

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M313

School Name:

JAMES BALDWIN SCHOOL, THE: A SCHOOL FOR EXPEDITIONARY LEARNING

Principal:

BRADY SMITH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The James Baldwin School School Number (DBN): 02M313
Grades Served: 9-12+
School Address: 351 West 18th Street, NY NY 10011
Phone Number: 212-627-2812 Fax: 212-627-9803
School Contact Person: Josh Heisler Email Address: heisler@baldwinnyc.org
Principal: Brady Smith
UFT Chapter Leader: Jerry Chambers
Parents' Association President: Lillian Ayuso
SLT Chairperson: David Ward
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ebony Williams
Student Representative(s): Ivette Pabon
Nailah Tyler

District Information

District: 02 Superintendent: Kathy Pelles
335 Adams Street, Room 508
Superintendent's Office Address: Brooklyn, NY 11201
Superintendent's Email Address: KPelles@schools.nyc.gov
Phone Number: 718 923 5181 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: Alexandra Anormaliza
131 Livingston Street
Director's Office Address: Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718 935 5618 Fax: _____

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)
Brady Smith	*Principal or Designee	
Jerry Chambers	*UFT Chapter Leader or Designee	
Ana Rodriguez	*PA/PTA President or Designated Co-President	
Tyler Brewster	DC 37 Representative (staff), if applicable	
Ebony Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ivette Pabon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nailah Tyler	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Athena Leonardo	Member/ UFT	
David Ward	Member/ UFT	
Ebony Williams	Member/ Parent	
Jamila Nicholas	Member/ Parent	
Marva Cousins	Member/ Parent	
Luzette Andrews	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

"It is our mission... at the James Baldwin School, to provide a haven for students who have previously experienced school as unresponsive to their needs as individuals. We wish for all students to find their voice and to speak knowledgeably and thoughtfully on issues that concern their school, their world. We aid students in this endeavor by personalizing our learning situations, by democratizing and humanizing the school environment..."

Our Core Values

- ♣ Commitment to Peace
- ♣ Commitment to Justice
- ♣ Commitment to Democracy
- ♣ Respect for Humanity
- ♣ Respect for Diversity
- ♣ Respect for the Truth
- ♣ Respect for the Intellect

The James Baldwin School (JBS) is partnered with the New York Performance Standards Consortium (and offers PBATs in place of most Regents exams. Consortium Performance Indicators have informed the shared understanding of effective instruction among JBS staff. PBATs are rigorous products that require higher order thinking, reading, writing and presentation skills. To successfully complete a PBAT, students must support arguments with text-based evidence, conduct substantial research synthesizing multiple primary and secondary sources, design experiments, debate issues of historical significance, and more. PBATs are authentic tasks based on engaging, real-world questions that allow students to explore issues that are relevant, complex, and challenging.

JBS is also partnered with NYC Outward Bound Schools and uses their model of Expeditionary Learning (EL). EL's Core Practices promote instructional skills such as "Planning Effective Lessons", "Structuring Revision and Critique" and "Ongoing Assessment" among many others. These skills, aligned with both the Danielson rubric and the CCLS, inform the shared understanding of effective instruction at JBS. JBS teachers all develop learning targets for courses, which are developed from these common sources of instructional vision: the common PBAT rubrics, the EL Core Practices, and the CCLS.

As a transfer school, it is essential that we provide an alternative to traditional schools and attend to socio-emotional learning. Therefore, effective instruction at JBS must reach all students where they are, provide multiple points of entry into both content and skills, and build on student strengths. We must provide high-quality supports across all classrooms, promote student choice, and differentiate as needed so that all students can be successful.

At last spring's retreat, the staff collaboratively revisited a menu of JBS Common Practices and indicated a commitment to making them consistent across all classrooms. This menu, aligned with the Danielson rubric, has driven the

professional development plan and goal setting this year. Every Monday, teachers engage in 75 minutes of PD focused on these instructional practices. The PD approach is to:

1. Establish a process in which teachers collaborate in understanding the best practices related to these common practices; implement them in classrooms/Crews; get feedback from peers, supervisors, and coaches; and bring them back for reflection and refinement.
2. Build upon best practices such that instruction, and student learning, is consistently strong across the school.
3. Build more common language and understanding of these practices, especially as linked to the EL Core Practices
4. Provide a balance between whole group learning and differentiated small group learning.

The JBS Common Practices were developed to allow students to better understand what is being asked of them and support them towards improved attendance and academic success in each particular class and academic discipline. They align with the Danielson rubric, specifically 2b) Establishing a Culture for Learning, 2c) Managing Classroom Procedures, 3a) Communicating with Students, 3b) Using Questioning and Discussion Techniques, and 3d) Using Assessment in Instruction. We also know that consistency across classrooms is an important step in providing a safe and productive environment for students, especially for transfer students in an environment with high mobility. Therefore, our goal focuses not only on improving teacher facility with the practices but also to making those practices more consistent across classrooms.

During Initial Planning Conferences, each teacher agreed with their supervisor on 2-4 components from the Danielson framework that they wanted to emphasize during the observation cycle. All teachers selected the PROSE option which emphasizes inter-visitation. In addition to a whole staff expectation of consistency with the JBS Core Practices as evidenced through supervisory observations, each teacher also expects feedback in their selected Danielson-aligned EL components from colleagues through inter-visitation and departmental Looking at Student Work (LASW) protocols. They also participate in the Consortium's moderation studies to ensure final student products are peer-reviewed.

