

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**01M301**

**School Name:**

**TECHNOLOGY, ARTS, AND SCIENCES STUDIO**

**Principal:**

**GEORGE MORGAN**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Technology Arts and Sciences Studios School Number (DBN): 01M301  
Grades Served: 6-8  
School Address: 185 First Avenue, New York, NY 10003  
Phone Number: 212-982-1836 Fax: 212-982-0528  
School Contact Person: George Morgan Email Address: [gmorgan@schools.nyc.gov](mailto:gmorgan@schools.nyc.gov)  
Principal: George Morgan  
UFT Chapter Leader: Michael Muntner  
Parents' Association President: Stephanie Brooks  
SLT Chairperson: Ben Lewin  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Anna Horton  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 01 Superintendent: Daniella Phillips  
Superintendent's Office Address: 166 Essex Street, PS 20, Room 136, New York, NY 10003  
Superintendent's Email Address: 212-353-2948  
Phone Number: 212-353-2948 Fax: 212-353-2945

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> floor, New York, NY 10001  
Director's Email Address: [ychu@schools.nyc.gov](mailto: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)
George Morgan	*Principal or Designee	
Michael Muntner	*UFT Chapter Leader or Designee	
Stephanie Brooks	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Anna Horton	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	
Jean Bachman	Member/ parent	
Jill Hartzog	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marisa Gonzalez	Member/parent	
Diana Davydov	Member/teacher	
Kristin Smith	Member/teacher	
Angela Arroyo	Member/teacher	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Technology, Arts and Sciences Studios middle school, m301, is a small middle school located in the East Village. We have 150 middle school students, and we are located on the top floor of The Asher Levy Campus. We currently have 13 classrooms, a guidance office, and three administrative offices. We have two Integrated Co-Teaching classes per grade. Most of our classes are team taught by two teachers which allows us to serve our ICT students, and provide a small student to teacher ratio for general education students as well. We have one principal, one guidance counselor, a dean, a parent coordinator, a secretary and a SAPIS counselor (Substance Abuse Prevention and Intervention Specialist). We have 19 teachers and we share a School Based Support Team with PS 19. Our students live primarily in the Lower East Side and went mostly to neighborhood elementary schools.

We serve a high needs population. Our register demographics are: 58% Latino, 26% Black, 8% Asian, 3% White and 5% Multi-racial. 7% of our population is ELL and 35% of our population is special education students. 51% are male and 49% are female. We serve a low income population with all students at our school qualifying for a free lunch.

We have an ongoing relationship with Lincoln Center Education as one of their focused schools. We receive professional development in arts integration, and teaching artists to prepare students for field trips to see performances at Lincoln Center.

**Community Based Organizations** – TASS Middle School has working relationships with several community-based organizations, and we are currently looking to establish more.

- Hunter College
- New York Universtiy
- Lincoln Center Institute Focused School – Arts integration and arts professional development and instruction in the classroom.

### **Vision Statement**

We are a school where education is a collaborative process. Our teachers, administrators, students and their families work together to provide a rich, rigorous and well rounded educational experience. We are a complete community. We value our diversity and recognize the beauty and worth of our respective represented cultures in order to learn about the greater world and prepare our students to take the reins of the future. We emphasize a safe community, with warm classrooms, where students can take academic, emotional and social risks in order to explore self expression and yet still contribute to the greater social good. Our students will leave TASS with the self confidence and the academic and social skills to become productive and positive members of society.

### **Mission Statement**

TASS provides teachers with many opportunities to integrate arts and technology into content area classes. TASS embraces all kinds of learners. We offer all our students a rigorous, relevant and personalized education that fosters

personal growth, the attainment of skills and optimal intellectual performance. By embracing the artist, the scientist and the craftsman, the TASS student has a renewed sense of self, and an expanded vision of the world.

The element of the Framework for great schools in which we progressed the most last year was **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. We have a small, intimate staff, and we work hard to have both formal and organic conversations about inclusiveness, and the sharing of ideas. The administration is transparent. and teachers and students feel comfortable taking risks in their teaching and learning.

Area of focus this year is in Rigorous Instruction -- specifically the student engagement piece

## 01M301 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	149	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	2
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.4%	% Attendance Rate			90.1%
% Free Lunch	86.7%	% Reduced Lunch			4.4%
% Limited English Proficient	6.3%	% Students with Disabilities			37.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			24.7%
% Hispanic or Latino	59.5%	% Asian or Native Hawaiian/Pacific Islander			10.1%
% White	3.2%	% Multi-Racial			1.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.65	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.72
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.8%	Mathematics Performance at levels 3 & 4			9.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			37.5%
Student Performance for High Schools (2013-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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				
<b>Accountability Status – High Schools</b>					
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.

Our student performance remains low, with most students scoring level one or level two in both ELA and Math. These scores signify a need to align content area instruction more closely with the Common Core Standards. Furthermore, last year’s Developing Quality Review shows TASS receiving a score of “Developing” in

o 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

o 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

o 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Students spend great amount of time outside of classroom ie: water, bathroom, nurse

The above evidence points to a need of overall curriculum design based upon careful alignment to Common Core Learning Standards and NYC DOE Expectations for Learning in order to further student engagement.

