

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

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

**06M366**

**School Name:**

**WASHINGTON HEIGHTS ACADEMY**

**Principal:**

**RENZO MARTINEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

PS/IS 366: Washington Heights Academy 06M366

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
PreKindergarten – Grade 7 (will expand to Grade 8 in September 2016)

Grades Served: \_\_\_\_\_

School Address: \_\_\_\_\_  
202 Sherman Avenue

Phone Number: \_\_\_\_\_ 212-304-3320 Fax: \_\_\_\_\_ 212-304-3322

School Contact Person: Mr. Renzo Martinez Email Address: \_\_\_\_\_  
Mr. Renzo Martinez

Principal: \_\_\_\_\_  
Ms. Donna Donato

UFT Chapter Leader: \_\_\_\_\_  
Ms. Sorelys Irizarry

Parents' Association President: \_\_\_\_\_  
Ms. Nicole Bonheur

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or Parent Advisory Council Chairperson): \_\_\_\_\_  
Ms. Marlene Concepcion

Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 6 Superintendent: Mr. Manuel Ramirez  
4360 Broadway, Room 419

Superintendent's Office Address: \_\_\_\_\_  
MRamire4@schools.nyc.gov

Superintendent's Email Address: \_\_\_\_\_  
917-521-3757

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
333 Seventh Avenue

Director's Office Address: \_\_\_\_\_

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[YuChu@schools.nyc.gov](mailto:YuChu@schools.nyc.gov)

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Director's Email Address:

212-356-7564

Phone Number:

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)
Mr. Renzo Martinez	*Principal or Designee	
Ms. Donna Donato	*UFT Chapter Leader or Designee	
Ms. Sorelys Irizzary	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Marlene Concepcion	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Nicole Bonheur	Member/Teacher/SLT Chair	
Ms. Jeanette DeLosSantos	Member/Teacher	
Ms. Cynthia Rivera	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Susana Ramos	Member/ Parent	
Ms. Cristina Pichardo	Member/ Parent	
Ms. Kathy Rosario	Member/ Parent	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement:

PS/IS 366: Washington Heights Academy is a small district-wide school of choice that currently includes students in Pre-Kindergarten to Grade 7. The school will grow to full capacity in September 2016 and will graduate its first eighth grade class in June 2017. The Academy serves a diverse neighborhood population that reflects the demographics of our surrounding community. 92% of students are Hispanic, 3% Black, 3% White and 2% Asian. 15% of students are English Language Learners and 12% are Special Education students. Approximately 87% of students qualify for free or reduced price lunch.

The mission of PS/IS 366: Washington Heights Academy is to prepare its students to respond to life's challenges and opportunities with confidence and intelligence. Our aim is to provide children with learning experiences that will foster high self-esteem, academic success and responsible community involvement. Through high expectations and a rigorous academic curriculum, we strive to raise critical thinkers and self-directed learners, and to support in students a love of learning—now and throughout their lives.

Our school philosophy is based on the following core principles:

Relationship is at the heart of teaching and learning.

An effective learning environment places meaningful relationships—among teachers, students, families and other community members—at its center.

Family involvement is key to children's academic success.

Families play an essential role in their children's education and should be invited to participate meaningfully in their children's school lives.

Children learn by doing.

Children learn by handling materials, exploring their environments, planning projects and conducting experiments. Effective teaching encourages learning through discovery.

Education is multi-dimensional.

A well-rounded education should include not only mastery of information and skills, but opportunities for self-expression, artistic creation, personal reflection, critical thinking and the development of social, emotional and ethical competencies.

Our school has established partnerships with a diverse array of community-based organizations, including Inwood Community Services, which provides afterschool and vacation programming for our elementary and middle school students; the New York Cares School Success Initiative, which provides resources and volunteer support for a wide range of educational, recreational and family engagement activities; LEAP (Learning through an Expanded Arts Program), which offers visual arts enrichment for students in Kindergarten to Grade 2; Literacy, Inc. (LINC), which

supports a Reading Buddies program for students in Grades 2 and 6; and the UFT-First Book Initiative, funded by the Astor Foundation, which helps families develop home libraries. In addition, we offer extra-curricular activities with several community-based organizations, including Children’s Arts and Science Workshops (Playwriting), New York Road Runners Club (Track & Field), and the Young People’s Chorus of New York City, which established its first community chorus at our school. Our middle school students also participate in Dance, Basketball and Soccer through the Department of Education’s CHAMPS program.

The element of the Framework for Great Schools in which our school made the most progress over the past year is Collaborative Teachers. As noted in our most recent Quality Review, “weekly teacher team meetings allow all teachers across the school to regularly engage in collaborative planning, data analysis and decision making linked to schoolwide goals and initiatives.” In addition, “Teacher team use of protocols for investigation of strengths and needs in student work and data, along with teacher voice in school level decisions, contributes to improvement of teacher practice and student mastery of learning goals.”

A key area of focus for our school during the 2015-2016 school year will be Rigorous Instruction, with a specific focus on Danielso 3c: Engaging Students in Learning. As suggested in our most recent Quality Review, we must ensure that all teachers consistently use instructional strategies that engage students at all levels, incorporate rigorous tasks, and immerse all students in deep peer-to-peer discussions linked to complex texts in order to foster higher order thinking and high quality student work products across all disciplines. We must also continue to close the achievement gap for English language learners (ELLs) and Students with disabilities (SWDs). Our instructional focus will be further supported by professional learning and schoolwide initiatives focusing on the interrelated areas of Supportive Environment (Danielson 2a: Creating an Environment of Respect and Rapport) and Strong Family-Community Ties.

## 06M366 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	472	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
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	2	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		99.7%	% Attendance Rate	93.9%
% Free Lunch		81.9%	% Reduced Lunch	8.2%
% Limited English Proficient		20.5%	% Students with Disabilities	12.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.2%	% Black or African American	0.9%
% Hispanic or Latino		93.6%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White		2.6%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	8.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.19
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		29.0%	Mathematics Performance at levels 3 & 4	36.2%
Science Performance at levels 3 & 4 (4th Grade)		83.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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	YES
Economically Disadvantaged		YES		
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		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	YES
Economically Disadvantaged		YES		
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		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		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

Our school’s 2015 NYS Exam scores for English Language Arts and Mathematics were commensurate with citywide averages and higher than many in-district schools with similar demographics. 29% of students met State standards on the NYS ELA test. 32% met State standards on the NYS Math test. The percentage of former ELLs who scored at Levels 3 or 4 on the ELA exam increased from 16.7% to 30.6%. Levels of improvement for all students, including lowest performing students, were “Good” for the State ELA test and “Excellent” for the State Math test

However, 31.4% of our Grade 3-6 students scored at Level 1 on the 2015 NYS ELA Exam. 95% of the students who scored at Level 1 are current ELLs, SWDs or ELL-SWDs. In order to improve literacy achievement outcomes for all students, with a particular emphasis on ELLs and SWDs, including ELL-SWDs, we need to provide more targeted academic support for these sub-groups.

### Part 2 – Annual Goal

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

By June 2016, students in Grades 3-7 will demonstrate progress in Literacy as indicated in a 5% decrease in the number of students scoring at Level 1 on the 2016 State ELA assessment. The percentage of students scoring at Level 1 on the State ELA exam will decrease from 31.4% to 29.8%.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School leadership has budgeted for additional SETSS teacher and additional ELL teacher to provide more targeted instruction and closer collaboration between SpEd, ELL and classroom teachers.</p>	<p>Teachers and para-professionals</p>	<p>September 2015–June 2016</p>	<p>– Principal/Assistant Principal – ELL Coordinator – Special Ed Coordinator</p>
<p>School leadership will provide all teachers and paraprofessionals with monthly Professional Learning sessions focused on raising achievement for ELLs and SWDs, including ELL-SWDs, with support of consultant from Fordham University.</p>	<p>Teachers and para-professionals</p>	<p>September 2015-June 2016</p>	<p>– Principal/Assistant Principal – PD Planning Committee</p>
<p>Grade band Professional Planning Teams will engage in regular cycles of Looking at Student Work, with a focus on ELLs, SWDs and ELL-SWDs.</p>	<p>Professional Planning Teams</p>	<p>October – May 2015</p>	<p>– Principal/Assistant Principal – Lead Teacher Team – Professional Planning Teams</p>
<p>Grade band Professional Planning Teams will conduct lesson studies in which they collaboratively develop, implement, reflect upon and adapt CCLS-aligned lessons using an established protocol to analyze the impact of targeted instructional strategies on learning outcomes for ELLs, SWDs and ELL-SWDs.</p>	<p>Professional Planning Teams</p>	<p>October – May 2015</p>	<p>– Principal/Assistant Principal – Lead Teacher Team – Professional Planning Tea</p>

**Part 4 – Budget and Resource Alignment**

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

Human resources: Principal, Assistant Principal, Curriculum Coordinator, ELL Coordinator, Special Education Coordinator, ELL and Special Education staff

Instructional resources: ELL consultant, Professional Development, Scaffolded Support from Core Curriculum, NYSESLAT materials, MyON, Learning A-Z

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

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

**Part 5 – Progress Monitoring**

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

Mid-point Benchmark 1: November (after round 1 of iReady assessments and MoSL)

Mid-point Benchmark 2: January (after round 2 of iReady and ELA performance-based assessments)

**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.

Our school’s 2015 NYS Exam scores for English Language Arts and Mathematics were commensurate with citywide averages and higher than many in-district schools with similar demographics. 29% of students met State standards on the NYS ELA test. 32% met State standards on the NYS Math test. Levels of improvement for all students, including lowest performing students, were “Good” for the State ELA test and “Excellent” for the State Math test.

Despite these strong statistics, we believe that we can do more to fully engage our students both cognitively and socio-emotionally. Our most recent Quality Review noted that in some classrooms, “teachers assigned rigorous Common Core aligned tasks, with students citing evidence to respond to questions and/or reporting on findings from inquiry based tasks.” The reviewer also noted, however, that the observed lessons “did not consistently demonstrate use of multiple entry points to meet the diverse needs of students” and did not offer sufficient opportunities for high level peer-to-peer discussions or consistently rigorous student work products. These findings are corroborated by classroom observations and schoolwide Advance ratings, which indicate room for growth in Danielson Framework Component 3c: Engaging Students in Learning.