02M313 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	266	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	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.2%	% Attendance Rate			73.5%
% Free Lunch	66.5%	% Reduced Lunch			5.8%
% Limited English Proficient	5.8%	% Students with Disabilities			14.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			43.5%
% Hispanic or Latino	48.1%	% Asian or Native Hawaiian/Pacific Islander			1.5%
% White	6.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.22	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			34.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			4.35
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	56.0%	Mathematics Performance at levels 3 & 4			s
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	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 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	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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			YES
Hispanic or Latino	YES	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				

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.

Literacy instruction at JBS has focused on writing as we prepare students for PBATs. This year, we believe that shifting our focus to the teaching of reading will complement our writing emphasis and better prepare our students for content-rich PBATs, Common Core ELA exam, and generally the Common Core standards. Student surveys and analysis of prior PBATs reveal that our students struggle to apply what they have read in class when crafting arguments. A differentiated approach to teaching reading would be a powerful tool to improve student performance. Strengths:

- Common JBS practices of MEATy paragraphs
- annotation strategies
- close-reading as prescribed by PBAT rubrics
- Writing across the curriculum

Areas for growth:

- Reading instruction
- High quality products

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.

All teachers will receive training in the teaching of reading and will begin implementing reading strategies by June, 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Through the support of our NYC Outward Bound School Designer, we will provide professional development to all teachers in the Expeditionary learning model of the teaching of reading.	All teachers	August, 2015- June 2016	School Designer, Instructional Guide/AP, Principal

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.											
No additional resources required. MOU with NYC Outward Bound provides for p.d. days with a School Designer.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The fall teacher inter-visitation cycle will focus on reading strategies as well as other Danielson-aligned annual goals. Based on the feedback from inter-visitation, further support and/or differentiation could occur in the spring.
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.

JBS students have higher passage rates on PBATs when they have good attendance. Many student surveys and focus groups indicate that students attend more when they feel connected to school. Accultuating transfer students quickly and effectively to our school culture will support improved student performance.

Strengths:

- Full menu of restorative practices available
- Socio-emotional skill-building in advisory
- Just Community Town Meetings calendared for 2015-16

Areas for growth:

- Optimizing restorative practices
- Further shifting Restorative Coordinator toward coordination
- Alignment of students and parents to restorative approaches

Part 2 – Annual Goal

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

By June, 2016, all students admitted this school year will be acculturated to the school community and to restorative practices through a combination of Intensives, advisory curriculum, Democracy Block and Welcoming Committee as evidenced by surveys and sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All school-wide acculturation processes will include information about restorative practices.	All students.	September, 2015-February, 2016.	Restorative Coordinator, Co-Directors.
We will form a Restorative Justice Action Team (RJAT) to monitor and support the development of Restorative practices throughout the school.	SLT, other interested community members.	September, 2015-June, 2016.	Restorative Coordinator, Co-Directors.
Welcoming committee will include a defined curriculum designed to introduce and support restorative practices.	New admits.	September, 2015-June, 2016.	Parent Coordinator, Community Coordinator, Restorative Coordinator.

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.											
Welcoming committee meetings will take place during lunch, so we'll use resources to ensure all students have lunch. Otherwise, no additional resources required.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By spring intensives in Feb, 2016 all new admits will be able to describe the menu of restorative practices available at <u>JBS</u> .
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Supervisory observations reveal pockets of expertise in various classrooms. This is supported by student surveys and course passage rates. Providing structures for teachers to learn from each other will improve student performance overall.

Areas of strength

- High teacher retention and experience
- Inter-visitation cycles implemented this year
- Significant co-teaching opportunities

Areas for growth

Encouraging collaboration across disciplines

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.

All teachers will participate fully in inter-departmental inter-visitation cycles by June, 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Two inter-visitation cycles will take place during the course of the school year. The fall inter-visitation cycle will be inter-departmental.</p>	<p>All teachers.</p>	<p>September, 2015-January, 2016.</p>	<p>SD, IG/AP, Principal.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>P.d. time will be spent reviewing inter-visitation expectations and conducting post-observation debriefs. In certain cases where schedules do not align, per session and/or coverage monies may be needed to support inter-visitation.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p><u>All teachers will have participated in one focused inter-visitation cycle by the end of fall term.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Schools with stable leadership promote improved student performance. Involving students in leadership and governance will strengthen school culture. Though school culture is strong as per previous QRs and PPOs, student and parent surveys indicate that students and parents in general would like to be more involved in decision-making at the school. Increasing the agency of the SLT and using the SLT to provide a lens on leadership at the school would improve school culture even more.