### **Part 2 – Annual Goal**

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

By June 2016, teachers will implement instructional strategies aligned with Common Core Learning Standards that will result in all teachers scoring a 3 or better on their final advance score in domain 3c: Engaging students in learning.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In creating our Monday afternoon professional development ( 95 minutes every Monday afternoon, starting September 8, 2014 to June22, 2015 we emphasize the following goals that all flow in and out of our instructional focus:</p> <ul style="list-style-type: none"> <li>• Designing lessons to foster the growth of intrinsic motivation – this requires designing lessons where kids understand what we do today flows into what we do tomorrow.</li> <li>• Transference -- designing lessons that start with the Big Idea, and include student outcomes (by the end of this lesson, by the end of this unit, by the end of this year, the student will be better able, on their own, to effectively use all the content to. . .</li> <li>• Close reading techniques-- annotation citing text evidence.</li> <li>• Writing which uses evidence to support our premise across content area.</li> <li>• Encouraging students to engage in meaningful discourse that will spur opportunities to develop ideas respond to one another and challenge their peers – with the teacher more as a facilitator.</li> <li>• Creating opportunities for research/evidence based writing.</li> </ul>	<p>Teachers</p>	<p>95 minute PD every Monday starting September to June</p> <p>January 15 check in with teachers to review Advance scores to date, and discuss necessary changes to instruction</p> <p>Final Advance score at year's end.</p>	<p>Principal and team leaders</p>

<ul style="list-style-type: none"> <li>• Creating opportunities for argumentative/persuasive writing.</li> <li>• Incorporating more world context – drawing relationships between content areas.</li> <li>• Helping students feel comfortable with ambiguity and failure.</li> <li>• Encouraging students to stay with a task, and not give up on a tough challenge.</li> </ul>			
After school partnership planning between math/ELA teacher and ICT special education co-teacher -- meet 1 hour every week	Teachers	1 hour per week from September to June	General education teachers and ICT teachers
Selecting and implementing Common Core Learning Standards aligned tasks from the Universal Design for Learning principles as part of the New York City Citywide Expectations for learning – ongoing --at least four times per year in math and ELA	Teachers and Students	August 12, November 16, January 25, April 7,	Math and ELA teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title 1 SWP funding to support:  per session for co-teaching and team planning,  per diem for releasing teachers to professional development workshops  5 days math coach/consultant											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Continuous monitoring and feedback via principal observation -- and January 15 benchmark check to see if all teacher observations to date indicate at least an effective on the Advance system rubric for 3c. -- student engagement.

**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.
- PPO area of focus: The school has entered into a partnership with New York University to support student advisory and a school-wide program that supports the academic and social emotional needs of students. Continue to deepen understanding around this work and put systems and structures in place to support the academic and personal growth of all students
- School environment survey suggests that the school could do more to further reduce bullying incidents so that students can take academic and social risks in class.
- Observational data shows that some students spend too much time out of class going to the bathrooms, drinking fountain and nurse’s office.
- Advance data show that at least 3 of the teachers who were rated developing overall, were rated developing in the classroom management, and engaging environment indicators

### 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.

In order to create a stronger supporting environment, By June of 2016 we will reduce level 3 and 4 disciplinary infractions by 10% and we will decrease our VADER index.,

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Staff will be provided with examples of T1 and T2 strategies be instructed on how to implement them</p> <p>All teachers will consistently implement Tier 1 and Tier 2 positive behavior supports and strategies so they can increase the amount of instructional time and focus on delivering instruction that encourages students to develop autonomy and critical thinking skills</p>	<p>All teachers</p>	<p>September PD, November PD  January PD</p>	<p>Principal, Dean/IEP teacher</p>
<p>Teachers will systematically integrate “getting to know you” activities into instruction and provide students opportunities to share their personal experiences</p>	<p>All teachers</p>	<p>On-going</p>	<p>Principal</p>
<p>Small group advisory for all students 6-8 with curriculum developed by Girls Project, Boy Project of the Lower East Side.</p>	<p>All teachers and students</p>	<p>1X per week throughout schoolyear</p>	<p>Advisory teachers, Guidance Counselor, Principal</p>
<p>With Lincoln Center Education, which is an arts integrated program which focuses on human interaction and developing empathy and relationships, we plan to implement the following strategies that will be used to achieve our goal:</p> <ul style="list-style-type: none"> <li>• Teaching in all classrooms, The Capacities for Learning which are core skills—observing, synthesizing, assessing—and operate as both strategies for, and outcomes of, study according to LCI’s practice. They also serve as the discrete elements through which students can achieve the Common Core Standards and the Danielson rubric.</li> <li>• LCE – Inquiry team – Meets monthly working on the focus question: How well do the Capacities for Learning align with Common Core Standards?</li> <li>• Lincoln Center Professional Development with teachers 4 times per year on integrating arts into content area teaching.</li> </ul>	<p>All students and teachers</p>	<p>3 X per year  Capacities ongoing</p>	<p>Principal,</p>

<ul style="list-style-type: none"> <li>• Lincoln Center teaching artist pushing into classes 4 times per year for 6 days to lead and model instruction in arts integration in math, ELA, science and social studies class.</li> <li>• Field trips to Lincoln Center for student art exposure, and study.</li> </ul>			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Tax Levy and in kind funding --Partnership with Lincoln Center Education – We are a Lincoln Center Education Focused school and as such have developed a strong partnership with LCE who will provide partial funding and professional development for our teachers.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>	X	<b>In Kind</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 30 of next year we will cut our incident reports by 10% and a Vader score that is also 10% lower .
<b>Part 5b.</b> In <b>February 2016</b> , 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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

Expeditionary Learning Modules, CMP materials, ELA and math coaching provided by network rotations. Lincoln Center Education professional development, Lower East Side Boys Project, Girls Project

**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 <sup>st</sup> 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 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></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.