### 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, 80% of teachers will have experienced movement from BOY Advance scores of 2.5 to EOY Advance scores of 3.5, according to Danielson Framework Component 3c: Engaging Students in Learning.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School leadership will provide all teachers and paraprofessionals with a minimum of five Professional Learning Sessions focused on shifting our instructional practices in relation to Danielson Component 3c: Engaging Students in Learning, with support of consultant from Fordham University.</p>	<p>Teachers and para-professionals</p>	<p>August – December 2015</p>	<p>– Principal – Curriculum Coordinator – PD Planning Committee</p>
<p>All teachers and paraprofessionals will read and discuss a minimum of three professional articles about effective strategies for engaging, supporting and challenging all students, including English language learners and students with disabilities.</p>	<p>Teachers and para-professionals</p>	<p>August – December 2015</p>	<p>– Principal/Assistant Principal – Lead Teacher Team – PD Planning Committee</p>
<p>Grade band Professional Planning Teams will engage in cycles of intervisitations with a focus on Danielson Component 3c: Engaging Students in Learning.</p>	<p>Professional Planning Teams</p>	<p>October – May 2015</p>	<p>– Principal/Assistant Principal – Lead Teacher Team – Professional Planning Teams</p>
<p>Grade band Professional Planning Teams will conduct lesson studies in which they collaboratively develop, implement, reflect upon and adapt CCLS-aligned lessons using an established protocol to analyze the impact of engagement on student learning outcomes.</p>	<p>Professional Planning Teams</p>	<p>October – May 2015</p>	<p>– Principal/Assistant Principal – Lead Teacher Team – Professional Planning Teams</p>

**Part 4 – Budget and Resource Alignment**

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

Human resources: Principal, Assistant Principal, Curriculum Coordinator, PD Planning Committee, Lead Teachers

Instructional resources: Professional books and articles on effective strategies for student engagement

Schedule adjustments: Arrange classroom coverages so teaching teams can participate in intervisitation cycles.

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

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

**Part 5 – Progress Monitoring**

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

**Mid-point Benchmark 1 :** November (after round 1 of intervisitations and lesson studies)

**Mid-point Benchmark 2 :** January (after round 2 of intervisitations and lesson studies)

**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.

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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## 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.

Strong Family and Community Ties have been a central part of the vision of Washington Heights Academy since the school’s inception. The school creates a welcoming environment for families through PTA meetings, parent workshops, and well-attended family outreach events such as Open School Night, Parent-Teacher Conferences, Family Learning Nights, Student Recognition Ceremonies, student performances and other schoolwide events. We have also established community partnerships with a diverse array of community-based organizations, as described in Section 4 (CEP Overview).

In the 2014 School Survey, however, in response to the question, “Which of the following improvements would you MOST like your school to make?” 17% of parents responded “More hands-on learning,” 12% responded “Stronger enrichment programs,” and 9% responded “Stronger arts programs.” In the 2015 School Survey, only 83% of students agreed with the statement, “The programs, classes, and activities at this school encourage students to develop talents outside academics.” These responses indicate a need to expand upon our community-based partnerships to enrich all students’ learning experiences on a more consistent basis, and to communicate more effectively with families about new and existing partnerships.

### 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.

On the 2015-16 Learning Environment Survey to be administered in Spring 2016, the percentage of students agreeing that the school provides sufficient programs, classes and activities outside of academics will increase by 5%, with at least 87% of students agreeing with the above statement.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Perform outreach to community-based organizations to establish new community partnerships, enrichment programs and extra-curricular activities.</p>	<p>Community-based Organizations</p>	<p>July 2015 – June 2016</p>	<p>– Principal/Assistant Principal</p> <p>– Curriculum Coordinator</p> <p>– Cluster Teachers</p> <p>– PTA/SLT</p>
<p>Establish and maintain clear expectations regarding the role of cluster teachers (Art, Music, Science, Technology, Phys Ed) in supporting strong community partnerships to support school-day enrichment programming, after school programming, extracurricular programming, and experiential learning experiences.</p>	<p>Cluster Teachers</p>	<p>September 2015 – June 2016</p>	<p>– Principal/Assistant Principal</p> <p>– Curriculum Coordinator</p>
<p>Support teachers in ongoing development and implementation of “hands-on/minds-on” learning activities that foster increased levels of student engagement and academic achievement.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>– Principal/Assistant Principal</p> <p>– Curriculum Coordinator</p> <p>– PD Planning Committee</p> <p>– Lead Teacher Team</p>
<p>Communicate regularly with students and families through various media (e.g., assemblies, newsletters, flyers, phone calls, School App, meetings) to raise awareness about community partnerships, enrichment programs and extra-curricular activities</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>– Principal/Assistant Principal</p> <p>– Parent Coordinator</p> <p>– PTA/SLT</p>

**Part 4 – Budget and Resource Alignment**

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

Human resources: Principal, Assistant Principal, Curriculum Coordinator, PD Planning Committee, Lead Teachers, Cluster Teachers, Parent Coordinator, Parent-Teacher Association, School Leadership Team

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

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

**Part 5 – Progress Monitoring**

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

**Mid-point Benchmark 1 :** November (parent survey to be administered in conjunction with Parent-Teacher Conferences)

**Mid-point Benchmark 2 :** March (parent survey to be administered in conjunction with Parent-Teacher Conferences)

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRA, IReady, running Record, Simulations, BOY, MOY and EOY ELA Assessments	ReadyGEN Interventions  Tiered Tasks  Scaffolded Strategies Handbook  Guided Reading  Reading A-Z  Phonics Instruction  Reading Reform  Foundations	small groups  one-to-one  push-in/pullout	Three times per week or more
<b>Mathematics</b>	IReady Math Simulations, BOY, MOY and EOY ELA Assessments	Go Math Interventions  Re-Teach Book  Strategic Intervention Activities  Intensive Intervention Activities  Mega Math  Soar to Success  Animated Math Models	small groups  one-to-one  push-in/pullout	Three times per week or more

<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Responsive Classroom, Advisory and PBIS,	Guidance Counselor on Staff	small groups one-to-one	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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All of our school's current teachers are deemed Highly Qualified.</p> <p>To recruit highly qualified teachers, administrators attend teaching fairs and review resumes submitted on the DOE online Open Market system to find teachers with relevant skills and experience, who are interviewed by our Hiring Committee as part of the application and hiring process.</p> <p>New and untenured teachers are supported by state-required Mentoring and Professional Development to meet state licensing requirements.</p> <p>Veteran teachers are offered leadership opportunities to support their continued growth within the school, and have a voice in school leadership through school-wide positions (e.g., Grade Team Leader, Professional Development Planning Committee, School Leadership Team).</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All teachers and paraprofessionals participate in ongoing Professional Learning activities both within and outside of the school. Our Professional Development Planning Committee and Lead Teacher Team helps to identify schoolwide needs and to develop topics for Professional Learning. On-site Professional Learning sessions are facilitated by members of the Instructional Leadership Team (Principal, Assistant Principal, Curriculum Coordinator, Data &amp; Assessment Specialist, ELL Staff Developer). Initiatives introduced in schoolwide sessions are often extended via Professional Planning Team (PPT) meetings, which are facilitated by members of the Lead Teacher Team. Generation Ready (formerly AUSSIE) provides on-site planning support for ELA curriculum and instruction. Reading Reform provides on-site training for classroom teachers in Pre-Kindergarten to Grade 2.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

n/a

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

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

n/a

**Part 4: SWP Schools Only**

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

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

The majority of our Kindergarten students come from our 3 full-day Pre-Kindergarten classes, easing the transition from pre-school to elementary school for both children and parents. Pre-Kindergarten staff participates in all Professional Learning activities, including school wide Professional Learning Sessions, and the Lead Pre-K teacher is a member of the Lead Teacher Team. Early Childhood teachers (PreK-Grade 1) often collaborate in the context of Professional Learning sessions and classroom intervisitations. The Pre-Kindergarten Professional Planning Team (PPT) meets weekly to discuss curriculum and instruction and to look at student work. Pre-K parents are members of the Parent-Teacher Association and are invited to participate in all school wide activities. Official Pre-K records are transferred as part of the Kindergarten registration process, and Pre-K teachers provide advice about student placement and intervention services.

**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.

Under the new Teacher Evaluation System, a MoSL Committee of teachers and administrators was formed. The Committee met and determined which Measures of Student Learning (MOSL) to use for our school's local measures. In addition, teachers are regularly involved in selecting and utilizing multiple assessment measures through weekly participation in schoolwide Professional Learning sessions, Lead Teacher Meetings and Professional Planning Team (PPT) meetings. Ongoing, formative and summative data for Reading, Writing and Math is obtained from iReady computer-based assessments, DRA administration, guided reading sessions, individual reading conferences, pre- and post-unit writing assessments, end-of-chapter assessments, end-of-unit performance-based assessments, simulated exams and state tests. Data is collected, disaggregated and analyzed through a schoolwide data system that tracks subgroups (ELLs, SWDs, lowest and highest achievers) at classroom, grade and school wide levels. Regularly scheduled common planning periods allow teachers to collaboratively plan CCLS-aligned curriculum and instruction, including appropriate differentiation for ELLs and SWDs.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	289,610.00	x	Section 5A, 5B, 5E: Part 4b
Title II, Part A	Federal	24,173.00	x	Section 5A, 5B, 5E: Part 4b
Title III, Part A	Federal	11,200.00	x	Section 5A, 5B, 5E: Part 4b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,618,022.00	x	Section 5A, 5B, 5E: Part 4b

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### **Parent Involvement Policy (PIP) Template**

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. **PS/IS 366: Washington Heights Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS 366: Washington Heights Academy** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

**PS/IS 366: Washington Heights Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

### **III. Student Responsibilities:**

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



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

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

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

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

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

Part A: School Information	
Name of School: <u>Washington Heights Academy</u>	DBN: <u>06M366</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: \_\_\_\_\_

Overview:

During the 2014-2015 school year, we will create a Title III ELL Academic Enhancement Program, which will take place on Wednesdays and Thursdays from 2:40-4:30 PM, after regular dismissal. The program will begin on Wednesday, December 3, 2014 and continue until Thursday, April 30, 2015. By scheduling Title III programming as an extension of the regular school day, we hope to maintain consistent student attendance as well as strong levels of integration between Title III programming and regular school day instruction. A program rationale will follow analysis of NYSESLAT data (below).

NYSESLAT Data Analysis:

Approximately 31% of last year's ELLs (27 out of 86) tested as Proficient in all modalities on the Spring 2014 NYSESLAT, reflecting a high level of effectiveness in our schoolwide program. Analysis of Spring 2014 NYSESLAT data further reveals the following trends among Grades 3-6 ELLs who have not yet tested as proficient in all modalities:

- 74% (31 out of 42) attained an overall level of Advanced
- 24% (10 out of 42) attained an overall level of Intermediate
- 2% (1 out of 42) attained an overall level of Beginner

As a group, current Grade 3-6 ELLs demonstrated the highest levels of Proficiency on the Speaking portion of the test. Overall, Listening was the weakest modality for our current Grade 3-6 ELLs, as indicated in the data below.

- Listening: 33% (14 out of 42) tested as Proficient
- Speaking: 66% (28 out of 42) tested as Proficient
- Reading: 48% (20 out of 42) tested as Proficient
- Writing: 38% (16 out of 42) tested as Proficient

Comparison of modality levels reveals that a lower percentage of current Grade 3-6 ELLs tested as Proficient in Listening than in past years. This shift could be attributable to the fact that the new CCLS-aligned NYSESLAT included more cognitively challenging Listening tasks, which required content area and academic vocabulary knowledge as well as listening skills. In addition, the use of a primarily push-in model for ESL instruction may have resulted in fewer opportunities for targeted, small group Listening practice. The data also indicates a need for targeted, differentiated instruction in writing, an area that is consistently challenging for English Language Learners in the upper grades.