Areas of strength

- Explicit decision-making structures promote clear and democratic processes
- Teachers have several different formal and informal leadership roles
- Team structures promote collaborative and distributive leadership

Areas for growth

- Further develop leadership and group facilitation skills among teachers

Further clarify roles and responsibilities of members of the JBS Leadership Team

Part 2 – Annual Goal

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

By October, 2015 the roles and responsibilities of the members of the JBS Leadership Team will be clarified and by June, 2016 new surveys and feedback forms will be developed for annual review of leadership team members and structures at JBS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>JBS Leadership team will meet in August and September to clarify roles. Roles and responsibilities will be shared with all staff at a staff meeting by early October.</p>	<p>JBS Leadership Team, all staff.</p>	<p>August, 2015-October, 2015.</p>	<p>Principal with the JBS Leadership Team.</p>
<p>At the spring retreat, all staff will engage in a 360 degree feedback session of the JBS Leadership team.</p>	<p>All staff.</p>	<p>May, 2016.</p>	<p>Principal with the JBS Leadership Team.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>No additional resources required.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p><u>By mid-year, roles and responsibilities of JBS Leadership Team members will be clarified.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Parent/guardian participation at school-based academic events impacts student performance. Twice per year, Student-Led Conferences provide an excellent opportunity for parents to engage, but parent participation rates have been dropping.

Areas of strength

- Admissions and intake processes inform families of mission and expectations and promote healthy relationships
- Several community partnerships promote academic and socio-emotional development of students

Areas for growth

- Increased parent participation in Student-Led Conferences
- Increased parent participation in PA Meetings using restorative circles

Part 2 – Annual Goal

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

By the spring Student-Led Conferences, data will indicate a 10% increase in parent/family member participation in Student-Led Conferences over the previous year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Several comprehensive approaches to encourage greater student accountability to Crew will result in increased SLC participation.</p>	<p>All students and parents.</p>	<p>August, 2015- June, 2016.</p>	<p>Co-Directors.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Calendar change and/or per session funds to support school-wide involvement in evening SLCs.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p><u>SLCs occur twice per year. We expect to see an increase in student and parent participation in the fall SLCs.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students, both self-selecting and assigned.	After-school tutoring.	Small group and one-to-one tutoring.	Before or after school at teacher's discretion.
Mathematics	All students, both self-selecting and assigned.	After-school tutoring.	Small group and one-to-one tutoring.	Before or after school at teacher's discretion.
Science	All students, both self-selecting and assigned.	After-school tutoring.	Small group and one-to-one tutoring.	Before or after school at teacher's discretion.
Social Studies	All students, both self-selecting and assigned.	After-school tutoring.	Small group and one-to-one tutoring.	Before or after school at teacher's discretion.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students, both self-selecting and assigned.	Mandated and non-mandated individual and group therapy, consultations and evaluations.	Small group and one-to-one tutoring.	As needed.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Retention is very high at JBS. All teachers are highly qualified. When teachers need to be recruited, we access word of mouth and email blasts from partner agencies. Teachers teach within their license area and receive high quality professional development internally as well as from Expeditionary Learning, NYC Outward Bound Schools, and the Performance Standards Consortium.

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).
90 minutes of p.d. per week support teacher instructional and curriculum development goals, including ongoing CC alignment.

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.).

NA

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.

As a Consortium school, we use PBATs.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	129,290.00	X	4B
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,983,797.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The James Baldwin School, 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. **The James Baldwin School** will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 313
School Name The James Baldwin School		

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

Principal Brady Smith	Assistant Principal Christine Olson
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area Seth Rader/Social Studies	Parent type here
Teacher/Subject Area Marie Leblanc/English	Parent Coordinator Jeanette Aybar
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	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 not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	250	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	0	0	0	3	1	0	6	1	2	0
Total	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	1	3	0
Chinese														0
Russian													1	0
Bengali														0
Urdu														0
Arabic												1		0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian													1	0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3		3	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - The James Baldwin School operates at the high school level. We do not explicitly test for early literacy skills with a specific assessment tool. However, during the interview process to attend our school, students meet with the ESL teacher, Shelly October and have a small oral conversation so that she can gauge speaking proficiency. Then, students proceed to write a one page essay on the day of the interview and finally students are asked to read an excerpt from James Baldwin with the interview committee. We use this information as a way to holistically gauge student assessment.

Insights the data provides about our ELLs is that they are coming to us with low reading and writing skills. We help to build these skills through the PBAT process and direct intervention with the ESL teacher.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Looking at the proficiency data, it seems that students fair relatively well with the listening and speaking NYSESLAT modality, but seem to struggle in the reading and writing modality, although most students are at the transitioning or expanding level.

None of our students took the NYSITELL
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

There have been discussions around reading and writing workshop implementation at our school. Furthermore, JBS has committed to reading strategies and a focus on literacy for the academic year. The literacy team which consists of two special education teachers and the ESL teachers are looking for targeted ways to improve reading and writing instruction in all content areas. In addition, we have found great success with our coteaching ELA Regents Prep model. Not only are students becoming proficient, but they are

scoring better than they have been on the ELA Regents. We will continue to utilize this model unless results indicate otherwise.