Blackboard phone system, Jupiter Grade Pro purchased through tax levy/title funding. PTA officers (phone tree/outreach), DOE provided Parent involvement Tuesdays.

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

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

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All or some of the below:  ELA test score level 2 or lower  ELA report card grade 65 or lower  Re. Recommendation of ELA or Humanities teacher	Balanced literacy: small group instruction with guided and shared readings, word study and Independent reading stamina	Small group	During day
<b>Mathematics</b>	All or some of the below:  math test score level 2 or lower  math report card grade 65 or lower  Re. Recommendation of math teacher	Reteach skills and practice.	Small group	During day
<b>Science</b>	Science report card grade 65 or lower  Re. Recommendation of science teacher	Reteach content, skills and practice	Small group	During day
<b>Social Studies</b>	Social Studies report card grade 65 or lower  Re. Recommendation of social studies teacher	Reteach content, skills and practice	Small group	During day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team recommendation, or mandated as per IEP	At the discretion of the guidance counsellor and or social worker	Small group or one on one	During day
---	---	---	---------------------------	------------

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Attending NYCDOE sponsored job-fairs where candidates are prescreened using multiple screening points.</li> <li>• Provide mentoring for newly hired teachers through a highly qualified mentor partner</li> <li>• Providing differentiated professional development opportunities for teachers to support their craft in areas where they feel they need support – or areas where administration and teachers mutually agree.</li> <li>• Frequent cycles of admin observations and feedback to provide support and next steps in helping teachers succeed</li> <li>• The Use of the Danielson framework to help teachers learn best practice.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>In creating our Monday afternoon professional development we emphasize the following goals that all flow in and out of our instructional focus:</p> <ul style="list-style-type: none"> <li>• Designing lessons to foster the growth of intrinsic motivation – this requires designing lessons where kids understand what we do today flows into what we do tomorrow.</li> <li>• Transference -- designing lessons that start with the Big Idea, and include student outcomes (by the end of this lesson, by the end of this unit, by the end of this year, the student will be better able, on their own, to effectively use all the content to . . .)</li> <li>• Close reading techniques-- annotation citing text evidence</li> <li>• Writing which uses evidence to support our premise across content area.</li> </ul>

- Encouraging students to engage in meaningful discourse that will spur opportunities to develop ideas respond to one another and challenge their peers – with the teacher more as a facilitator.
- Creating opportunities for research/evidence based writing.
- Creating opportunities for argumentative/persuasive writing.
- Incorporating more world context – drawing relationships between content areas.
- Helping students feel comfortable with ambiguity and failure.
- Encouraging students to stay with a task, and not give up on a tough challenge.

We have Bridges for Learning Network professional developers cycling throughout school to provide extended, in house professional development in the areas of Math, Special Education, and Science.

Each developer comes one full day for 5 weeks. Respective Dept. teachers meet with PD expert, as well as attend school wide walk-throughs, modeling experiences and off site workshops.

Lincoln Center Education provides Professional Development with teachers 4 times per year on integrating arts into content area teaching

On-going department meetings (by-monthly) to provide self-guided, in-house, planning and development.

On going in house study of Charlotte Danielson’s teaching framework.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers vote on a core committee to meet throughout the year regarding assessment selection measures. All members attended professional development in August, and members convened 3 times before the beginning of the school year to choose appropriate assessments for the various subject areas as well as helping to coordinate teacher created assessments.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	84,223.00	x	12,14,17,19,21
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,149,296.00	x	12,14,17,19,2101

**<sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. TASS 01M301, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. TASS 01M301 will support parents and families of Title I students by:

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

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

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

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

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

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

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

### **School-Parent Compact (SPC)**

TASS 01M301 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>301</b>
School Name <b>Technology, Arts and Sciences Studios</b>		

### 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 <b>George Morgan</b>	Assistant Principal <b>None</b>
Coach <b>None</b>	Coach <b>None</b>
ENL (English as a New Language)/Bilingual Teacher <b>None</b>	School Counselor <b>Michael Goodwin</b>
Teacher/Subject Area <b>Joseph Parker</b>	Parent <b>Stephanie Brooks</b>
Teacher/Subject Area <b>Abby Kass</b>	Parent Coordinator <b>Darlene Fein</b>
Related-Service Provider <b>Regina Shvets</b>	Borough Field Support Center Staff Member <b>Ada Cordova</b>
Superintendent <b>Daniella Phillips</b>	Other (Name and Title) <b>None</b>

### 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	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> 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)	157	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	12	<b>Newcomers</b> (ELLs receiving service 0-3 years)	3	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	3	0	0	6	0	4	2	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
--	---