Program Rationale:

In response to this data, our Title III funding will be used to support a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through rigorous, content-based instruction. The program will allow ESL- and bilingual-licensed teachers to reinforce students' oral language skills as a support for further development of literacy skills, content area knowledge and academic vocabulary, with particular emphasis on differentiated Writing instruction and targeted Listening practice.

To ensure that our ELLs maintain high levels of achievement in all modalities, students in the Title III ELL Academic Enhancement Program will engage in interactive read-alouds, full-class and small group discussions, shared reading and writing activities, guided reading and small group writing instruction, offering ample opportunities for authentic practice and targeted feedback across all language modalities.

Grade Levels and Sub-Groups: The Title III ELL Academic Enhancement Program will serve English Language Learners in Grades 3-6 who have been identified by their teachers as needing additional small

## Part B: Direct Instruction Supplemental Program Information

group support. This subgroup includes ELLs with IEPs, ELLs who are reading below grade level, and Grade 4-6 ELLs who scored 2 or below on one or both of their Spring 2014 New York State exams. Within the program, instruction will be differentiated in accordance with formative and summative data, including students' current ESL levels and specific needs within each language modality.

Schedule and Duration: The program will begin on Wednesday, December 3, 2014 and will continue until Thursday, April 30, 2015.

Language of Instruction: The language of instruction will be English, with appropriate language scaffolding and supports, in keeping with our school's current ESL model.

Certified Teachers: Instruction for the Title III ELL Academic Enhancement Program will be provided by students' regular classroom teachers and/or their assigned ESL teachers, who have the strongest familiarity with their students' needs. During the current school year, to the greatest degree possible, English Language Learners have been grouped in one class per grade level, with teachers who hold both Common Branch and ESL or bilingual licenses. These teachers will form the core of our Title III program staff. A total of 6 bilingual or ESL-licensed teachers will participate in the Title III program.

To foster consistency, students will be grouped to the greatest degree possible with the same teacher who delivers school-day instruction. If an English Language Learner's regular classroom teacher is ESL- or bilingual licensed, he or she will stay with that teacher for Title III instruction. If the English Language Learner's regular classroom teacher is not ESL- or bilingual licensed, he or she will work with an ESL- or bilingual licensed teacher for Title III instruction. In most cases, this will be the same teacher who services the student during the regular school day. Students will be grouped within each classroom according to NYSESLAT proficiency levels, overall academic levels, and specific linguistic and academic needs.

The school's Assistant Principal, with the support of the ELL Coordinator, will oversee the program's implementation and monitor student attendance and progress (at no cost to Title III).

Materials: Teachers will use a variety of materials, including Continental's "Get Ready" books to support content area learning in Reading, Writing and Math. In addition, Continental's "New York ELLs" and "Finish Line for ELLs: English Proficiency Practice" will provide NYSESLAT practice across all modalities.

The school's Assistant Principal, with the support of the ESL Coordinator, will oversee the program's implementation and monitor student attendance and progress (at no cost to Title III).

Materials: Teachers will use a variety of materials, including Continental's "Get Ready" books to support content area learning in Reading, Writing and Math. In addition, Continental's "New York ELLs" and "Finish Line for ELLs: English Proficiency Practice" will provide NYSESLAT practice across all modalities.

## Part C: Professional Development

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

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

Begin description here: \_

- We will provide a strong professional development program for all teachers who will provide instruction for ELLs and former ELLs during the current school year. Our ESL teachers will provide monthly professional development sessions on second language acquisition, ESL methodologies, and content-based ESL instruction. The following professional development program has been designed in response to NYSESLAT, ELA and Math data analysis as well as the expressed needs of our teachers:

November 2014: Understanding Second Language Acquisition

Targeted Audience: All teachers and paraprofessionals (during Monday Professional Learning session)

Providers: Ms. Maria Reynoso and Ms. Sorangel Solpiaget (ESL Teachers)

## Part C: Professional Development

December 2014: Building Oral Language as a Support for Literacy Development

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso and Ms. Sorangel Solpiaget (ESL Teachers)

January 2015: Getting Acquainted with the NYSESLAT: Interpreting 2013-2014 Results and Planning in Relation to the 2014-2015 Exam

Targeted Audience: All classroom teachers, via grade-level Professional Planning Team meetings

Providers: Ms. Maria Reynoso and Ms. Sorangel Solpiaget (ESL Teachers)

February 2015: Using Cognates as a Support for Vocabulary, Fluency and Comprehension

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso (ESL Teacher) and Ms. Elsie Arias (Grade 4 Teacher)

March 2015: Differentiating ELL Instruction Across the Content Areas (ELA/Social Studies)

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso (ESL Teacher), Ms. Sorangel Solpiaget (ESL Teacher) and Ms. Roxana

Rossell (ESL-licensed SETSS Teacher)

April 2015: Differentiating ELL Instruction Across the Content Areas (Math/Science)

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso (ESL Teacher) and Ms. Wendy Echavarria (Math Teacher)

May 2015: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Provider: Ms. Lynne Doherty Herndon (ESL-licensed Curriculum Coordinator)

In order to develop their own professional knowledge base, our ESL Team will attend a 3-day series (8 AM – 1 PM) of Professional Development Sessions offered through CFN-606 on November 21, December 19 and January 23. (See description below.)

Constructing Deep Understandings with ELLs through Collaborative Academic Conversations

Student-to-student discourse plays a critical role in promoting language development and increased levels of engagement and achievement for all learners, especially English language learners. During this series, participants examine criteria for high-quality academic conversations and the pedagogical moves that support students in co-creating disciplinary knowledge. Reflecting on their own practice, participants consider implications for refining curriculum and lesson plans as framed by the Citywide Instructional Expectations and students' needs. Three sessions will be conducted, including two instructional rounds where participants have the opportunity to connect theory to practice.

Facilitators: Amanda Gardner, ELL Achievement Coach and Laura Cavigliano, Special Education Achievement Coach

3 half-day sessions (8:00am – 1:00pm): Friday, November 21, 2014; Friday, December 19, 2014; Friday, January 23, 2015

A member of the ESL Team will also attend a two-day workshop on "Unpacking NYSESLAT: Instructional Implications for ELLs (Grades K-5)" to be offered by the Department of English Language Learners and Student Support on December 5 and December 12. The sessions will focus on instructional practices for supporting ELLs across the year (not test administration) including discussion of key item types related to language learning, as well as their alignment to Common Core Learning Standards.

## Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: \_

Our Administration, ESL Teachers, and Parent Coordinator will work closely together to provide meaningful ELL parent engagement activities with the specific aim of support higher achievement for English Language Learners. ESL- and bilingual-licensed teachers will hold monthly ELL Parent Workshops on a variety of topics, including:

September 2014: ELL Parent Orientation Sessions/Program Overview and Program Selection

November 2014: Getting the Most out of Parent-Teacher Conferences

December 2014: Supporting Your Child's Learning at Home

January 2015: Learning about NYS Assessments in ELA, Math and Science

February 2015: Laying the Groundwork for the NYSESLAT

March 2015: ELL Promotional Criteria and Regulations for Testing

April 2015: Using Technology to Support Academic Performance

May 2015: Summer Learning Activities

In order to foster higher levels of attendance, Parent Workshops will take place on Wednesday mornings in conjunction with (or directly following) the Wednesday Morning Cafecitos that are hosted by our Parent Teacher Association. In addition, through our partnership with the New York Cares School Success Initiative, we will continue to provide ESL and Technology classes for parents of ELLs during the current school year. Classes will be offered on a weekly basis - on one weekday morning as well as during the school's Saturday Academy, as they were last year. We will survey parents to learn of additional areas of need.

Parents will be notified of these activities through bilingual flyers, school door postings and phone calls from our Parent Coordinator and support staff. We will work closely with bilingual staff to ensure that appropriate translation services are provided at all meetings and workshops.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>366</b>
School Name <b>PS/IS 366: Washington Heights Academy</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Renzo Martinez</b>	Assistant Principal <b>Mercedes Diaz</b>
Coach <b>Lynne Doherty Herndon</b>	Coach <b>Nicole Bonheur</b>
ENL (English as a New Language)/Bilingual Teacher <b>Maria Reynoso, ENL</b>	School Counselor <b>Antoinette Ansalone</b>
Teacher/Subject Area <b>Sorangel Solpiaget, ENL</b>	Parent <b>Marilandia Barrientos</b>
Teacher/Subject Area <b>Cynthia Rivera, Grade 4</b>	Parent Coordinator <b>Alexandra Ulloa</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>7</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>458</b>	Total number of ELLs	<b>86</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	86	<b>Newcomers</b> (ELLs receiving service 0-3 years)	63	<b>ELL Students with Disabilities</b>	20
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	23	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	63		5	23		15	0		0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	13	14	11	14	11	9	8	2						0
Chinese														0
Russian														0
Bengali					1									0
Urdu														0
Arabic					1		1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Hebrew				1										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4			0
4	8	1			0
5	12		1		0
6	3				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	7		6						0
4	6		3						0
5	7		4		1		1		0
6	2								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	1		4		4				0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Teachers in Kindergarten and Grade 1 use the Developmental Reading Assessment (DRA) to assess the early literacy skills of all students. In Kindergarten, teachers use components of the TCWRP, which provides benchmarks for concepts of print, as well as letter and sound identification. These assessments provide information that complements and augments the data provided by NYSITELL and NYSESLAT scores. The DRA identifies students' guided and independent reading levels as well as reading strengths and weaknesses. DRA Word Analysis evaluates the phonological awareness and phonics skills of students in Kindergarten and early First Grade, and the word analysis skills of below-grade-level readers in other grades. In Grade 2 through middle school, we use computer-based iReady reading assessments, which yield student-by-student data aligned to specific reading skills. ELL progress is monitored throughout the year, and teachers use this information to plan and implement targeted instruction for students.

In order to support our ELLs in literacy, teachers work with the ReadyGEN curriculum (K-5) and Expeditionary Learning (Middle School), using scaffolded strategies for reading and writing during small group instruction. Because the levels of the full-class anchor texts included in these curricula are often above the independent reading levels of our ELLs, teachers augment the curriculum with Guided Reading instruction for at least 4 periods per week in the regular classroom and in ELL pull-out groups. Teachers draw upon strategies from the CAFE system (Comprehension, Accuracy, Fluency, Expanding Vocabulary) to support guided and independent reading, and use these strategies as the basis of small group instruction and individual reading conferences. Reading assessment data is collected and disaggregated by class, by grade level and on a school wide basis in order to identify trends that will further inform instruction.

