruction is primarily provided during the school's 135 minutes a week of independent reading, as well as during classes that are not part of the core curriculum.

Chart

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

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

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

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



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

Chart

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

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

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

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

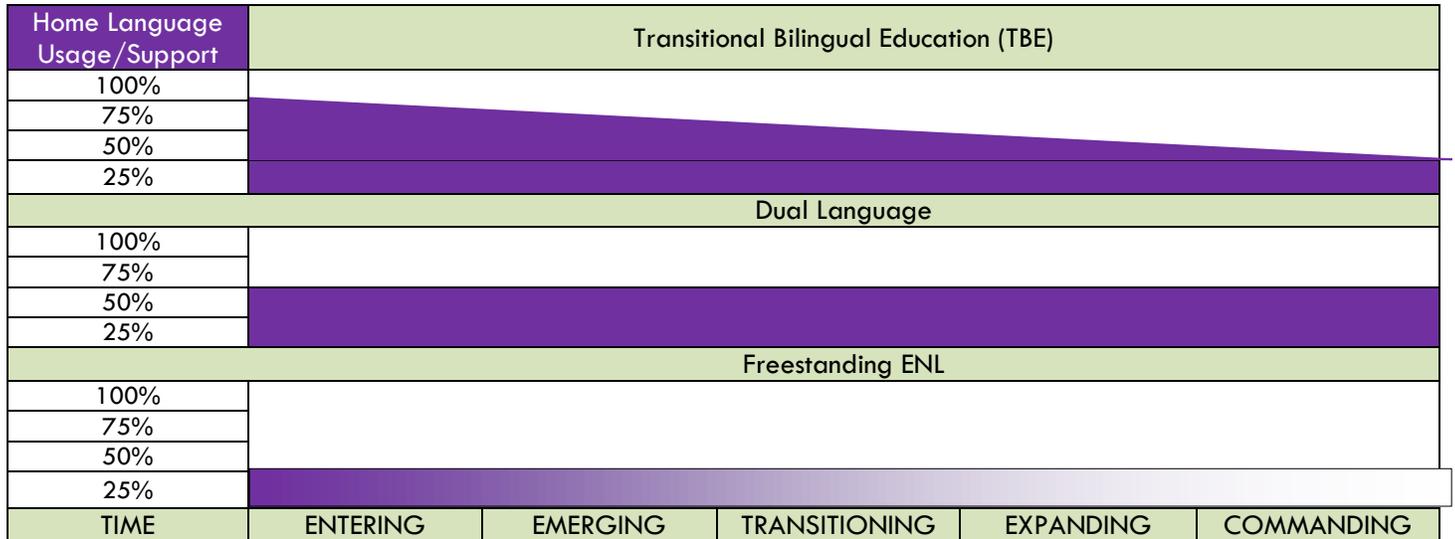


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



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. Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using leveled libraries in Spanish and English, tiered materials for whole-class reading and listening centers. The teachers also use the balanced literacy writing program were they plan for academic language, use stages of language acquisition, utilize scaffolding strategies, and integrate content and language objectives in planning for instruction.

If the child is emerging in his/her English language proficiency, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. Students are mentored by one of their peers who will help them with daily routines and schools' expectations. We have specific materials that will support the students' academic needs.

Many of our long-term ELLs also qualify for AIS and are students with special needs. The ENL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. A large proportion of our long-term ELLs are deficient in the writing modality on the NYSESLAT and ELA. We use Judith Hochman's Basic Writing Skills curriculum for upper grades to support writing in all content areas, while we provide targeted intervention in deficit areas identified by writing rubrics in ELA and content areas classes. In addition, developing mastery of the academic language, another deficit area of many of our long-term ELL's, promotes improvement of writing skills.

Along with push-in support, most of our ELL's receive supplementary instruction in a smaller groups where more individualized attention is given to meet his or her academic needs, using some of the methods listed above.

Students who have passed the NYSESLAT (former ELLs) receive support by the ENL teacher for a half unit/week and, in some cases, by the school's AIS instructor.