**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	5	1					0
Chinese								1						0
Russian														0
Bengali								1						0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							1	2						0
<b>Emerging</b> (Low Intermediate)								1						0
<b>Transitioning</b> (High Intermediate)								1	1					0
<b>Expanding</b> (Advanced)							2	3						0
<b>Commanding</b> (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								2						0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We give local assessments (New York City Performance ELA tests) in September to establish a baseline in the areas of writing ability. We measure student responses against the Performance assessment rubric in the categories of focus: position, development, reading, introductions and conclusions, structure and transitions. We also give TCRWP and QRI assessments to establish reading levels and evaluate decoding, fluency, and comprehension skills. We have found that overall, our ELL students are low skilled performing a level one or level 2 on most of the baseline assessment traits, and reading at a level p or q in grade 6 and r,s,t in grades 7 and 8. Several of our students also have special education classifications (Learning Disabled, and receive SPED services. We use this information in forming appropriate reading and working groups. We also Performance Series Math baseline exams to form math pull out groups. d
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The majority of ELL's at TASS score in the intermediate and advanced range of the NYESLAT on Listening/Speaking section, while scores on the Reading/Writing were somewhat lower.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We are using the AMAO tool to look at student testing data, and to keep anecdotal data in an easily accessible place. The tool allows us to quickly look at our ELL students and make adjustments in our interventions in order to give them the appropriate level of assistance on an as needed basis.
- 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?  
 a.ELL students are showing similar results in tests taken in English as well as their native languages. Students are fairly adept at decoding and speaking the words that they see, but overall, students struggle in comprehension in both native language and English

assessments. Furthermore, writing skills in both English and native language assessments are low level -- well below grade level. b. School leaders and teachers are using grouping students according to individual skills as referenced from the ELL Period Assessments. Leaders and teachers use that information to address teachers in professional development sessions, and to group ELL students for effective instruction. c. Most of our students are proficient English speakers, with only two being beginners (entering). We have learned that the majority of our students have major skill gaps in reading comprehension, and writing skill and technique. Native language is used rarely because the majority of our students speak and understand English to a proficient level. We do use bilingual dictionaries and computer programs when necessary to scaffold understanding with the few students who still rely on native language.

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

Our data reveals that most of our ELL students fall into the category that receives tier II interventions. They need extra attention and activities on top of their core instruction. We provide groupings that correspond to research based intervention strategies such as graphic organizers and other instructional aides as well as low student teacher ratio and segments of balanced literacy program strategies.

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

We have team meetings once a week where ELL teachers coordinate with general education and special education teachers in making appropriate instructional decisions in terms of a child's second language development. Furthermore, our ELL teacher meets one on one with subject area teachers for a planning session once every two weeks.

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?

Paste response to questions here:

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

ELL's are assessed by their performance on Common Core Standard tasks, formative assessments such as tests, quizzes and projects as well as project-based activities. The ESL Teacher/Liaison is working closely with ELA teachers to align ELA and ESL tasks and Common-Core Standards.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

We complete the ELL identification process within 10 days of a child entering our school. We give the Home Language survey, we determine NYSITELL eligibility, we administer NYSITELL test and Spanish LAB if necessary. The Language Survey is administered by teacher, Joseph Parker, with the assistance of Principal, George Morgan and Darlene Fein, parent coordinator. Informal interview and enrollment status is entered into ATS, and presentation of ESL Video to discuss options: Transitional Bilingual, Dual Language and Free standing program. All parents interviewed selected Free-standing ESL Program. In addition to the NYSITELL standardized assessment, which is issued upon student entry into the school, the Spanish LAB R is issued to appropriate incoming students.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days after HLIS is issued, and Home language interview is conducted with student's family, a SIFE oral interview is given that, in conjunction with a LENS assessment will determine the SIFE status of an ELL. we will complete the SIFE Oral Interview Questionnaire (Over the phone translation and interpretation will be used if necessary) before using the LENS to determine whether a student has two years of schooling. We will access the LENS results by logging in via the Reports link.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Upon discovering a newly enrolled student has an IEP, and Home language is other than English, the Language Proficiency Team(LPT) is formed and reviews evidence of the students English language development. The LPT (consisting of ELL teacher, general education teacher, administrator, and parent coordinator and student parent or guardian who will be provided with translator or phone interpretation.) will decide whether or not the student will take the NYSITELL. If the student takes the NYSITELL, and ELL status is determined then the process will proceed as with all students. If the LPT recommends that the student not take the NYSITELL, the

principal will review and make a determination. If the principal determines that the student not take the NYSITELL, then the superintendent will review and make the final determination.