Teachers scaffold writing tasks to support ELLs as needed, using ongoing observation and formative assessment to determine which scaffolds will most effectively support students in the successful completion of each task. Teachers also use the Traits of Writing to support student writing conferences, with a consistent system of conferencing notes used in all classrooms, as well as task-specific rubrics to assess students' strengths and weaknesses across content areas and types of writing. Summative writing assessment data and performance-based assessment data is collected and disaggregated by class, by grade level and on a school wide basis in

order to identify trends that will further inform instruction.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Data patterns indicate that our English Language Learners are progressing at all grade levels. Of our current ELLs in Kindergarten to Grade 7, 72% scored at the Expanding level on the 2015 NYSITELL or NYSESLAT. Only one student scored at the Entering level on the 2015 NYSESLAT. The majority of students scoring at the Emerging and Transitioning levels are in Kindergarten to Grade 4. In Grades 5-7, 17 out of 20 of ELLs (85%) tested at the Expanding level, with only 1 student per grade in Grades 5-7 scoring as Emerging or Transitioning.  
  
27 out of 91 students (approximately 30%) tested as Proficient on the 2014 NYSESLAT. In 2015, 11 out of 73 (approximately 15%) tested as Commanding. These data patterns indicate that our ELLs are making steady progress, with the majority testing out by the end of Grade 5. Of the 23 ELLs who have received 4-6 years of services, 15 (65%) are SWDs, which was a factor in our lower-than-usual pass rate on the 2015 NYSESLAT in the upper grades. Our 2015 pass rate was also impacted by the large number of ELLs who had tested as Proficient in Spring 2014.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our school uses the AMAO tool to measure our Annual Yearly Progress (AYP) and to evaluate the effectiveness of our ELL program. The Early Warning Indicator feature alerts school leadership and instructional staff to students' risk levels according to various categories (e.g., years of service, disability classification, holdover status, ELA/Math performance and progress) and to develop and implement targeted interventions to impact student learning.  
  
Our most recent data indicates that our school is making AYP in AMAO 1, which measures student growth based on the percentage of ELLs who have moved up one level or who have made significant progress within one level, as measured by the NYSESLAT in two consecutive years. Our school is also making AYP in relation to AMAO 2, which measures student growth based on the percentage of students who attain English language proficiency, as measured by the NYSESLAT. As noted above, approximately 30% of ELLs tested as Proficient on the 2014 NYSESLAT, and approximately 15% tested as Proficient on the 2015 NYSESLAT - an average 22.5% pass rate over the course of the past two years.
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?

ELA: Data from the 2015 New York State ELA Exam indicates that 2.6% of ELLs scored at the proficient level, as compared with district-wide average of 2.2%. Factors that influenced performance include students' ELL proficiency levels, the increased language demands of the CCLS-aligned State Tests, and the high percentage (65%) of ELLs who have learning disabilities in the upper grades. Data for current ELLs is also impacted by the large percentage of ELLs who have tested as Proficient or Commanding on the NYSESLAT during the past two years. These former ELLs are performing at significantly higher levels than current ELLs on NYS exams. 30.6% of former ELLs scored at Levels 3 or 4 on the 2015 ELA exam.

MATH: Data from the 2015 New York State Math Exam indicates that 7.9% of ELLs scored at the proficient level, as compared with district-wide averages of 5/9%. Factors that influenced performance include students' ELL proficiency levels, the increased language demands of the CCLS-aligned State Tests, and the high percentage (65%) of ELLs who have learning disabilities in the upper grades. Data for current ELLs is also impacted by the large percentage of students who have tested as Proficient or Commanding on the NYSESLAT during the past two years. These former ELLs performed at significantly higher levels than current ELLs on the 2015 NYS exams.

SCIENCE: Data from the 2015 New York State Grade 4 Science Exam indicates that 11.1% of ELLs scored at Level 1; 44.4% scored at Level 2, and 44.4% scored at Level 3 or 4. The NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten, with ample hands-on experiences provided throughout the grades. We believe this schoolwide coherence accounts, in part, for our ELLs' success on the NYS Science exam relative to their performance on the 2015 NYS ELA and Math exams.

We implemented the Periodic Assessments for the first time during the 2013-2014 school year. Results were used to determine students' proficiency levels across the four modalities, to identify and monitor individual language goals for each student, and to adjust instructional plans as needed. Because we use an ENL model, students perform all assessments in English with home language support provided as

appropriate.

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*.]

Students' specific areas of need are identified, and their individual progress tracked, using data from NYSITELL, NYSESLAT, New York State ELA and Math exams, DRA, iReady on-line Reading and Math assessments, and predictive and interim assessments as well as formative, summative and performance-based classroom assessments across the content areas. Disaggregation of assessment data by sub-groups (ELL, SWD, ELL-SWD) allows us to identify trends and adjust our instructional program as needed.

Following the guidelines delineated in the RTI Guide for Teachers of ELLs, we provide Tier 1 intervention for students based on identified areas of need. Tier I interventions include targeted, differentiated, small group instruction provided by designated staff throughout the school day. Because DRA data indicates that many of our ELLs are not yet reading on grade level, a major focus of Tier 1 intervention is Guided Reading across the content areas, supported by Reading A-Z, fiction and non-fiction guided reading collections, and curriculum-related, thematic book sets. In the lower grades, teachers also use Reading Reform to support early literacy development.

Students in need of Tier II interventions receive at-risk SETSS (staffing and scheduling permitting) and are closely monitored by classroom teachers, out-of-classroom teachers, guidance and administration so they can be referred for special education evaluations if warranted.

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

Teachers use the NYSESLAT Targets of Measurement to anchor their expectations in grade-level standards and to articulate individual student goals for each modality. The Bilingual Common Core Progressions help teachers to plan instruction, to conduct ongoing formative assessment and to provide differentiated scaffolds for students at different levels of language acquisition and literacy proficiency.

Through Professional Development sessions and ongoing ELL needs assessments, ENL teachers, K-5 classroom teachers, middle school content area teachers, and cluster teachers are encouraged to integrate language and literacy development in the context of meaningful, grade-appropriate content area instruction. In order to maximize students' learning, teachers focus on developing language and literacy skills as well as background knowledge in all content areas. Rather than focus on the rote learning of remedial skills, we anchor second language instruction in the content areas, emphasizing the development of effective listening, speaking, reading and writing strategies.

Oral language skills and academic vocabulary development are supported through a variety of methods, including read-aloud and shared reading of content area texts, as well as pictorial support, realia, demonstrations and active discussion protocols. Student understanding is made visible through a variety of representations including individual or group-created graphic organizers and other visuals. Teachers also emphasize word-learning strategies such as word deconstruction, context clues, cognates, and the use of reference materials.

Classroom teachers and ENL teachers focus on various components of effective reading using CAFE strategies to address Comprehension, Accuracy, Fluency and Expanding Vocabulary. Through an emphasis on Effective Traits of Writing, we develop students' composition skills in relation to academic content, using task-specific rubrics to assess students' levels of mastery in the areas of Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

Our school does not have a dual language program.

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

Our ELL Professional Planning Team has developed systems for monitoring the progress of ELLs throughout the school year. At the beginning of the school year, each ELL teacher creates an ELL Data Cover Sheet for each student, which includes relevant IEP information, current NYSITELL or NYSESLAT level and sub-scores, current reading data (based on DRA or iReady results), and New York State exam results for students in Grades 3-7.

Each ELL teacher also creates Individual Language Goals for all students. In addition to CCLS-aligned Reading and Writing goals,

which are developed in collaboration with the general classroom teachers, ELL teachers identify CCLS-aligned Listening and Speaking goals for each student. Teachers periodically review and revise student goals, setting new learning goals as initial goals are met.

ELL and classroom teachers monitor student progress through formative and summative assessments, conferencing and observational data. Reading and Writing data (derived from DRAs, iReady assessment and performance-based writing tasks) is disaggregated by sub-groups, including ELL, SWD and ELL-SWD, so that we can closely monitor the progress of specific groups of students and adjust instructional plans as needed. Teachers generate mid-year Progress Reports for all students at the end of January, after the second round of DRA and/or iReady testing. At that time, we disaggregate data from multiple sources (e.g., DRA/iReady, test simulations, end-of-unit performance-based assessments, and end-of-unit tests in literacy and math) to assess the progress of ELLs and adjust our instructional program accordingly.

Our students' performances on the 2015 NYSITELL, NYSESLAT and NYS exams provide essential data that will help us to further evaluate the effectiveness of ELL instruction. We will continue instructional practices that have proven to be successful in the past, analyze our areas of challenge and collaboratively identify change strategies that can be implemented to improve student performance.

## 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.

When families register their children as new entries at PS/IS 366, the Home Language Identification Survey is conducted one-on-one with each parent by one of the school's trained, ESL-licensed pedagogues: Curriculum Coordinator Lynne Doherty Herndon, ELL Teacher Maria Reynoso, or ELL Teacher Sorangel Solpiaget. All Spanish-dominant families are interviewed by either Ms. Reynoso or Ms. Solpiaget, each of whom is a native Spanish speaker. If the family's dominant language is other than English or Spanish, translation is generally provided by an English-speaking relative.

If the HLIS indicates that the family's home language is other than English, a trained, ESL-licensed pedagogue will conduct an in-depth interview\* to determine the student's dominant language. (See interview questions below.) If the child is deemed English dominant through the interview, the interviewer may override the responses on the HLIS and enter an OTELE code of NO on the HLIS and ATS. In such cases, the interviewer will explain the OTELE determination on school letterhead and attach it to the HLIS. Completed HLIS forms are placed in each student's cumulative file and remain part of the student's permanent record.

If, after completion of the HLIS and interview, the student is deemed to be dominant in a language other than English, the NYSITELL will be administered within the first 5 days of school by one of the ELL teachers. If a student whose home language is Spanish scores below the cut-off on the NYSITELL, the Spanish LAB is administered by Ms. Reynoso or Ms. Solpiaget. Tests are scanned immediately after administration, and results are used to determine students' eligibility for ELL services.

\*Informal interview questions to determine English proficiency

- What is your name? How old are you?
- Do you have any brothers or sisters? What are their names? Are they older or younger than you?
- What is your favorite food?
- Who do you like to play with at school? What do you and your friends do together?
- What is your favorite story? Tell me what happens in the story.

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 follow guidelines in the 2015-16 ELL Policy and Reference Guide pertaining to the SIFE Identification Process for students who are newly identified ELLs in Grades 3 to 9 who are at the Entering (beginner) or Emerging (low intermediate) level of proficiency as indicated by NYSITELL results. During one-on-one administration of the HLIS, we learn about the child's prior educational experiences. If there is an indication that the student has had an interrupted education, we investigate further through an oral interview questionnaire and administration of the LENS (Literacy Evaluation for Newcomer SIFE) for students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. Initial SIFE status is determined within 30 days of initial enrollment; we then have one

year to make a final determination of SIFE status. Once a student has scored at the Transitioning (intermediate) level or higher on the NYSESLAT, the student's SIFE status is removed.

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).