4. For each program, answer the following:

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

a. At the James Baldwin School, we only have an ESL program. There isn't much of a difference where kids fair on modalities across grade level. What we think attributes to the similarity across grade levels is that our school has heterogenous mixed grade classes. There is essentially not a freshman, sophomore, junior, senior class. Our philosophy is that students learn from each other across grade levels and this type of program seems to be working out consistently well. We will continue to utilize this model unless our data indicates a need for a change. In addition, classroom teachers are aware of the ESL students in their classes and their needs and consult with the ESL teacher for further scaffolds for these student types.

b. Teachers use the NYSESLAT exam as a way to inform what classes will have two teachers. In those classes, teachers are in close collaboration with the ESL teacher with regard to best practices to support these students.

c. Our school is learning that we are a supportive environment that allows students to develop naturally and intentionally at the same time. Students feel well supported and on their own time, they find their voice and are able to have multiple opportunities to practice reading, writing, listening and speaking. Ways that native language is promoted and used is in the form of some projects. Some students are able to use their native language for parts of their projects to help show understanding of a concept or content. During our town meetings, students can highlight their culture through language or other forms as well as identity in afterschool clubs.

We use home language to communicate with students and families using the DOE Interpretation Unit over the phone and in written form.

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*.]
N/A

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

At the James Baldwin School, we utilize many strategies. All coteachers prioritize planning time. During that time, teachers create lesson plans that cater to all students, specifically students with disabilities and ELLs. Some strategies that are utilized are annotation skills, writing scaffolds such as the MEAT strategy (main idea, evidence, analysis and transition). Shelly October always reminds her coteachers of Vygotsky's zone of proximal development (ZPD) with regard to language acquisition to inform student language development.

We use student cultural background to inform foreign language options at our school.

ESL teacher meets with each department to discuss the language development for ELLs to inform instruction.

7. For dual language programs, answer the following:

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

We are an ESL Freestanding Program Only.

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

We are an ESL Freestanding Program Only. Our past and current ELLs receive credit for their classes at an appropriate rate and they are passing the Regents Exam/Performance Based Assessments to make them on track for graduation.

The assessment tool used is the ELA Regents exam and the Performance Based Assessments.

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.

1. When a new student registers at the James Baldwin School Shilisha October, an ESL licensed pedagogue, administers the Home Language Identification Survey (HLIS) and conducts an informal student interview in English and Spanish. Pierre Andre, a school social worker is also on hand to assist with conducting the informal student interview in French and Creole. Rehana Ali, another school social worker is available to assist with the conducting the informal student interview in Bengali. If other language assistance is needed in completing the administration of the HLIS and the interview, we will contact our network team to help coordinate. The HLIS and any anecdotes taken during the informal student interview are stored in the student’s cumulative folders housed in our programming office. If survey and interview indicate that the student’s home language is other than English we proceed to administer the NYSITELL within ten days of the students enrollment. Following the DOE’s assessment schedule the NYSITELL is administered by Shilisha October in English or if the student’s native language is Spanish. Testing materials are requested and returned to our Assessment Implementation Coordinate (AID). The NYSITELL is hand scored prior to returning the answer grids to AIS. Students who have not scored higher than the designated cut scores are identified as ELL’s and provided with the mandated ESL services and are also administered the NYSESLAT exam in the Spring.

The NYSESLAT is administered by Shilisha October, an ESL certified pedagogue following the DOE’s assessment calendar. Testing materials are requested and returned to our AID. The NYSESLAT is administered to all ELL’s identified in the RLER ATS report. ELLs are identified through HLIS and then tested with NYSITELL.

Each ELL prescreens with ESL teacher for an oral interview before a formal interview.

HLIS is completed with parent coordinator and teachers who assist at the open house.

We do not have students who take the Spanish LAB or the NYSITELL.

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).

We utilize diagnostic information collected from the interview which involves a reading, writing, speaking and listening component. We then conduct informal assessments in common core classes that the student is placed in to track progress.

SIFE students are identified through ATS reports. Those students receive more instructional time with the ESL teacher.

Informal assessments are completed with those students to track their progress.

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).

The special service team meets once a week to discuss the needs of ELLs and student with disabilities. For new students with IEPs who are also ELLs, the special service team strategizes schedules and interventions for those students.

Shelly October is a licensed TESOL provider.

SIFE is identified through our intake process and the ATS report.

Director of Special Education, Stephanie Blanch

District Administrator, student’s parent, interpretation are presented with information about student progress, goals and services available.

Family has 20 days to reject the LPT recommendation.

ELL service placement happens once student is identified.

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.

Entitlement letters are distributed to students based on the results of the NYSITELL After all the program selection forms and parent surveys have been collected our school matches students with their program selections and our school’s program offerings. If a particular program is selected but there are less than fifteen requests we direct parents and their child to a school that offers that particular program.

Shelly October with support of the office staff handles all responsibilities of communication to the parents.

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).

This information is provided as part of the entitlement letter.

Parents are notified of their right to appeal within 45 days of enrollment.

Correspondence is in parent's native language.

ESL teacher with support of the office staff handles all responsibilities of the process.

Copies of letters are filed in the programming office and kept for safekeeping.

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.

The parents of any student who was administered the NYSITELL receives a letter stating the results of this assessment. For the parents of students that are determined to be ELL's based on the results of the NYSITELL this letter also serves as an invitation to attend a parent orientation where the three ESL program choices are explained to them. During the orientation parents are also given an ESL program brochure and shown the parent video in English and the parent's native language. At the end of the presentation, staff are on hand answer any question parents may have.

ESL teacher explains the freestanding program available and the other programs not provided at the James Baldwin School. She has TESOL certification.

For parents who choose a different program, the parent coordinator works with family to find a program of their choosing.