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.  
Upon receiving the results of the NYSITELL, the ELL teacher, Joseph Parker, immediately sends the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which he downloads from DOE intranet.
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).  
When parents receive the entitlement letter, they will receive a follow-up phone call from the ELL teacher. He will draw attention to the section of the letter that explicitly says they have the right to appeal ELL status within 45 days of enrollment.
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.  
TASS staff shows ESL orientation video and explains options to parents via interpreter if needed. After the HLIS survey is completed, and the NYSITELL is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members. During the meeting with the lead pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a Second Language. The lead teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program. If parents have previously chosen a TBE/DL program, school reaches out to Manhattan Field Support to help find appropriate placement. A bilingual program is the default placement when a parent survey is not returned
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.  
Our ESL teacher will review status of returned Parent Surveys weekly, and reach out to all families who have not returned forms. Parent program choice will be charted and kept in ELL teacher's files.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our ESL teacher will review status of returned Parent Surveys weekly, and reach out to all families who have not returned forms. Parent program choice will be charted and kept in ELL teacher's files. ELL teacher will periodically reach out to families to secure forms. Teacher will explain that unreturned forms will designate the student as part of a bilingual program,
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are distributed upon student placement in a program by our lead teacher. Placement parent notification letters are translated to the parent's preferred language. Principal review of placement letter distribution will occur monthly with ELL teacher to ensure distribution.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Administrative ELL documentation is kept in secretary's office, in the student record folder for ease of transfer if the student moves to a new school. Maintenance of these records is done by the teacher of our ESL students.
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.  
Our testing coordinator works closely with our ELL teacher and our principal to make sure that NYSESLAT tests are given to all ELLs each spring. We use the RLER and RLAT ats reports to determine NYSESLAT eligibility. ELL teacher has total authority, given by the principal to pull students for testing during the testing period. Each section is given within the proper timelines provided by the State testing calander. Makeup test dates are established in order to provide an opportunity for any absent student to make up any part of the test that he or she may have missed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Entitlement and transitional support parent notification letters are distributed upon student placement in a program by our ESL teacher. Letters will be distributed in the parent's preferred language. Principal review of placement letter distribution will occur monthly with ELL teacher to ensure distribution.
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).  
A review of Parent Survey and Program Selection forms a trend toward free standing ESL programs. Of the 2 parents who completed the survey in the past two years, Both opted for a Free Standing ESL program, None opted for a Transitional Bilingual

program or a Dual Language Program. Program models are aligned with parent requests. All parents opted for Free-standing ESL program and all choices and requests were accommodated. Program models offered are aligned with parent requests.

## 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 ENL program at TASS is an integrated/stand alone program for students in 6<sup>th</sup> -8<sup>th</sup> grades. There is one ESL teacher who has 10 periods available for ESL instruction. Based on student English Language proficiency levels and minutes of ENL/Integrated instruction the ESL teacher will push-in to mainstream classrooms and group ESL students to provide individualized support for the ELL students aligned to their classroom Common Core Curriculum. The ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. ELL groups also contain a grade mix depending on the student's proficiency.

The factors considered when grouping the students, include language proficiency, academic needs and class curriculum. Students receive either two periods of ENL instruction daily as per their NYSITELL or NYSESLAT score. The ESL teacher provides six periods of instruction daily; the size of the classes ranges from four students to six students, allowing the ESL teacher to address the students' diverse learning styles and differentiate instruction. Integrated ENL instruction takes place in math, science and in some instances, Humanities. Stand alone ENL happens during Foreign Language, Art, and technology.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

NA

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)?

We adhere to the mandated number of instructional minutes as noted in the charts below. We provide 360 minutes per week of ENL to Entering and Emerging ELL students. We provide 180 minutes of ENL instruction for transitional, expanding and commanding students. In the Freestanding ENL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

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.

ELL students are integrated into the general education population, which are taught in English, and attend all content area classes whose curriculum is aligned with Common Core Standards. ESL services are interwoven among the ELL students respective program. In the Freestanding ENL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organized and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/pullout/afterschool ESL classes, the reading and writing workshop intervention allows for student choice of material on a variety of fiction and non-fiction topics based on pre-assessed reading Lexiles. (Columbia Teachers College) ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, all articles and activities from the program are based on content area and common core including science, math, geography, politics, and social studies.

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

We do not use any assessments to measure student's home language proficiency.

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

TASS wholly embraces Common Core standards which place a high emphasis on speaking and listening. Unit tests and benchmark assessments given in content areas as well as ENL settings provide a clear picture of ELL development in the speaking and listening modalities. Reading and Writing are also assessed on an ongoing basis with running records and student work. Collaborative planning between the ESL teacher and classroom teachers, and utilizing data from regular assessments throughout the units, we can ensure that ELLs are provided instruction in all 4 modalities in English and are also assessed and monitored accordingly in all 4 modalities, while reinforcing any lower achieving areas identified through informal and formal assessments including the NYSESLAT.

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

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

Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, relevant PowerPoints, and textbook materials. In ELA, the English teacher and the ESL teacher work together to help students in group activities, such as narrative, essay writing, and brainstorming. The ESL teacher works with specific skills from the content lesson. This year, the ELL program focus is on multi-cultural content, writing, publishing, and presentation. Our school also plans to focus on projects involving history, geography, mathematics, literature, and creative writing, employing technology, such as the Internet, blogs, and the creation of student websites. Student learning is differentiated based on their levels, and independent reading is chosen carefully for the correct level. Students are given periodic summative and formative assessments to determine appropriate level as well as any changes in level.

Although TASS has only one SIFE ELL we plan lessons in Basic Interpersonal Communication Skills (BICS), academic language, vocabulary, and adjusting to school in the United States, among others. SIFE students may also need instruction in the basics, which may include the English alphabet, phonics, and basic reading, as well as math skills, such as multiplication tables. Total Physical Response, or TPR, is very effective with both SIFE and newcomer students, with application for the entire population of students.

Teaching strategies and techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts.