We follow the guidelines in the 2015-16 ELL Policy and Reference Guide to determine NYSITELL eligibility for students entering with IEPs. If a newly entering or re-entering student has an IEP and his or home language is other than English, the Language Proficiency Team (LPT) reviews evidence of the student's English language development. The LPT consists of Assistant Principal Mercedes Diaz, ELL Teacher Sorangel Solpiaget (Kindergarten to Grade 3) or Maria Reynoso (Grades 4 to 7), Special Education Teacher Donna Donato, and the parent/guardian of the child. Translation is provided if needed. Based on evidence of the student's English language development, the LPT determines whether the student might have second language acquisition needs or if the student's disability is the determinant factor affecting his or her ability to demonstrate proficiency in English. If the LPT recommends that the student should NOT take the NYSITELL, the Principal and Superintendent must review the decision in order to make a final determination. If the Principal and Superintendent agree that the child should NOT take the NYSITELL, the ELL identification process terminates. The parent or guardian is notified within 3 days of the decision. If the LPT, Principal or Superintendent determines that the child SHOULD take the NYSITELL to determine ELL status, the ELL identification process continues as with all students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ELL Team sends home New Entitlement letters and New Non-Entitlement letters (for new admits or re-entering students) within five school days of completion of NYSITELL testing. These letters are sent in the students' homework folders and include native language translations. The ELL Team checks all letters carefully against the lists of entitled and non-entitled students to ensure that each child's family has received the appropriate letter. Copies of letters are stored in each child's cumulative file and become part of the student's permanent record. Additional copies are kept in the ELL Binder, which is securely stored in the ELL Team Office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During ELL Parent Information sessions, parents are informed that they have the right to appeal a child's ELL status. If the parent sends a written request, the ELL Team can initiate the re-identification process within the student's first 45 days of enrollment. The re-identification process includes review of the HLIS, review of student work in English and home language, consultation with the parent/guardian, consultation with the Committee on Special Education (if student has an IEP) and a review of the child's capacities across all four modalities. The Principal and Superintendent will make the final determination of the child's ELL status. Documentation and copies of notifications are placed in the student's cumulative file, as well as the ELL Binder.

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.

Within 5 school days of ELL determination, parents of all newly entitled students, as well as continuing ELLs who have transferred from other DOE schools, are invited to ELL Parent Information sessions conducted by members of the ELL Team, Ms. Reynoso and Ms. Solpiaget. The initial session occurs within the first 10 days of school. Flyers announcing the dates and times of the sessions are distributed via students' homework folders along with the required entitlement letters. School staff also makes calls to the families to encourage them to attend the sessions. Make-up sessions are held soon after the initial sessions, with notices sent and phone calls made to parents who did not attend any of the initial sessions. If a student enters after the start of the school year, the HLIS is administered and immediately evaluated so the child can be tested within 5 days of entry and, if the child has tested as eligible for services, parents can be notified about the information sessions. A bilingual program is the default option if a parent survey is not returned. Because our school is small, we have always been able to contact 100% of parents of newly entitled ELLs so that all parents can attend an information session and complete the Parent Survey and Program Selection form.

At these sessions, parents are given copies of the ELL parent brochure, available in both English and relevant home languages. ELL Team members introduce themselves and welcome these families to our school. They then describe the three program options that are available for ELLs. Parents are informed that if 15 families of students who share the same home language across 2 grade levels were to request a bilingual program, the school would be required to establish one. Parents are also informed that if they request a bilingual or dual language program but the school lacks a sufficient number of students, we can help them find a school that offers this option if this is the option they prefer. This information is reinforced in the video, which is shown in the parents' native languages via Smartboard and/or individual computer stations.

After parents' questions have been answered, Parent Survey and Program Selection forms are distributed, filled out and returned.

Native language assistance is provided as necessary, as well as assistance for parents with limited literacy skills. Parent Survey and Program Selection forms are stored in each student's cumulative file and become part of the student's permanent record.

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.

Within 5 school days of ELL determination, parents of all newly entitled students are invited to ELL Parent Information sessions conducted by the ELL teachers, Ms. Reynoso and Ms. Solpiaget. The initial session occurs within the first 10 days of school. Flyers announcing the dates and times of the sessions are distributed via students' homework folders along with the required entitlement letters. School staff also makes calls to the families to encourage them to attend the sessions. Translation of all correspondence is provided the parents' preferred language.

The names of children for whom Parent Survey and Program Selection forms are necessary are listed on a sign-in sheet, which parents sign when they attend the session. The ELL Team collects Parent Survey and Program selection forms from all parents of newly entitled students, in person, at the information sessions. Previously completed parent selection forms - for students who have transferred from another school - are contained in the students' cumulative folders, which are sent from the student's sending school.

Make-up sessions are held soon after the initial sessions, with notices sent and phone calls made to parents who did not attend any of the initial sessions. If any parents do not attend either the initial session or one of the scheduled make-up sessions, we continue to call the family in order to arrange for an individual appointment.

Parents who do not attend a group information session are scheduled for individual appointments with a member of the ELL Team to view the informational video and to discuss the bilingual programs offered at our school, as well as at other NYC public schools. Consistent follow-up ensures that parents of all newly entitled students receive the required information, make a program selection, and return the Parent Survey and Program Selection form. The collection date is listed next to the child's name on the sign-in sheet.

Parent choices are entered in the ELPC screen in ATS as the forms are completed. Parent Survey and Program Selection forms are stored in each child's cumulative file and become part of the student's permanent record. In addition to entering parent program choice information on ATS, we keep internal records of parent program selections. This data is monitored so that we will know if, over time, we have acquired a sufficient number of students across two grade levels to establish a bilingual or dual language program, and can then conduct appropriate outreach to parents who have previously chosen a bilingual or dual language program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ELL Team uses a detailed Excel spreadsheet to track administration of the HLIS, HL determination, NYSITELL and Spanish LAB testing, parent notification letters, attendance at ELL Parent Information sessions, and submission of Parent Survey and Program Selection forms. Our ENL teachers monitor and update the spreadsheet regularly, and continue to conduct active outreach until parents of all newly admitted ELLs Parent Survey and Program Selection forms have been submitted. Because our school is small, we have always been able to collect 100% of our Parent Survey and Program Selection forms. All attempts to contact families are carefully documented by the ELL team.

9. Describe how your school ensures that placement parent notification letters are distributed. After parents have filled out, signed and returned the Program Selection forms, the ELL Team sends each family a placement letter informing them of the instructional program in which their child has been placed. The placement letters are sent home in the children's homework folders, with native language translations provided. Copies of the notification letters are stored in each student's cumulative file and become part of the student's permanent record. Copies of the letters are also stored in the ELL binder, along with New Non-Entitlement, New Entitlement, Continuing Entitlement and Transitional Support letters. The ELL Team also enters the date of NYSITELL testing, the parents' program selection and the child's program placement using the ELPC screen on ATS. Translation of all correspondence is provided in the parents' preferred home language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation (e.g., HLIS, New Non-Entitlement, New Entitlement, ELL Placement, Continuing Entitlement and Transitional Support parent notification letters) are stored in each student's cumulative file and become part of the student's permanent record. Copies of all documents are also kept in an official ELL binder, which is stored in the ELL Team Office.

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.

All students identified as English Language Learners take the New York State English as a Second Language Test (NYSESLAT) during the spring of each school year, as verified by the NYSESLAT Eligibility Roster (RLER), until they test as Commanding. Members of the ELL Team, including Ms. Herndon, Ms. Reynoso and Ms. Solpiaget, conduct the Speaking portion of the test one-on-one with each student. ELL teachers then administer each of the other test sessions (Session 1, Session 2, Session 3) in grade-level groupings. Student test forms for each session are carefully accounted for to ensure that each student has been administered all four components of the NYSESLAT. The cover sheet of each official testing folder includes a list of students who are expected to test during that session, along with a space to list the names of absent students. In this manner, we can keep careful track of students who missed a section and administer make-up exams in a timely fashion. These systematic procedures ensure that any students who miss one or more sub-tests will have the opportunity to make up that subtest within the NYSESLAT testing window. When testing is complete, we double-check to see that each student has a completed scan sheet for each component of the exam before scan sheets are packaged and officially submitted for scoring.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL Team sends home Continued Entitlement parent notification letters (for ELLs who did not test as Commanding on the previous spring's NYSESLAT) and Transitional Support parent notification letters (for students who tested as Commanding) during the first week of school, immediately after the previous spring's NYSESLAT data has been reviewed. In the event that a student tests as Expanding on the NYSESLAT and also achieves a score of 3 or 4 on the NYS ELA Exam, their families will also receive a Transitional Support parent notification letter.

These letters are sent home in each child's homework folder, along with relevant translations, with the child's name clearly noted on the letter. The ELL Team checks all letters carefully against the lists of entitled and newly Commanding students to ensure that each child's family has received the appropriate letter. Copies of the letters are stored in each student's cumulative file and become part of the student's permanent record. Copies of all notifications are also kept in an official ELL Binder, which is stored in the ELL Team Office.

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).

Review of past Program Selection forms demonstrates that the vast majority of parents have requested ENL/ESL as their first program preference for the past several years. During the 2014-2015 school year, the parents of 8 out of 8 new entries (100%) selected ESL as their first choice. During the 2013-2014 school year, the parents of 19 out of 19 new entries (100%) selected ESL as their first choice. During the 2012-2013 school year, parents of 23 out of 24 new entries (96%) selected ESL; and during the 2011-2012 school year, parents of 17 out of 17 new entries (100%) selected ESL. Beginning in fall 2011, parent program choices have been entered on ATS so that we can more closely monitor trends in parent choice.

As indicated above, our ELL program is aligned with the preferences of the vast majority of parents whose children are currently enrolled at our school.

## 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.

We adhere to all regulations delineated in CR Part 154.2 for delivery of ELL instruction to students at each proficiency level. Students at the Entering and Emerging levels receive 2 units (360 minutes) per week of mandated ELL instruction: 1 unit (180 minutes) of Stand-Alone ENL plus 1 unit (180 minutes) of Integrated ENL. Students at the Transitioning level receive 1 unit (180 minutes) per week: .5 unit of Stand-Alone ENL plus .5 unit of Stand-Alone OR Integrated ENL. Students at the Expanding level receive 1 unit (180 minutes) per week of Integrated ENL. Students at the Commanding level continue to receive .5 unit (90 minutes) per week of Integrated ENL for two years after exiting ELL status. Stand-Alone ENL instruction is provided by a certified ESOL Teacher. Integrated ENL instruction is delivered by 2 individually certified teachers (1 Common Branch/Content Area teacher + 1 certified ESOL teacher) OR by one teacher who holds both certifications.

Our school currently has two full-time, licensed ESOL teachers assigned to our ENL program, each focusing on a specific grade band (K-3 and 4-7). This organizational model allows each ENL teacher to collaborate closely with the general classroom teachers within and across grade levels to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Instruction is delivered through a combination of Stand-Alone ENL and Integrated ENL (depending on students' proficiency levels) that allows ELLs to keep pace with their peers in the general education classroom, while providing opportunities for targeted small-group instruction, with an emphasis on listening and speaking tasks that will support oral language development as well as literacy skills. An ELL Professional Planning Team (PPT) meets on a weekly basis in order to set goals, plan instruction and develop systems for monitoring student progress.