Correspondence is in parent's preferred language.

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.

In the 9 years of our freestanding ESL program, parents have expressed satisfaction for our program. We continue to explain what we offer at the mandatory open house for families before enrollment and it is described again through the intake process.

Shelly October is responsible for the parent survey and program selection distribution

Parent surveys and selection forms are distributed within the first few weeks of school.

Parent choices have been the ESL freestanding program.

They have not chosen any other option.

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

We document when parent survey and selection forms are sent and evaluate when they have not been completed and returned.

Shelly October is responsible.

Forms that are not completed and returned receive an additional outreach letter.

Letters are in preferred language.

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

The ESL teacher uses the RLAT in ATS to determine which parents receive a parent notification letter. The letters are then generated by the ESL teacher and the office support staff ensures its distribution.

Correspondence is in preferred language.

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

Shelly October is responsible for the maintenance of records.

All documentation is secure and stored in a locked cabinet in the programming office at the James Baldwin School.

The ESL teacher has access to ELL documentation. Copies are in the student's files generated by the ESL teacher

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.

Since the James Baldwin School is deliberate about it's programming, it allows a smoother transition for the administration of the NYSESLAT exam. The ESL teacher administers the speaking component with each ELL individually. In a group setting during the later part of the morning, she administers the listening, reading and writing section respectively. Students who are absent during the group session are located on other days during the administrative window period in order to ensure a complete score.

Using ATS reports, Shelly October ensures that all ELLs receive the NYSESLAT annually.

Speaking session is individually administered.

Listening, Reading, Writing is administered in groups.

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

Entitlement Letters are distributed by Shelly October in the beginning of the school year.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past couple of years our parents have consistently chosen a free-standing ESL program. Nonetheless we continue to monitor program requests closely; if the desire for a program that we do not offer reaches the requisite level we will make that program available.

We monitor choice by reviewing what parents consistently choose.

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.

A. To service our ELL's we use a push-in model where Shilisha October, our ESL certified pedagogue co-teaches with other teachers. Our teachers are all currently teaching within license area, and thus our ELL students are enrolled in English classes taught by English certified teachers but targeted for ELLs and other students with below standard reading and writing skills; Shelly October, a dual certified ELL and English teacher facilitates an ELL advisory where she meets with ELLs 4 times a week. In addition, Shelly October co-teaches a US history class for H5/H7 credit and two single credit ELA Regents Preparation classes where ELL students were programmed into her class.

In addition to the ELA Regents Examination and RCTs, and periodic assessments, we incorporate a new reading diagnostic for students as part of the admissions process. Future professional development will be designed to expose teachers to rubrics used in this assessment and to inform teachers of how to interpret results as they design literacy teaching strategies for the classroom.

We have a freestanding ESL model.

B.

Our program model is block scheduling where each academic class meets four times a week. This year, we have continued to push to support ELL students in other content areas. Shelly October, the ELL teacher is currently co teaching an ELL inclusion American History course where students meet for 360 minutes a week.

In addition, she is teaching two afternoon English regents inclusion course that meets for 200 minutes a week.

Much like the prior year, our ESL teacher has an advisory that meets for 180 minutes a week. In this class, students are focused academically on reading, writing, listening, speaking. One day is focused on strategies towards college preparation in concordance with the common core standards.

The James Baldwin School has changed the schedule into longer blocks in the morning to provide more minutes for ELL students. All of our classes except advisory is heterogenously grouped.

b. TBE program. *If applicable.*

We are a freestanding program only.

c. DL program. *If applicable.*

We are a freestanding program only.

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)?

All of our ELL's are provided with the mandated number of minutes of ESL services. We have 6 students that are provided with 360 minutes of ESL services a week and 9 advanced students that are provided with 180 minutes of ELA and 180 minutes of ESL services. Once students are identified, they are programmed into classes according to their proficiency level and mandated minutes. For example, if an intermediate student needs 360 minutes a week, that student will receive priority programming for a 90 minute push-in content area class which meets 4 times a week.

An advanced student receives priority programming for a push-in 50 minute content area class that meets 4 times a week. That same student also is programmed into a 50-minute English Language Arts class that meets for 50 minutes – 4 x a week.

In other words, all ELL students receive priority programming and program decisions are recommended and enforced by the ESL teacher.

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.

For our push-in model, the content area changes. Currently the 2 credit push in classes are the social studies class and 2 - 50 minute ELA Regents Prep classes. In the next semester, the 2 credit content area for push in will be in English Language arts which meets for 360 minutes a week. In the school year 2014-2015, 1 full year was dedicated to a 2-credit push in social studies class, science, math and English language arts, which included Regents Preparation explicitly. All classes have been aligned to the common core learning standards.

The ESL teacher is also dually licensed in English Language Arts. Therefore, in the Spring semester, the ESL teacher will coteach English Language arts in the upcoming semester.

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

Students are assessed in their native language in a number of ways. The ESL teacher has a bilingual dictionary for every primary language spoken by students. Students are given these dictionaries during class exams and class activities. In addition, there is a teacher on staff that speaks the native language for every student except for Arabic. In that instance, when communicating with families, the DOE translation is utilized for conferences and/or other activities. For the Spanish speaking students, they have taken the Spanish Regents exam which confirms literacy in their native language as well.