Extended day programs, employing technology such as Rosetta Stone and project-based learning, are available to all ELLs and Former ELLs. Technology, such as Rosetta Stone, will be used with newcomer SIFEs with elementary knowledge of English. SIFE students will also have access to technology. SIFEs may create PowerPoints that relate to their lives for oral presentations, along with other students who speak the native language, and with help from the ESL teacher. Some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop BICS, as well as basic vocabulary, phonics, and academic language. Teachers need to help ELLs to build and use oral expressive language, as well as listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes. Newcomers also need help to adjust to a new country, not to mention all new classes in English, and in a variety of subjects. (b) Newcomer students with less than 3 years in the US vary a great deal in their English language skills, depending on the strength of academic language and literacy in L1. For example, a student with 3 years of ESL may read at a third grade level in L2, while another ELL reads at fifth grade level or above. Therefore, at TASS we aim to differentiate instruction for the student, meeting the pupil at his or her level. Other newcomers may accelerate very quickly and are quickly integrated into content area classes. They require that content area and ESL teachers explicate new concepts using a number of intelligences that help all students to use English skills in a variety of modalities. These newcomers, not to mention their mainstream and special education counterparts, often require a great deal of visuals and graphic organizers to help envision and break down concepts that might otherwise be overwhelming or incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary for students to reach greater levels of English proficiency. For example, reading intervention, such as the Wilson Reading Program has been very helpful for all students who are able to read in English. This is because the program helps students to learn new content through the guise of factual, academic material, and to apply their learning by writing summaries, essays, and answering pertinent multiple choice questions which are aligned with common core standards.

More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. They should receive opportunities to express themselves, mostly in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Programs such as Rosetta Stone, translators, word processors, and PowerPoint can help students to learn new words and phrases in English, as well as to create multi-media presentations to showcase what newcomers have learned in the classroom. Portfolio assessments are even more helpful in understanding the progress of a newcomer than standardized tests – they show progress based on subjective, measurable goals, even though lessons are based on national and state standards.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Middle school ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students become successful in high school. At this point, most ELLs are either at the intermediate or advanced levels in speaking/listening and reading/writing, and require continued explicit teaching of strategies, vocabulary, and content to become proficient in English.

According to a number of studies, it takes 1-2 years for students to attain BICS, while it takes 5-7 years for students to catch up academically with their peers. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities which encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology, 1-3 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through encouraging the use of project-based learning (concludes with a synthesis and application of what students have learned and how they have progressed). As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed, with differentiation, to the 4-6 year group.

d. For ELLs receiving 6 plus years are five (3) special education students who are in Self-Contained classes. There are also two (2) who receive SETTS, however, one is proficient in Listening Speaking and one is Proficient on the Reading/Writing Section of the NYSESLAT. According to the IEPs of these students, many may have cognitive and/or language processing deficits which may interfere with both L1 AND L2 language learning. Margaret Jones, ESL teacher, plans to attend numerous professional development classes to address the needs of Special Education students who also receive ESL services.

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.

After 3 months of a student being re-identified, the principal, in concert with the ELL teacher, classroom teacher counselor and parent, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3

Steps are as follows:

1. TASS receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. We review all documents related to the initial or reentry identification process detailed above.
3. We review the student's work in English and in the home language.
4. We may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. We consult with parent or guardian to solidify next steps.

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?

Teaching strategies and techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

ELL-SWD students are often behind in academics, but can learn content material with modifications and scaffolds. ELL-SWD students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts. The ESL teacher works closely with the classroom teacher and other providers as per the student's IEP, and coordinates and plans accordingly to ensure that each student is receiving grade-appropriate instruction while adhering to IEP mandated services and goals

**Chart** Extended day programs, employing technology such as Rosetta Stone and project-based learning, are available to all ELLs and Former ELLs.

A combination of authentic children and adolescent literature and material designed specifically for developing English learning skills will be used.

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?

TASS includes students in small group or one on one instruction where necessary on a daily basis during advisory period and at other times throughout the schedule if deemed necessary.