General education classrooms at Washington Heights Academy are intentionally heterogeneous, with most classes including a mix of general education students, SWDs, ELLs, and students performing below, at and above grade level. ELLs are generally grouped by grade and proficiency level for Stand-Alone ENL instruction. On occasion, a Stand-Alone ENL group may include students at the same level of proficiency from two grade levels (e.g., K/1 Entering or Grade 2/3 Emerging). Students who are deemed to be high-need may receive additional small-group instruction that is targeted to their specific needs.

- b. TBE program. *If applicable.*  
not applicable

- c. DL program. *If applicable.*  
not applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We adhere to all regulations delineated in CR Part 154.2 to deliver mandated minutes of ELL instruction to students at each proficiency level. Students at the Entering and Emerging levels receive 2 units (360 minutes) per week: 1 unit (180 minutes) of Stand-Alone ENL plus 1 unit (180 minutes) of Integrated ENL. Students at the Transitioning level receive 1 unit (180 minutes) per week: .5 unit of Stand-Alone ENL plus .5 unit of Stand-Alone OR Integrated ENL. Students at the Expanding level receive 1 unit (180 minutes) per week of Integrated ENL. Students at the Commanding level continue to receive .5 unit (90 minutes) per week of Integrated ENL for two years after exiting ELL status. Stand-Alone ENL instruction is provided by a certified ESOL Teacher. Integrated ENL instruction is delivered by 2 individually certified teachers (1 Common Branch/Content Area teacher + 1 certified ESOL teacher) OR by one teacher who holds both certifications.

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.

Content-area instruction in Literacy, Math, Science and Social Studies is delivered in English, with ENL and native language support provided as necessary. Our school library includes Spanish language and bilingual books. Administration has purchased Spanish-language editions of textbooks for each content area, and additional native language materials have been purchased for each classroom. In addition, teachers who are fluent in Spanish and English are able to provide native language support across the content areas in the general classroom. Many of our classroom teachers have ESOL or bilingual extensions, allowing them to bring additional expertise to our students' learning experiences. The majority of our paraprofessionals are also bilingual.

ENL teachers work closely with the general classroom teachers within and across grade levels and content areas to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Teachers use a variety of instructional approaches such as direct and guided instruction, cooperative learning and thematic units of study. The content areas are reinforced through close reading, shared reading, guided reading and independent reading experiences using materials that relate to specific units of study. While ELLs are expected to master the same academic content, concepts and skills as their English-proficient peers, this content may be delivered using different methods and instructional scaffolds such as schema-building, pictorial support, direct modeling, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction. Students are also given opportunities to verbalize their learning in paired, small-group and whole-group settings, so that listening, speaking, reading and writing are integrated across the content areas.

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

All newly admitted ELLs whose home language is Spanish are given the Spanish LAB, the results of which are immediately evaluated to determine the student's level of proficiency in the native language. Because we use an ENL model, classroom assessments are conducted in English with home language support provided as appropriate. Many of the general classroom teachers whose classes include ELLs are fluent in Spanish, allowing them to clarify content as needed, and to conduct informal, ongoing assessments in the students' native language. Content area curricula are available in Spanish, and New York State assessments are delivered in students' native languages when appropriate. A bilingual Guidance Counselor and bilingual IEP Team ensure that special education evaluations are conducted in the student's dominant language.

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

Each ELL teacher creates Individual Language Goals for all students. In addition to CCLS-aligned Reading and Writing goals, which are determined in collaboration with the general classroom teacher, ELL teachers identify CCLS-aligned Listening and Speaking goals for each student. Everyday classroom instruction includes ongoing formative assessment of all four modalities of English language acquisition, including observations of students self-correcting their oral language (Speaking), asking for clarification of teachers' or other students' spoken utterances (Listening), progressing in reading comprehension as measured by iReady, DRA, Running Records or reading conferences (Reading), or revising and editing their written work (Writing). ELL teachers periodically review and revise student goals in relation to formative assessment data, setting new learning goals as initial goals are met.

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

a. SIFE: We do not have any SIFE students at this time. If we admit any SIFE students who test as Entering or Emerging, they will receive 360 minutes of ELL support: 180 minutes of integrated ENL in the general classroom, plus 180 minutes of stand-alone ENL in a small group. The development of oral language skills, and the transfer of oral language to reading and writing, will be emphasized. Instructional scaffolds from the ReadyGEN literacy curriculum and Go Math! will be used to support students' cognitive, linguistic and academic development.

b. Newcomers: Newcomer ELLs receive academic and linguistic instruction targeted to their specific needs as new learners of English. To develop early language skills, newcomers who test as Entering or Emerging receive two units (360 minutes) per week of ENL instructional time. Newcomer programs include one unit (180 minutes) of integrated ENL in the general classroom, in addition to one unit (180 minutes) of targeted, stand-alone ENL in a small group setting. Students who test as Entering are served in small groups in order to receive ample opportunities to practice the oral language skills that lay the groundwork for literacy development. Our literacy curricula (ReadyGen in K-5; Expeditionary Learning in middle school) are augmented with instructional scaffolds such as schema-building, pictorial support, direct modeling, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. To strengthen students' foundational literacy skills, K-2 classroom teachers are trained in Reading Reform; our K-2 ENL teacher has also received initial Reading Reform training.

c. Developing: Students who test as Transitioning receive a minimum of one unit (180 minutes) per week of ENL instructional time, through a combination of at least .5 unit (90 minutes) of integrated ENL in the general classroom and up to .5 unit (90 minutes) of stand-alone ENL. Students who test as Expanding receive one unit (180 minutes) per week of integrated ENL

instruction in the general classroom. These students cover the same academic content, concepts and skills as their English-proficient peers, with an ELL teacher providing scaffolding specific to their needs. Students receive regular small group instruction, allowing them additional opportunities for listening and speaking practice as well as scaffolded reading and writing instruction. Guided reading is emphasized by all ENL teachers, who use Reading A-Z's ELL Enhanced Reading Solution and other materials to support guided reading instruction. Supports from ReadyGEN's Scaffolded Strategies Handbook are also supplemented with materials from Santillana's Intensive English, and Continental's Finish Line for ELLs. Materials from Attanasio & Associates and Continental's Empire State NYSESLAT provide students with exposure to the types of questions and tasks they will encounter on the NYSESLAT.

d. Long-term ELLs: Our school has no long-term ELLs at this time. In the past, long-term ELLs have often been ELL-SWDs. These students receive the mandated units of ENL instruction, delivered through integrated and/or stand-alone instruction, depending upon proficiency levels. The ELL teacher works closely with both the general classroom teacher and the SETSS teacher to identify and address these students' needs.

e. Former ELLs: Students who have tested as Commanding on the NYSESLAT - or who score at the Expanding level on the NYSESLAT and also achieve a Level 3 or 4 on the NYS ELA exam - continue to receive mandated support for two years after exiting ELL status, through .5 unit of study (90 minutes) per week of Integrated ENL in the general classroom. To the extent possible, newly Commanding students are placed in the same classrooms as current ELLs so they can benefit as fully as possible from ELL methodologies provided by both the ENL teacher and the general classroom teacher. English Language Learners are provided with time and a half for all State Exams, administered in a separate setting, for two years after they exit ELL status. Former ELLs are strongly encouraged to attend our After School Academic Enrichment Program, as well as Saturday Academy, in order to receive additional support.

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.

We will closely monitor the academic progress of any students who have been re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of enrollment, in order to ensure that the student's progress has not been adversely affected by the re-identification. During the 6-12 month period after the re-identification has been established, we will observe the child, consult with teachers and parents/guardians, assess student work products and monitor student data to ensure that the child is meeting grade level performance standards. As per CR Part 154-2.3, we will provide extra support to the child, as needed, in order to ensure academic success.

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?

All students whose IEPs mandate ELL services receive the appropriate ELL program, as mandated by CR Part 154-3. In the lower grades, teachers use Reading Reform activities, read-alouds and shared readings relevant to grade-level units of study to provide access to academic content and to accelerate English language development. In the upper grades, teachers reinforce and support academic learning through scaffolds such as schema-building, pictorial support, direct modeling, graphic organizers and oral practice designed to make grade-level materials accessible while building students' academic skills and accelerating English language development. Although materials may be simplified or scaffolded according to students' language needs, learning activities and resources are grade- and age-appropriate in order to ensure that ELLs receive the same access to academic content as their English proficient peers.

ELLs and ELL-SWDs receive additional support through technology-based programs such as Reading A-Z and MyOn, which include oral read-alouds of leveled texts and ample pictorial support. Special Education teachers who work with ELL-SWDs also use Foundations to supplement the phonics work that students receive in the general classroom, as well as MaxScholar, a technology-based remedial reading program.

Students' specific areas of need are identified, and their individual progress tracked, using data from DRA, iReady assessments, NYSESLAT, State exams, and predictive and interim assessments as well as formative, summative and performance-based classroom assessments.

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?

Chart school's current ELL population includes a number of ELL-SWDs who receive related services in addition to ESL. Students who require SETSS, including ELL-SWDs, are generally grouped in one classroom per grade. In order to maximize the time these students spend with their general education peers, SETSS is delivered on a push-in basis to the greatest extent possible. ELL-SWDs also receive ENL instruction through integrated and/or stand-alone ENL, as determined by their proficiency levels in accordance with CR Part 154-2. ICT classes are created if there are enough students per grade to support one. Student placement is IEP-driven. All ELL-SWDs who are placed in the ICT class have this placement specified on their IEPs