ELLs also receive support in mathematics, social studies, and science classes. There are two teachers in all of these classes, and the ENL teacher works with them to make sure that instruction is aligned with ELLs language development needs. This support is provided through differentiated small group work, targeted assistance with writing assignments, and scaffolding of oral presentations and participation in accountable classroom conversations. The ENL teacher also confers regularly with the child - and the core subject teacher - about vocabulary and other challenges they face in specific units, so that these can be addressed in her pull-out sessions. Finally, the ENL teacher provides professional support to these content area teaching partners through participation in department meetings and in full-staff PD's during afterschool collaborative meeting sessions.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As measured by NYS exams in ELA and mathematics, most of the school's ENL's have shown at least a year's progress in performance. However, 30% of the school's ENL's are long-term and require more intensive support in the form of both ENL instruction and AIS.

All teachers have been notified of the current and former ELLs in each grade level. They are aware of which students are receiving ENL support. Over the year all content teachers, not just ELA, will work closely with the ENL teacher to develop and/or modify curriculum in order to make it fully accessible to these students.

The ENL teacher will work toward providing all ELLs with lessons that provide both content and language objectives.

12. What new programs or improvements will be considered for the upcoming school year?

The school has hired a fulltime ENL instructor, which will substantially increase capacity to provide services for its ELLs. The instructor is mandated by the administration to work and plan closely with the school's general education, AIS, and special education staff to investigate areas of need and bring new appropriate programs to the school. Since this is a recent hire, this work is still in process.

13. What programs/services for ELLs will be discontinued and why?

N/A

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All school enrichment and supplementary intervention programs are open to the school's ELLs. These include both school-and community-based options, including:

-After school "homework club"

-"O-hour" Regents mathematics class for eighth grade students

-Saturday Academy intervention program

-Community-based Top Honors mathematics tutorial

-A large menu of after-school enrichment activities, including drama, photography, visual arts, chorus, yoga, community service, basketball, soccer, cross-country running and baseball.

Teachers, administration, and the parent coordinator work together to ensure that these activities are equally accessible to all students, and do outreach to families in their home languages. The ENL teacher further communicates the importance of joining and/or being part of extracurricular activities. The ENL, and all staff, can provide further explanation to all ELLs and any student about the clubs and services offered by CAS.

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.

Laptop computers use for audiobooks, promethean boards,

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

Currently our program does not provide support for students' home languages.

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

All ELLs are supported both in several core content classes and in a pull-out class. Working with the core subject area teachers, the ENL teacher delivers the same content. However, materials may be modified or leveled to make them more accessible.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The school invites the families of all new sixth grades students, including ELLs, to come to the school over the summer to meet with school staff and have their children take the QRI IV language assesment. Families of ELLs who start at the school after the beginning of the year are also asked to come in for a meeting with the parent coordinator, ENL teacher, and principal or assistant principal to receive an orientation on the school's expectations, academic program, and special activities. New students meet with the ENL teacher, a grade team leader, and a member of the administration to learn about the school program. During the meeting staff assess the student's social and emotional needs and plan provision of appropriate supports.

19. What language electives are offered to ELLs?

The school provides Spanish language instruction for eighth grade students.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All staff will received professional development regarding the specific needs of ELL's during the school's weekly extended day professional development sessions. The ENL teacher will also attend weekly meetings of the school's literacy team and share her perspective on the learning challenges and advantages experienced by English Language Learners. She will also be an occasional participant in weekly math, social studies, and science curriculum team meetings.
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?
Engagement in integrating CCLS in instruction is central to planning in all curriculum areas. See response to above prompt.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
High school and college preparedness is infused into the school's curriculum at all grade levels. Additionally, ELLs will be provided with appropriate support during the eighth grade high school application process, including interpretation for parent meetings and articulating with "best fit" schools for individual student's needs.
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.
The ENL teacher will provide professional development on ENL needs during at least three of the weekly extended day professional development sessions. Some of these sessions will be co-facilitated by members of the school's Response to Intervention (RTI) team. Records will be kept in the form of training agendas and faculty sign-in sheets.

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?

Starting at the beginning of October, the ENL teacher makes appointments for one-on-one meetings with families of all of her/his students. Interpretation is provided either by a qualified member of the school staff or by phone link with the Department of Education's Language Interpretation Team. The ENL teacher works with the school's parent coordinator to make sure that this communication occurs in the format most available for each family, preferable in person or by phone. The ENL teacher keeps notes of these meetings in the file of each of her students.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. QUESTION 2: This is being entered under Question 3 due to the fact that Question 2, above, does not allow insertion of text. A formal record of ELL parent preference is kept in the student's permanent record. A record of annual/informal/formal meetings with ELL parents is kept in the ENL teacher's office. These are kept as running records.