**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*
<b>Chart</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

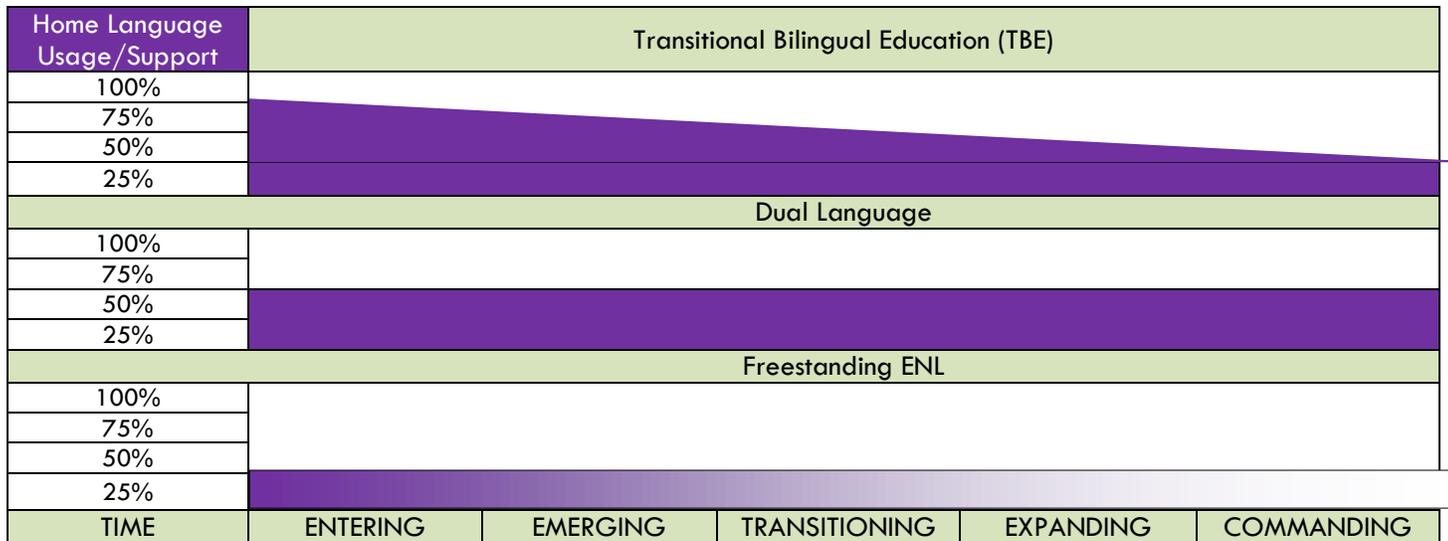


\*Note: “other approved services” does not apply to New York City at this time.

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. ELL students receive targeted intervention in ELA, math and other content areas through RTI strategies implemented first by the classroom teacher, in coordination with the ESL teacher and other service providers. Team meeting happen every week on Thursday mornings. Challenging cases are referred to our PPT team which meets every Friday. Subgroups targeted are those that fall short of standards and benchmarks on class assessments and informal teacher observation.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Although we have a small ELL population, which hinders logistics and budgeting, TASS does an effective job integrating ELL students into the general population, and we provide as many supports as possible in order to help our students meet standards.
12. What new programs or improvements will be considered for the upcoming school year?  
We are currently assessing new software for ELLs in grades 6-8. These software programs are delivered to students via 2 mobile technology carts which are accessible to the ESL teacher as well as every classroom teacher
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
The students in the ESL program include those in all classrooms: mainstream classrooms, self-contained special education, and Collaborative Team Teaching Classes. ESL students are encourage and supported in becoming part of any special programs offered in our school community such as Universtiy Neighborhood Afterschool, Lincoln Center Education, and any other opportunity offered to our whole student body.
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.  
The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, science, social studies, and grammar. Materials include authentic fiction and nonfiction literature, as well as content area reading materials that are scaffolded for ELL students. Students also learn reading strategies (i.e. drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom, which are all equiped with Smartboards and provide access to laptops and i-pads. ESL methodologies such as Total Physical Response, Realia, Visuals, Books on Tape/CD and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops, shared reading, guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is provided through the use of native language dictionaries, when available native-language translated versions of classroom content work is provided for students as well as software allowing students to access native language information to better comprehend content area concepts and materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Every effort is made to support each student at his/her age-appropriate grade level. The ESL teacher works closely with the classroom teachers to ensure that the ELL student is receiving grade level curriculum in all areas. By being able to push-in and pull-out based on student needs the ESL teacher is able to differentiatge instrucion that corresponds to the student's age and grade level. With close classroom teacher collaboration the ESL teacher is able to provide resources and scaffolds that provide support to ELLs students throughout the day.
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).  
New ELL students are given a "buddy" student who speaks the same language and who will guide the student throughout the first few days of school. Furthermore, staff members are assigned as mentors to keep an eye on and help ELL students adjust to a new environment. Parents have an opportunity to meet the school principal, coaches and ESL teacher. During the school year the ESL teacher provides individual and/or small group parental meetings to provide all the necessary information regarding parental choices and best options for student programs. Once a student is initially evalutaed and placed in an age/grade appropriae setting the ESL teacher provides ESL services while monitoring student progress closely and collaborating with classroom teachers for providing ESL support and methodologies in the mainstream classroom.
19. What language electives are offered to ELLs?  
Spanish
20. For schools with dual language programs:

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

NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
 In terms of teaching about ELL policy -- administrators, teachers, special education teachers, guidance counselors, and secretaries will undergo professional development especially concerning identification policy and all that it entails. The in house PD will be done on 11/2. Our Ell teacher will be attending several workshops a year provided by our District and Borough Field Support Center specifically focusing on developing best practices for ELLs and Common Core Standards and understanding the difference between content and language objectives PD dates: 12/2, 12/9, 1/13, 2/25. This information is then distributed to all classroom teachers of ELLs to better provide ELL support while maintaining rigorous content and language demands. ELL teachers will be part of the school pd plan that is implemented every Monday afternoon which has to do with implementation of the Danielson rubric, developing CCLS tasks, differentiation and Lincoln Center Capacities for Learning.
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?  
 Our Ell teacher will be attending several workshops a year provided by our District and Borough Field Support Center specifically focusing on developing best practices for ELLs and Common Core Standards. This information is then distributed to all classroom teachers of ELLs to better provide ELL support while maintaining rigorous content and language demands. We provide extensive CCLS professional development in house on a weekly basis with all of our teachers, including ELL teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
 Many of our ELLs have tested out at this point and/or are at the advanced level, where the focus is on reading and writing strategies and developing academic vocabulary. Our ESL teacher works closely with the guidance counselor, classroom teachers and parents to provide guidance and assistance for the transition of ELLs into high schools. Our guidance counselor reaches out to Manhattan Field Support in order to get guidance in helping our ELLs transition to high school. Our guidance counselor spends time with our ELL students' parents to ensure that the high school application process is seamless, and that all questions are answered.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
 We provide in house professional development facilitated by our ELL and ELA teachers that is dedicated to language acquisition, it includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Focus is on team teaching methods, providing differentiation in a content area classroom, creating CCLS tasks, and team and planning meetings to develop and modify curriculum. Agendas and attendance are kept in PD binder in main office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ESL teacher in concert with our regular content area teachers, uses the Tuesday afternoon parent engagement time to schedule meetings with Parents of ELL students to discuss goals, language development, progress, language proficiency assessment results, and language development needs in content areas. We secure in house translation if possible, but will resort to phone translation service if necessary.