### 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

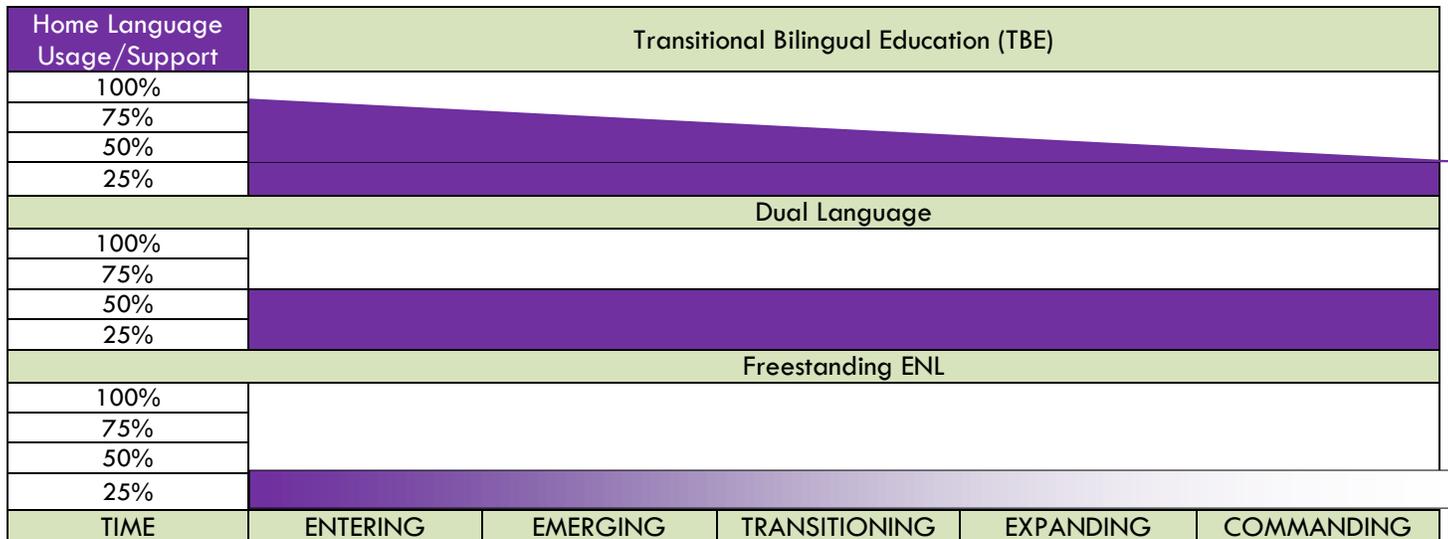


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Students' specific areas of need are identified, and their individual progress tracked, using data from the DRA, iReady tests, NYSESLAT, State exams, and predictive and interim assessments as well as formative, summative and performance-based classroom assessments across the content areas. Disaggregation of assessment data by sub-groups (ELL, SWD, ELL-SWD) allows us to identify trends and adjust our instructional program as needed.

Tier I interventions include targeted, differentiated, small group instruction provided by designated AIS staff throughout the school day. Because DRA data indicates that many of our ELLs read below grade level, a major focus of Extended Day is Guided Reading across the content areas, supported by Reading A-Z, fiction and non-fiction guided reading collections, and curriculum-related, thematic book sets. In the lower grades, teachers also use Reading Reform to support the development of foundational literacy skills.

Tier I students are also encouraged to attend our After School Academic Enrichment program. Students in need of Tier II interventions receive at-risk SETSS (staffing and scheduling permitting) and are closely monitored by classroom teachers, out-of-classroom teachers, guidance and administration so they can be referred for special education evaluations if warranted.

Title III Programs: Title III money will be used to fund Saturday Academy, focused on developing English language proficiency, content area skills and knowledge, and test sophistication strategies. Special efforts will be made to enroll Grade 4-7 ELLs who received scores of 1 or 2 on the 2015 NYS Math and ELA exams. The Saturday Academy will begin in early December and continue through April. Title III money will also be used to establish an After School Program for at-risk ELLs in Grades 3-7. All content areas will be covered, with an emphasis on test sophistication strategies in the months leading up to the State exams.

SETSS: Many of our ELLs who require intervention have IEPs which entitle them to receive SETSS in addition to their mandated periods of ESL instruction. At-risk SETSS will be provided to students without IEPs if scheduling and staffing permit.

ELA: In addition to the mandated minutes of ENL, students receive targeted instruction from the classroom teacher throughout the school day in the form of guided reading and writing, reading and writing conferences, strategy lessons, word study, phonics work, and small-group, differentiated instruction. Students in need of additional intervention will receive extra support from designated support staff who are assigned to provide AIS.

Students are grouped according to proficiency levels and specific areas of need. ENL materials may be incorporated during small group, push-in and pull-out instruction throughout the school day. In the lower grades, teachers also use Reading Reform strategies to support students' development of foundational literacy skills.

Math: In addition to Math support provided by the ENL teachers, students receive targeted Mathematics instruction from the classroom teacher in the form of small-group lessons, the use of math manipulatives, and the practice of test sophistication strategies. Students in need of additional intervention will receive extra support from designated support staff who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. Math skills will also be addressed through our Saturday Academy and After School Program for at-risk ELLs.

Science: In addition to content area support provided by the ENL teachers, students receive targeted Science instruction from the classroom teacher in the form of small-group lessons, hands-on experiments, and the practice of test sophistication strategies in preparation for the Grade 4 Science Exam. Students in need of additional intervention will receive extra support from designated support staff, including STEM teachers who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. Content area learning will also be addressed through our Saturday Academy and After School Program for at-risk ELLs.

Social Studies: In addition to content area support provided by the ENL teachers, students receive targeted Social Studies instruction from the classroom teacher in the form of small-group lessons, cooperative learning experiences, and guided reading and writing activities that incorporate Social Studies content. Content area learning will also be addressed through our Saturday Academy and after school Academic Enrichment Program for at-risk ELLs.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- On the 2014 NYSESLAT, more than 30% of our K-5 ELLs tested out of ELL status by achieving Proficiency in all 4 modalities. On the 2015 NYSESLAT, 15% of our ELLs tested as Proficient/Commanding, with an additional 72% testing as Advanced/Expanding.

Our most recent NYCDOE Progress Report placed our school in the 97th percentile citywide and as the highest ranking elementary school in District 6. This data indicates that we have been successful in meeting the needs of ELLs and former ELLs, as well English-proficient students, in relation to other schools. The large percentages of current ELLs who tested at Levels 1 and 2 in ELA and Math, however, indicate that additional language and content area support is needed in order for our ELLs to achieve their full potential in all areas.

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

Data from 2015 NYSESLAT and State ELA and Math exams indicates that we need to focus more intensively on the needs of our ELL-SWDs. While a number of SWDs tested out of ELL services during the 2013-14 and 2014-15 school years, a significant number of ELL-SWDs are still struggling to achieve proficiency on the NYSESLAT as well as other State exams. We hope to improve these outcomes by fostering greater levels of collaboration between our ELL and Special Education staff through Professional Learning sessions and opportunities for collaborative planning. It is crucial that our Special Education teachers are aware of second language development issues, and that ELL teachers also have an awareness of student needs that extend from underlying learning disabilities.

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

N/A

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

English Language Learners are offered equal access to all school programs offered to students in the general population. During the regular school day, ELLs are placed in general education classrooms, with mandated ELL support, and participate fully in cluster classes (Physical Education, Art, Rhythm & Movement, Science and Technology). ELLs also participate in After School Support sessions and our Saturday Academy program in preparation for State exams.

ELLs also have equal access to our school's K-5 and Middle School After School programs, provided by Inwood Community Services, which include homework help and recreational activities, as well as holiday and vacation programming. Students are invited to participate in all extracurricular programs through notices in homework folders, follow-up phone calls, and in-person contact with our Parent Coordinator and/or other staff, with native language translation and interpretation provided as needed.

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.

In addition to the ELL scaffolding and support materials that are included with the general classroom curriculum (ReadyGEN and Go Math in K-5; Expeditionary Learning and CMP3 in middle school), the school will invest in materials specific to the needs of our English Language Learners. ELLs and ELL-SWDs receive additional support through technology-based programs such as Reading A-Z and MyOn, which include oral read-alouds of leveled texts and ample pictorial support. Special Education teachers who work with ELL-SWDs also use Foundations to supplement the phonics work that students receive in the general classroom, as well as MaxScholar, a technology-based remedial reading program

In addition, the school has invested in materials specific to the needs of our English Language Learners such as Santillana's Intensive English and Continental's Finish Line for ELLs and Empire State NYSESLAT. Administration has also purchased Spanish-language editions of textbooks for each content area. Our school library includes Spanish language and bilingual books. Additional native language materials, representing home languages of all ELLs, will be purchased for each classroom.

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

Many of our general classroom teachers are fluent in Spanish, allowing them to clarify content as needed, and to conduct informal, ongoing assessments in the students' native language. Some content area curricula are available in Spanish, and the school will invest in additional native language materials to support students in their native languages as they are gaining proficiency in English. All of our ENL and dual licensed teachers (common branch plus bilingual extension) are fluent in Spanish so they can provide ample native language support for our ELLs. Bilingual classroom teachers, paraprofessionals and school support staff offer additional native language support throughout the school day. Additional native language materials, representing home languages of all ELLs, will be purchased for each classroom to meet the needs of students from diverse language backgrounds. Bilingual dictionaries and glossaries provide additional native language support.

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

Programmatic decisions have been carefully considered in relation to students' ages, grades and proficiency levels in order to provide necessary language support while maximizing learning experiences in the regular classroom. To develop early language

skills, students in the lower grades who test at the Beginner/Entering level are provided with ENL services using a combination of integrated and stand-alone ENL instruction. The ReadyGEN literacy curriculum is augmented with instructional scaffolds such as direct modeling, schema-building, pictorial support, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. To develop students' foundational literacy skills, K-2 teachers are fully trained in Reading Reform, and ENL teachers have also received initial Reading Reform training.

Many of our upper grade students are at the Advanced/Expanding level and receive integrated ENL instruction in the general classroom. ELLs cover the same academic content, concepts and skills as their English-proficient peers, with the ENL teacher providing scaffolding specific to their needs. Students receive regular small group instruction, within the classroom or in pull-out groups, allowing them additional opportunities for listening and speaking practice as well as scaffolded reading and writing instruction. Guided reading is emphasized by all ENL teachers, who use the Reading A-Z's ELL Enhanced Reading Solution and other materials to support guided reading instruction.

Upper grade students who have scored at the Entering or Emerging level on the NYSESLAT receive targeted, small-group instruction for the mandated periods per week, in addition to scaffolded instruction in the general classroom. Supports from ReadyGEN's Scaffolded Strategies Handbook are supplemented with materials from Santillana's Intensive English, and Continental's Finish Line for ELLs. Materials from Attanasio & Associates and Continental's Empire State NYSESLAT provide students with exposure to the types of questions and tasks they will encounter on the NYSESLAT.

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).

N/A

19. What language electives are offered to ELLs?

We introduced a Spanish Language and Culture elective in Grade 7 during the 2015-16 school year. During the 2016-2017 school year, the first year in which we will have students in Grade 8, we will build upon this elective by offering more advanced Spanish language instruction in a formal academic class.

20. For schools with dual language programs:

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

Our school does not have a dual language program.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The school will offer ENL teachers, as well as general education and dual licensed teachers whose classes include ELLs, a range of professional learning opportunities related to the needs of English Language Learners across the content areas. Our ENL teachers will attend various workshops through the NYCDOE Office of English Language Learners and other organizations, including:

October 8, 2015: Performance Assessments for ELLs (Fordham University)

January 22, 2016: Close Reading for ELLs - Elementary School (Fordham University)

February 23, 2016: Close Reading for ELLs - Middle and High School (Fordham University)

ELL and Special Education teachers will also attend a series of Fordham University workshops entitled English Language Learners with Special Needs: What You Need to Know, on the following dates:

December 8, 2015: Differentiated Instruction: Using the Bilingual Common Core Language Progressions and NYSESLAT Data

January 15, 2016: What Is Different about an IEP for an English Language Learner?