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

All classes that the ESL teacher coteaches is common core aligned and specific focus on all 4 modalities. In social studies, students look for informational texts and write essays using primary and secondary non fiction texts. Summative assessments come in the form of essays, socratic seminars and debates which evaluate students' reading, speaking, listening and writing abilities at once. In ELA Regents Prep, students are taught specific listening strategies to prepare them for the listening section of the ELA Regents as well as writing strategies for the essay writing portion. Annotation skills and reading strategies address the reading modality. Preparing students throughout the year for the performance based assessment task as well as student led conferences allows students to progress with their speaking.

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

At the James Baldwin School, we currently have 3 designated SIFE students. In previous years, as a way to increase their time with the ESL teacher, each SIFE student receives more than the required 360 minutes of ESL instruction. We find extra time with the ESL teacher in content areas helps these students further their proficiency level with English. In addition, these students were programmed into classes where there are two teachers available for the remaining classes that the ESL teacher is unavailable. These students are also placed with the ESL teacher on Wednesdays where the ESL teacher works with students in order

reinforces other classwork that students have trouble with understanding. This class met once a week on Wednesdays for 40 minutes.

Newcomers follow the same approach listed above for SIFE students. In addition, more frequent checkins with the ESL teacher about their learning and adjustment is built into the program through advisory.

Students who have 4-6 years of service are encouraged to work on their area of weakness on the NYSESLAT. According to our data, students are mostly having difficulty with reading and writing more than speaking and listening. As a result, students have more English classes to work on this area. Two students who exhibit weakness in reading and writing are in a scaffolded English Regents Prep class with two teachers that focuses solely on reading and writing about non fiction information.

We use the same type of intervention for students who have more than 6 years of service. The ultimate goal is for them to be in general education. We attempt to target the weakness area and work on it. We have been pleased with this method so far as students are becoming proficient from the NYSESLAT exam as well as graduating at a rate comparable or better than general education students.

After students have become proficient as a result of the previous year's NYSESLAT, we program each student into classes with the ESL teacher to ensure further services in English as a second language. At times, if there is space in advisory, that student also is programmed into an ESL advisory. These student types additionally receive priority programming in classes where two teachers are available.

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.

The James Baldwin school thrives on providing extra supports for students. Programs are created in consultation with the advisor, ESL teacher and programmer. Department teams make sound and collaborative decisions on how to best support all students including students in this particular circumstance.

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?

Students who have special needs share services with the ESL teacher as well as the Special Education teacher. These students have 2 teachers in almost all of their content area classes. This is specifically designed.

Our special services team meets every week for one hour and this meeting informs recommendations made to classroom teachers working with all subgroups, as well as the collaborative curriculum planning undertaken by our three special services teachers (ESL and 2 Special Education Teachers).

We have in past purchased Rosetta Stone for English and used this program for Academic Intervention Services (AIS) for targeted students to work towards proficiency in the NYSESLAT. We are awaiting funding to renew our contract.

In addition, as a faculty, we have all been scheduled to attend a DOE session that equates our lessons to the common core standards. The ESL teacher and Special Education work closely with the general education classroom students to scaffold lessons and content for students with disabilities as well as English Language Learners.

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?

All of special services teachers teach co taught classes at the James Baldwin School. We believe in a strong co teaching model. One special education teacher, Stephanie Blanch co teaches 1- 90 minute classes along with an advisory that meets 4 x/week. She also teaches 2-50 minutes sections of SETTS 4X a week. The other special education teacher, David Ward teaches 1-90 minute class that meets 4X/week along with an advisory. He also teaches 2 sections of 50 minutes social studies class that meets 4x a week. The ESL teacher, Shilisha October, teacher 1 - 90 minute classes, 2- 50 minute Regents Prep classes that meet for 4x/week along with an ESL advisory that meets for 40 minutes 4x/week. In other words, ESL students and Special Education students receive an integrated education at all times. They receive accommodations on all exams and tests that include standardized as well as class level exams. All students receiving special services are included on all college trips as well as school wide trips. In addition, our admission staff holds several required meetings after intake to orient parents and

Chart families to our school and our opportunities. ESL students were in attendance and had a bilingual translator present at these events. Students are also made aware of all activities and clubs both inside and outside of the school and in our history have been in great attendance and have taken advantage of such opportunities.