Question 3: The school's parent coordinator works with the ENL teacher to encourage families of ELLs to attend Parent Association meetings and to be involved in other school functions, including eighth grade high school orientation, family workshops provided by the Urban Arts Program, and School Leadership Team meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Urban Arts program, with the support of the school's 21st Century grant, will conduct a series of parent workshops over the course of the academic year. The focus of these workshops will be techniques for effective parenting practices that support students' academic and social/emotional development. Families of ELLs will be actively encouraged to attend, and written outreach materials will be submitted to the Translation and Interpretation Unit to be prepared in the necessary home languages. Interpretation services in Spanish for the events will be provided in-house. If there are other interpretation services necessary in the future, the Translation and Interpretation Unit will be contacted to request on onsite interpreter. The following activities are currently planned:

- Saturday, November 14th – Working with your child to make the best high school choices.
- Tuesday, December 8th - Building positive communication with your child

More sessions will be planned for the winter and spring.

5. How do you evaluate the needs of the parents? The school's LAP team evaluates parent needs during its quarterly meetings, the team discusses parent communication regarding their child's academic progress and involvement in parent activities. When appropriate, the team strategizes way to increase involvement of specific families. Currently, there are no interpretation needs for the meetings. If this becomes necessary in the future, interpretation services in Spanish for the meetings will be provided in-house. If there are other interpretation services necessary in the future, the Translation and Interpretation Unit will be contacted to request on onsite interpreter.

6. How do your parental involvement activities address the needs of the parents? Interpreters are provided for parent events. Most events include information regarding the school's academic and enrichment programs that benefit all students. Some parent workshops address specific issues related to diversity and the inclusive practices that are directly relevant to the needs to families of ELL's.

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.

Part VI: LAP Assurances

School Name: Community Action School

School DBN: 03M258

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)
John Cury	Principal		10/1/15
Andrew Sullivan	Assistant Principal		10/1/15
Karla Fittipaldi	Parent Coordinator		10/1/15
Mary Phelan	ENL/Bilingual Teacher		10/1/15
	Parent		10/1/15
Anne Tribbett	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		10/1/15
Carrie McAuliffe	Coach		10/1/15
Rebecca Osleeb	Coach		10/1/15
Caroline Tejada	School Counselor		10/1/15
Ilene Altschul	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		10/1/15
	Other _____		10/1/15
	Other _____		10/1/15
	Other _____		10/1/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 03m258 School Name: Community Action School
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.

When new students articulate into the school, the parent coordinator and pupil accounting secretary interview the parent and identify which have limited ability to speak and/or read English. Using information collected during this interview, as well as a review of the HLIS and student blue cards, the pupil accounting secretary will update the database of home languages in the appropriate ATS function.

The LAC will receive a print-out of the ATS report and share the information with school staff.

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.

Spanish, French

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.)

Parent Handbook
Monthly Calendars
Open School Night announcement
Monthly calendar
Family Conference announcement
Updates from school leaders - occasional and ongoing
Curriculum updates from instructional staff - occasional and ongoing
After school club flyers
Parent Association Meeting announcements
School schedule announcements

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.

Family conferences - three times a year
Scheduled meetings focusing on academic, disciplinary and/or attendance matters
Parents Association meetings
Curriculum night
Unscheduled parent meetings in person or by phone, focusing on a range of issues

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.

Numerous members of the school community, including the principal, guidance counselor and school social worker, are fluent in Spanish. These staff members will take responsibility of providing translated version of written materials. For written communication in other languages, we will use the services of the Translation & Interpretation Unit.

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

Numerous members of the school community, including the principal, guidance counselor and school social worker, are fluent in Spanish. These staff members will take responsibility of providing oral interpretation. For meetings in other languages, we will use the Translation & Interpretation Unit. The phone unit will be used interpretation when appropriate. When face-to-face interpretation is needed, the school will arrange for paid services, either through the Unit or through DOE-approved private companies. Tax Levy and Title I monies will be used to pay for these services.

Part D: Training Staff on Policies and Procedures

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

The LAC will provide written notice to staff and conduct a workshop during one of the school's extended day staff development sessions.

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

Part F: Monitoring and Quality Control

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

The principal will conduct monthly meetings with the LAC and the parent coordinator. They will review information requested from teacher grade team meetings.