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. ELL parents are invited to attend all school events. Due to our small number of ELL students, we do not have many events geared specifically towards ELL parents. Our parent coordinator makes every effort to reach out to ELL parents and provides translation services for ELL parents who need them. ELL parents are invited to both PTA oriented and classroom oriented events. We have had parent attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after/morning school classes. Parents regularly meet with guidance, parent coordinator, and ELL teacher.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
No

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

We collect data from parents in several ways, including information from HLIS forms, lunch forms, and other ATS documents. We have several Spanish speaking members on staff, and our Parent Coordinator will seek the translation services of one if need be. We also meet with parents and discuss their needs during open school night, Meet the Teacher Evening. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences.

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

Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>TASS</u>		School DBN: <u>01m301</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George Morgan	Principal		10/26/15
NA	Assistant Principal		10/26/15
Darlene Fein	Parent Coordinator		10/26/15
Joseph Parker	ENL/Bilingual Teacher		10/26/15
Stephanie Brooks	Parent		10/26/15
Abby Kass	Teacher/Subject Area		10/26/15
Diana Davydov	Teacher/Subject Area		10/26/15
NA	Coach		10/26/15
NA	Coach		10/26/15
Michael Goodwin	School Counselor		10/26/15
Daniella Phillips	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **01M301** School Name: **TASS**  
Superintendent: **D. Phillips**

### 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](http://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.

TASS assesses written and oral interpretation needs is to study the school home language surveys. We look at all information coming from the parents in the way of blue cards, HLIS, and and other form to assess the language of comfort. We ask directly what language parents wish to communicate in. The information tells us how many families require communication in a language other than English. We also conduct informal surveys with our students and their families to see if parents need translation services.

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.

We have four major foreign language needs groups: Spanish, Chinese, Bengali, and Arabic.. These findings have been discussed with the PTA and the parent coordinator. Our ELL teacher and parent coordinator are bilingual and handle much of the oral translation from English to Spanish. We also have 2 other teachers and a school aide who are bilingual in Spanish, and one in Russian. The ESL teacher presents this information at the faculty confernece in November of each year. In addition, teachers are given a copy of the CEP each year, which includes all of the ELL data.

## **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.)

Student handbook and parent contracts -- September, cell phone policy -- September, After school enrollment -- September, Frost Valley enrollment documentation -- January, testing information -- March/April, monthly calendars, and monthly notices -- every month.

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.

Curriculum Night -- September, Parent/Teacher Conferences -- November and February, Science Fair night -- May, Monthly PTA meetings -- each month. Tuesday parent engagement night -- Monthly

## **Part C: Providing Language Assistance Services**

---

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

We rely on DOE translations of essential documents in many cases, such as letters to parents about summer school and gifted and talented testing, etc. We create flyers of upcoming events at the school in 2 languages, English, Spanish. We use googletranslate.com to produce quick written translation in a variety of languages. We use volunteer translators such as family members and friends for translation of low incidence languages, such as Tagalog, Arabic and Bengali. During the 2013-15 school years, we plan to continue utilizing the Language Translation and Interpretation Unit to help us serve these populations. We rarely have had occasion to use an outside vendor for written translation services.

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.

e have many Spanish speakers in our school community who are able to provide oral and written translations in that language. Oral and written translation services for Bengali, Chinese and Arabic have typically been difficult to provide, however we have found the Language Translation and Interpretation Unit to be very helpful in serving these populations. We use outside vendors for oral translations of exams, such as the NYS Math exam in low incidence languages such as Bengali.

## **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.)

Our Parent coordinator has met with every teacher to give them information on using the translation services and the over the phone interpretation service. Furthermore, we have instructions posted over every phone in the teacher's office space. Lastly, The principal has sent an email blast to all staff regarding the translation services.

## **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

School includes Parents Bill of Rights in the parent handbook. ESL teacher distributes copies to families that need translations provided on the DOE website.

Our Parent Coordinator has posted signs in each of the most prominent covered languages, indicating the availability of interpretation services by the main entrance, near the main office and in the lobby outside of the auditorium and in the parent coordinator's office. . Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Signs in the most covered languages are posted at the front door near the safety agent. In addition the safety agent contacts the main office or parent coordinator when a parent entering the building requires language assistance. The Safety Agent also has the contact information for the DOE Translation Unit in the event that an interpretation over the phone is needed.

The Parent Coordinator, ESL teacher and school staff direct parents to the The Department's website when applicable.

### **Part F: Monitoring and Quality Control**

---

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

We will conduct a parent survey 2 times per year to gather parental feedback from our ELL parents. Questions will include how parents feel our staff is responding to: need for information, ease in scheduling appointments, student placement and identification, student inclusiveness.