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

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



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

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

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

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

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

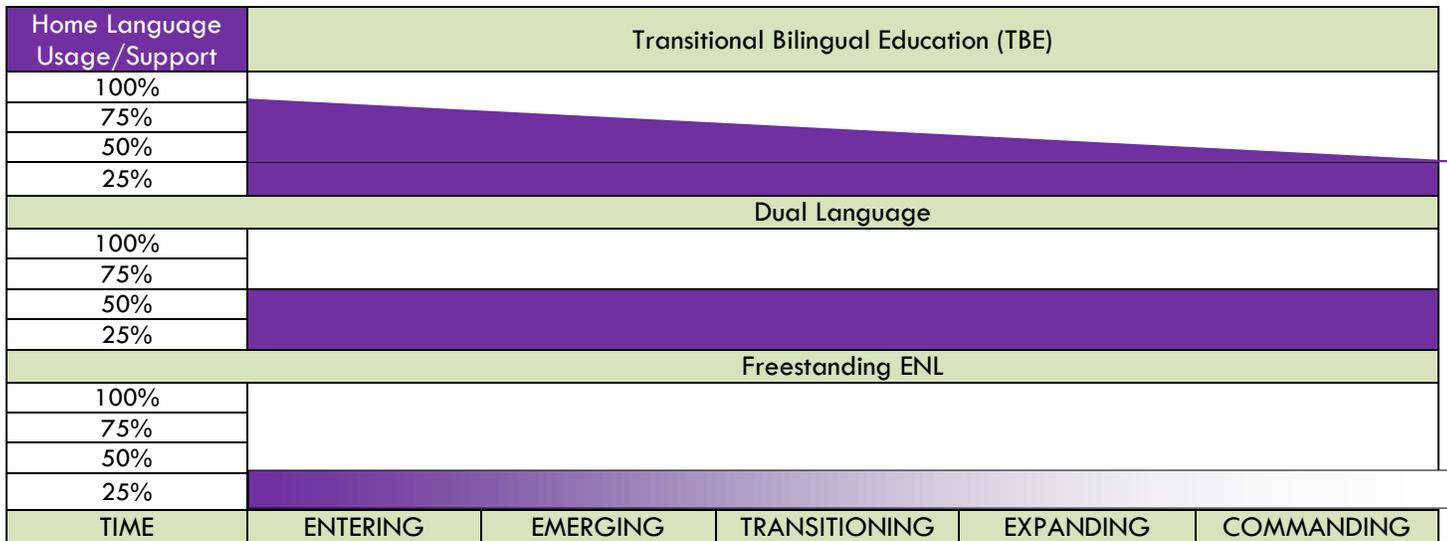


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ESL teacher at our school has mainly an ESL advisory. During this time, students are focused on the ELA regents and practicing reading, writing, listening and speaking.

For the US History class, students are programmed into the history class where the ESL teacher pushes in. As a result, students are prepared and trained to complete a performance based assessment task which is the equivalent of a Regents exam. With the help of the content social studies teacher and ESL teacher's practices, they design a curriculum to help meet the needs of ESL students as well as provide them with the necessary skills for social studies according to the common core high school standards.

ESL students who have not yet passed the ELA Regents are also programmed into ESL advisory. In addition, a Regents preparatory course is cotaught by the ELA teacher, Rob Reyes and the ESL teacher, Shelly October.

In the Spring terms, students will be placed in English Language arts class as well as a science/math class with either a special education teacher and/or an ESL teacher.

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

Our current ESL program is effective and deliberate. It allows students to feel supported in the content areas with two teachers in the classroom. Students also do not feel ostracized or otherized within this coteaching model. Students know that there are two main teachers in the classroom, but do not feel the common stigmas of "ESL" within their learning environment. As a performance based assessment high school, students have to meet common core standards through argument, evidence and informational texts in reading, writing, listening and speaking. This method further develops language development and content development at the same time.

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

For the upcoming year, we have decided to implement afterschool tutoring by each content area teacher before and afterschool. This provides more opportunities for students to meet in small groups with their teachers at different times for more opportunity for individualized education.

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

There will be no discontinued programs at this time.

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

The James Baldwin School is a firm believer of equal opportunity. At our school, all students are invited to be a part of major clubs, teams and events. A number of ESL students are heavily involved with senior committee planning, Fairness, art club, yoga, tutoring, girls group, math club, team iron chef, weight room, sailing, mock trials, community action group etc.

Because our ELL population is in contact daily with Shelly October, our ESL coordinator, she personally informs students of all after school and other opportunities, and any opportunities relevant to their needs and interests.

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.

We also use methods such as SLOP to help meet the needs of ESL students.

In addition, we use differentiated texts so that all kids have access to the same concepts but at different levels.

On reading days, we provide leisure reading in native languages such as Spanish and French.

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

The ESL teacher has bought class sets of translation dictionaries that are used in classes. Also, there has recently been a push in content area classes for students to share their language through presentations. For example, in science, there are concept maps in science that will be in Spanish and English.

Curriculum, classroom libraries, books and bookshelves, are developed by departments with student native cultures and language in mind, for instance, an English course that allows student groupings according to cultural heritage and topic interest.

Our parent coordinator provided all mass mailings in English and Spanish. Also if ever a student's parent needs to be contacted, she

contacts the parents as well and translates information to the parent/guardian in Spanish.

For other languages, we use the DOE service for translation.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At the James Baldwin School, we have mixed grade classes to encourage student growth and learning from each other. The services provided correspond to mandated minutes rather than grade level but all classes are driven to the college ready standard of the common core.
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).
Prior to enrollment any new ELL student meets with Shelly October, ESL coordinator, and Advisor, to assist with transition into our program. Students are targeted for Crew (guidance class) with Shelly to assure continuity during transition.

Our admissions officer, Christine Olson makes sure to introduce every new ELL to Shelly October to discuss the potential program model, offerings and to answer any questions. New students are also paired up with current ELLs to help smooth the transition of coming to our school.
19. What language electives are offered to ELLs?
All students are offered independent study opportunities for any languages not offered at the school during a given semester. Our school provides two semesters of Spanish language and culture.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The James Baldwin School is a freestanding ESL class.