March 8, 2016: Discovering Root Causes of Academic and Behavior Challenges for ELLs

Workshop content will be turn-keyed to all staff via Professional Learning sessions and Professional Planning Team meetings. In addition, we have hired a consultant from Fordham University who will offer professional learning experiences to all classroom teachers, ELL teachers, Special Education teachers, content area specialists, cluster teachers, related service providers and paraprofessionals, with a focus on planning effective instruction for children from diverse linguistic and cultural backgrounds and students with special needs.

Support staff (School Secretary, Parent Coordinator) will receive training in the ELL Identification Process, ATS Data Input and Analysis, and Mandated Translation and Interpretation Services. In addition, all staff will review the Language Allocation Policy to ensure that it is effectively implemented on a schoolwide basis. Workshop attendance will be monitored and logged to ensure completion of the mandated hours of ELL training for all staff members.

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?

All schoolwide Professional Learning sessions, Professional Planning Team sessions and other professional development opportunities are aligned to the Common Core. ELL-related professional learning experiences (see #1 above) are CCLS-aligned and will provide further support to our ENL teachers as well as all other teachers who work with ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to support ELLs transitioning from elementary to middle school, the school provides various support systems for parents, students and school staff. Our school leadership (Principal, Assistant Principal) and Guidance Counselor support the Parent Coordinator and Grade 5 teachers by turnkeying relevant information, highlighting new procedures and processes, and providing time to meet as a team to plan for the Middle School application period. Our Guidance Counselor attends all Professional Development trainings that relate to middle school application and transition. Middle school orientation sessions are provided for fifth grade parents in English and Spanish. Our Assistant Principal and Guidance Counselor monitor and support the middle school selection process, arranging time to meet individually with students and families to provide translation services, to offer guidance in selecting appropriate schools to meet individual student needs, and to support families in completing their middle school applications. As part of WHA's Middle School expansion, we have created a Leadership Advisory and Community Service program that emphasizes the development of leadership skills to support students' success in high school, college and career.

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.

Professional Development (PD) for all staff will be provided by in-house ENL staff and/or outside consultants throughout the school year. Professional development opportunities will include the following topics:

September: Getting Acquainted with the CCLS-aligned NYSESLAT: Interpreting 2015 Results and Planning for the Upcoming School Year

October: Understanding Second Language Acquisition

December: Building Oral Language as a Support for Literacy Development

February: Differentiating for ELL Instruction Across the Content Areas (Focus: Math/Science)

March: Using Cognates as a Support for Vocabulary, Fluency and Comprehension

April: Analyzing ELL Writing Across Content Areas (Focus: ELA/Social Studies)

May: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

Support staff (School Secretary, Parent Coordinator) will receive training in the ELL Identification Process, ATS Data Input and Analysis, and Mandated Translation and Interpretation Services. In addition, all staff will review the Language Allocation Policy to ensure that it is effectively implemented on a schoolwide basis. Workshop attendance will be monitored and logged to ensure completion of the mandated hours of ELL training for all staff members.

### 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?

In addition to initial parent orientations, parent-teacher conferences or other meetings, ENL teachers will meet individually with the parents or guardians of English Language Learners at least once a year. At these meetings, the ENL teacher will discuss the goals of the program, the child's language development progress, the child's English language proficiency assessment results, and language development needs in all content areas. These meetings will be conducted in the language or mode of communication the parent or guardian best understands, with the support of a qualified interpreter/translator if needed. Parents or guardians will be invited to attend these meetings during the Tuesday afternoon Parent Outreach period that is part of the current New York City Department of Education teachers' contract.

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.

Teachers will keep copies of meeting invitations, as well as phone logs to monitor outreach to parents or guardians. Teachers will also keep sign-in sheets to document meeting attendance. We will make every effort to meet with parents or guardians in person by offering meetings at alternate times if some parents cannot attend the Tuesday afternoon sessions. If a meeting must take place by phone, teachers will make note of this in a phone log. Relevant documentation will be kept in the official ELL Binder, which is stored in the ELL Team Office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. A major emphasis of our school is to involve parents of all students, including English Language Learners, in their children's education, and to provide support services for parents and guardians. Our work with families involves our Parent Coordinator, who conducts outreach to engage parents in meetings and workshops, as well as our PTA Executive Board members (most of whom are bilingual), who seek to include parents of ELLs in schoolwide events and activities, including Open School Nights, Parent-Teacher Conferences, Curriculum Nights and other school events. Spanish translation services are available at all school events, as provided by the Principal, Assistant Principal and Parent Coordinator (who are all Spanish-English speakers); by bilingual teachers and paraprofessionals; and by bilingual members of the PTA Executive Board and/or school support staff. All school notices are posted and sent home in both English and Spanish, and Spanish-speaking staff often make follow-up calls to parents reminding them about important school events. Interpretation for parents who speak a language other than Spanish is often provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE's Translation and Interpretation Unit for translation and interpretation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Washington Heights Academy is one of a small number of schools in New York City that have been selected to participate in the New York Cares School Success Initiative. In recent years, New York Cares has provided free parent courses in Adult ESL, English Conversation, U.S. Citizenship and Technology on school day mornings and on weekends (in conjunction with Saturday Academy). Notices for all activities are posted and sent home in both English and Spanish. Interpretation for parents who speak a language other than Spanish is often provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE's Translation and Interpretation Unit for translation and interpretation services.

5. How do you evaluate the needs of the parents?  
We conduct informal discussions with parents, as well as sending home written surveys about topics of interest and areas of need. Parent feedback is analyzed and discussed by our Administration, Guidance Counselor, Parent Coordinator and ENL teachers in order to plan for future workshops and services for parents. All written communications are sent home in both English and Spanish. Interpretation for parents who speak a language other than Spanish is often provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE's Translation and Interpretation Unit for translation and interpretation services.

6. How do your parental involvement activities address the needs of the parents?  
Parents are invited to attend workshops, adult education classes and other school events based on their expressed needs and interests. In addition, we inform parents about adult ESL classes offered in our community and support parents with translation services. We encourage parents of ELLs to become Learning Leaders, and to serve as representatives to the Parent-Teacher Association or School Leadership Team. All written communications are sent home in both English and Spanish. Interpretation for

parents who speak a language other than Spanish is often provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE's Translation and Interpretation Unit for translation and interpretation services.

#### **D. Additional Information**

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

**Paste response here:**

School Name: Washington Heights Academy

School DBN: 06M366

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)
Renzo Martinez	Principal		10/30/15
Mercedes Diaz	Assistant Principal		10/30/15
Alexandra Ulloa	Parent Coordinator		10/30/15
Maria Reynoso, ENL	ENL/Bilingual Teacher		10/30/15
Marilandia Barrientos	Parent		10/30/15
Sorangel Solpiaget, ENL	Teacher/Subject Area		10/30/15
Cynthia Rivera, Grade 4 Teache	Teacher/Subject Area		10/30/15
Lynne Doherty Herndon	Coach		10/30/15
Nicole Bonheur	Coach		10/30/15
Antoinette Ansalone	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **06M366**

School Name: **Washington Heights Academy**

Superintendent: **Manuel Ramirez**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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

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

When parents fill out a Home Language Information Survey (HLIS) as part of the registration process, they are asked which language they prefer for oral and written communications from the school. This information is recorded at the bottom of the HLIS (Part III). After administration of the HLIS, each student receives a Home Language code on ATS. This data can be accessed through various ATS reports (e.g., RHLA, RPOB, RADP). Information about language preferences can also be obtained from the Emergency Contact Cards, which are updated at the start of each school year.

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.

The vast majority of parents who indicate a need for translation and interpretation are Spanish speaking. We have a few families who require Arabic and Bengali translation; these families generally provide their own oral interpreters (adult relatives or community members) when needed. While our school community includes speakers of other languages, including Albanian, Russian, Ukrianian, these parents are fluent in English and do not require written translation or oral interpretation.

## **Part B: Creating a Communications Calendar**

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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.)

Spanish translations are consistently provided for all written communications from the school, including the Family Handbook, newsletters, calendars, parent-teacher conference announcements, report cards, out-of-school-time program information, New York State testing information, letters from school leadership, meeting and workshop announcements, flyers about special events, PTA documents and more.

For families who speak a home language other than English or Spanish, we use native language translations from the DOE website for the DOE school calendar and announcements of other important school events (e.g., Open School Night, Parent-Teacher Conferences).

Multi-lingual native language translations are provided for all correspondence pertaining to ELL services (e.g., new non-entitlement letters, new entitlement letters, parent survey and program selection forms, placement letters, continuing entitlement letters, transitional support letters).

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.

We hold a number of face-to-face meetings with parents throughout the year, including Open School Night, parent-teacher conferences, IEP meetings, curriculum nights, moving-up ceremonies and other schoolwide events. Informal interactions include in-person contact and phone communications with administration, guidance counselor, parent coordinator, teachers or other school staff.

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

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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.

Spanish translations of all written communications are consistently provided in-house by bilingual/biliterate staff. For families who speak a home language other than English or Spanish, we use native language translations from the DOE website for the DOE school calendar and announcements of other important school events (e.g., Open School Night, Parent-Teacher Conferences). We will use the Translation & Interpretation Unit to provide multilingual translations of other school documents.

Multi-lingual native language translations are provided for all correspondence pertaining to ELL services (e.g., new non-entitlement letters, new entitlement letters, parent survey and program selection forms, placement letters, continuing entitlement letters, transitional support letters).

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.

The large percentage of Spanish/English bilingual staff members (including Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, majority of classroom teachers, all paraprofessionals and school aides) ensures that in-house oral interpretation for Spanish speakers is always readily available. The few parents who require interpretation in other languages (Arabic, Bengali) generally provide their own interpreters (adult relatives or community members). When necessary, we will call the Translation and Interpretation Unit to provide over-the-phone interpretation services for these families.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

To communicate information about policies and procedures for Language Translation and Interpretation services to all teachers and paraprofessionals, we will devote a start-of-year Professional Learning Session to the use of translation and interpretation services. At the meeting, we will distribute copies of the Translation and Interpretation Brochure, the Language Identification Guide and the Language Identification and Interpretation Palm Card. We will hold a similar meeting with other school personnel - including guidance counselor, parent coordinator, business manager, school secretary, building manager, school safety agents and school aides - to ensure that they are also aware of these policies and procedures. Copies of these materials will be provided to any staff members who are absent from either of these meetings.

#### **Part E: Providing Notice of Language Assistance Services**

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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

The multilingual Welcome Poster will be displayed prominently at the front door of the school, at the security desk, and outside the main office. The Parents' Bill of Rights and Parents' Guide to Language

Access will be disseminated to all parents, with relevant native language translations provided. In addition, the Language Identification Guide and Language Identification and Interpretation Palm Card will be available at the security desk and in the main office.

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

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

We will use an annual parent survey to gather feedback from parents on the quality and availability of services at our school.