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.)
 1. There are currently only two licensed ESL teachers, Shelly October and Abby Kirchman. She follows the professional development given by CFN and also the professional development given to our general teaching staff. Professional development in basic literacy instructional strategies is a major theme this year. For two years, we funded a literacy consultant that worked closely with the special service team to develop further strategies for students with special needs and English language learners. In addition, every teacher new to our school is required by our partner, ELOB, to attend week-long reading and writing workshops. In addition, teachers are trained by ELOB to use rubrics and standardized assessment data to inform teaching. All teachers have weekly common planning and meeting time.

In addition, our school is a Performance Based school which provides multiple opportunities to show student strength and growth. Part of our professional development has been looking into other schools to find other best practices and support for ELL students.
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?

To support staff, the ESL teacher leads literacy workshops to help teachers assist ELLs from middle school to high school. Some of these workshops include teaching SIOP, reading and writing workshops and cultural differences.

During faculty meeting, we have a protocol called, "student protocol" where teachers discuss and share helpful information about new students that can range from academic challenges and weaknesses to socio-emotional well being. The ESL teacher provided helpful information to content area teachers about best practices and strategies to work with these kids.

Shelly October attends and leads professional development with our Partner, NYCOB and CFN including site visits to other schools with ELL programs to study and learn from.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

At the James Baldwin School, we are a transfer school that accepts students who are already in high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As part of the PBAT Consortium, Professional Development is offered regularly in role-alike groups, including ESL. When the DOE provides professional development, the Principal Brady Smith notifies the ESL teacher, Shelly October and she attends those sessions as needed.

C. Parental Involvement

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

The primary means of communication between families and teachers is the Student Advisor system. Each student has a personal academic advisor, with whom s/he meets 4 periods per week. The Advisor is the primary liaison between school and parents, and ELL related communication is provided to parents through the Advisor.

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.

All parents are provided an orientation to the school upon admission, with translation services as needed.

The parent coordinator, Jeanette Aybar, serves as a liaison between students and teachers for teachers who are not bilingual.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Partners of the James Baldwin School include the LGBT Community Center, Hudson Guild social service agency, NYC Outward Bound, the Integral Yoga Center, all of whom offer direct services to students and families, on and off-site.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Partners of the James Baldwin School include the LGBT Community Center, Hudson Guild social service agency, NYC Outward Bound, the Integral Yoga Center, all of whom offer direct services to students and families, on and off-site.

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

Our assessment of our families' needs is conducted: through the intake process by which every student is admitted to the school; by student Advisors through weekly phone calls home, during which school-to-parent communication, parent conferences; through the consultation of ATS data

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

4. Our guidance, college office, social work office and CBOs, address the needs of families on a personalized level via guidance conferences, when behavioral concerns arise. For specific grade level concerns, such as juniors preparing for the SAT, or seniors and college financial aid, we conduct group meetings of families, with translation offered.

As an expeditionary learning school, students partake in a powerful experience called student-led conference (SLC). During this conference, each student meets with his or her advisor and his or her parent in order to foster a conversation about student and parent's individual needs. This occurs with the ESL teacher, all of her ELLs, the parent coordinator and parents.

D. Additional Information

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

Part VI: LAP Assurances

School Name: The James Baldwin School

School DBN: 313

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)
Brady Smith	Principal		9/15/15
Christine Olson	Assistant Principal		9/15/15
Jeanette Aybar	Parent Coordinator		9/15/15
Shilisha October	ENL/Bilingual Teacher		9/15/15
	Parent		9/15/15
Seth Rader	Teacher/Subject Area		9/15/15
Marie Leblanc	Teacher/Subject Area		9/15/15
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M313 School Name: The James Baldwin School
Superintendent: Kathy Pelles

Before you begin, please check the following:

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

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

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

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

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

Parent language preference is noted on the HLS and Parent Coordinator confirms during intake. As a transfer school, all new admits must complete forms with school staff before being added to our register. In addition, all Crew Advisors conduct surveys for language and communication style preferences. We do not have graded classrooms as a transfer school.

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

Spanish, French, Twi, Russian.

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.)

All regular communication now occurs through our website and translated as needed. Mailings are sent monthly on a schedule that is responsive to school needs (ie distribution of progress reports, special events, etc.). Documents in mailings are translated by school staff.

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.

Two Student-Led Conference Nights and two parent evenings each year, and PTA and SLC supported with Spanish language translation.

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 keep a roster of staff who speak Spanish and can translate/interpret as needed. We access the LTI Unit to translate documents as needed for languages other than Spanish.

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.

Translation is provided by school staff for Spanish and by the LTI unit for other languages.

Part D: Training Staff on Policies and Procedures

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

Staff were trained at a faculty meeting in September and received the "I Speak..." card.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We keep a roster of school staff who speak Spanish and can interpret as needed. For languages other than Spanish, we access the Translation and Interpretation Unit by referring to the "I Speak..." card that everybody received at a training in September.

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 conduct multiple parent surveys during the year to collect parent information, including DOE mandated surveys as well as school created surveys. Surveys are online with translation immediately available. As a transfer high school, we also meet with every family at intake and gather feedback then on language preferences and other translation and interpretation needs.