

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

25Q025

School Name:

I.S. 025 ADRIEN BLOCK

Principal:

MARYELLEN BEIRNE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Adrien Block I.S. 25 School Number (DBN): 25Q025
Grades Served: 6, 7, 8
School Address: 34-65 192nd Street Flushing, New York 11358
Phone Number: 718-961-3480 Fax: 718-358-1563
School Contact Person: Nancy DePoalo Email Address: ndepoal@schools.nyc.gov
Principal: MaryEllen Beirne
UFT Chapter Leader: Alexander Hasapis
Parents' Association President: Kathryn Como
SLT Chairperson: Delisa Tapia
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Third Floor
Superintendent's Email Address: DDimang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Borough Field Support Center (BFSC)

Queens North Borough
BFSC: Field Support Center Director: Lawrence Pendergrast
Director's Office Address: 28-11 Queens Plaza North, Queens 11101 4th Floor
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

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) |
|-------------------|---|----------------------|
| MaryEllen Beirne | *Principal or Designee | |
| Alexander Hasapis | *UFT Chapter Leader or Designee | |
| Kathryn Como | *PA/PTA President or Designated Co-President | |
| Janet Chow | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Assundina DePaola | CBO Representative, if applicable | |
| Cheryl Fried | Member/ Teacher | |
| Evan Weintraub | Member/ Teacher | |
| Leslie Shepperson | Member/Teacher | |
| Delisa Tapia | Member/Teacher | |
| Karen Chau | Member/ Parent | |
| Jeanine Carollo | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|----------------------|
| William Maher | Member/Parent | |
| Maria Tegerides | Member/ Parent | |
| Anne Park | Member/ Parent | |
| Evelyn Velez | Member/Parent | |
| | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement: Our mission is to cultivate life-long learners inspiring the intellectual, social, emotional, and physical potential of every student. Administrators, teachers, parents, and staff work together using Common Core State Standards to create a challenging environment specific to the individual's needs in developing skills for a successful transition to high school, college and future careers.

Adrien Block I.S. 25 is part of a school campus which also houses World Journalism High School and P233. All three schools share the gymnasium, cafeteria, library and outside yards. At I.S. 25, there are three Assistant Principals and three Guidance Counselors. There is a Guidance Counselor+ AP Team on each grade level and that team travels with the students through their three years at I.S. 25. The Guidance Counselors are able to assist students, teachers and parents in areas of school achievement and adjustment.

Classes are taught by a "team" of teachers who utilize common planning periods to develop lessons, units and modules. Time is dedicated to aligning instruction to the Common Core State Standards. Teachers monitor data to address the needs of every student. We offer placements in Integrated Collaborative Teaching (ICT) and a 12:1:1 environment. All students participate in a traveling program and are taught by content area specialists regardless of physical, emotional or learning challenges. Our support services include Speech/Hearing, Occupational and Physical Therapy, Adaptive Physical Education, SETTS Resource Services and Guidance. English as a New Language (ENL) classes are provided for students who are English Language Learners (ELL) based on an Identification Test for English Language Learners (NYSITELL). Students learn to read, write and speak English based on their level of proficiency. All ESL instruction is aligned with the Common Core State Standards. In addition, ESL classes strive to help students share, preserve and celebrate their own cultural traditions and heritage.

The Framework for Great Schools includes Rigorous Instruction as one of its elements. During the previous school year, our teachers and students made great strides in actively engaging in ambitious intellectual activity and developing critical thinking skills by engaging in a Shared Inquiry Protocol across all subject areas. In utilizing this protocol, teacher's questioning and discussion techniques improved, as well as, students' intellectual engagement. We plan to continue utilizing this protocol as part of our school focus for the 2015-2016 school year. Through utilizing cycles of effective feedback, students and teachers will improve outcomes and address the supportive environment and trust elements of the Framework for Great Schools.

Starting in Grade 6 and lasting all three years of their time in I.S. 25, students will be immersed in one of several talent classes: Chorus, Band, Dance, Keyboard or Art. As they progress, students learn a love for the Arts and academic skills that will last a lifetime. 6th, 7th and 8th Grade Science students participate in Urban Advantage, a city-wide exploration program in partnership with The Wildlife Conservation Society, The Museum of Natural History and the New York Botanical Garden.

During the 2015-2016 school year, we will be piloting a Schoolwide Enrichment Program. The Schoolwide Enrichment Program will be offered one period per week. This program will consist of students having the choice of an elective class. Some examples of choices include: School Newspaper, Mock Trial, Korean Culture, Student Leaders, Etiquette, Our Community America's Pastime, Biomedicine, Jazz Piano, Exploring Architectural Drawing and House Design, Debate, Healthy Living, Spanish Culture, Computer Programming, Functional Ceramics, So You Think You Can Dance, Cultural Exploration, A Capella and Pop, Current Events, Entrepreneurship: How to Start and Operate a Small Business, and Freedom Is Not Free. The Enrichment will be one period, once per week on the same day and time for all students (6th, 7th and 8th grade).

The Greater Ridgewood Youth Council offers an after-school program on our campus Monday through Friday from 2:30PM until 5:30PM. Students are invited to participate in the program which offers Homework Help, Sports, Art, Music, Dance, Leadership, Service and STEM.

25Q025 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------|---|-----|---|
| Grade Configuration | 06,07,08 | Total Enrollment | 799 | 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 |
| | | | | 17 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 7 | # Music | 31 | # Drama |
| # Foreign Language | 9 | # Dance | 10 | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 3.2% | % Attendance Rate | | 96.3% |
| % Free Lunch | 47.4% | % Reduced Lunch | | 14.7% |
| % Limited English Proficient | 7.1% | % Students with Disabilities | | 17.7% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 2.3% |
| % Hispanic or Latino | 22.3% | % Asian or Native Hawaiian/Pacific Islander | | 49.7% |
| % White | 25.0% | % Multi-Racial | | 0.4% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 5.25 | # of Assistant Principals (2014-15) | | 3 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 4 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 4.8% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | N/A | Average Teacher Absences (2013-14) | | 10.84 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 49.6% | Mathematics Performance at levels 3 & 4 | | 56.4% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 75.2% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 100.0% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | 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 | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | 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 | | YES |
| White | YES | Multi-Racial | | YES |
| 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.

We conducted a Needs Assessment by analyzing our Quality Review Report and all of its findings and supporting evidence. Our 2014-2015 Quality Review indicated that “students do not consistently produce high levels of discussion or evenly demonstrate high levels of higher-order thinking skills.” 53% of our school’s lowest 1/3 scored at a Level 1 on the 2015 New York State ELA Assessment while 47% of the school’s lowest 1/3 scored at a Level 2. Additionally, we looked at our ADVANCE data which indicated that although our questioning has progressed to a higher level, there is a need to focus on the discussion portion of component 3B: Questioning and Discussion Techniques.

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, all teachers will continue to increase their level of questioning while incorporating high levels of intellectual discourse by using the Shared Inquiry Protocol, resulting in an increase of 3% of our lowest 1/3 attaining the next proficiency level as evidenced by the 2016 New York State ELA Assessment.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>We will continue to utilize and enhance the common core aligned Expeditionary Learning Curriculum approved by New York City and New York State. In addition, teachers will continue to supplement the curriculum with additional Access for All strategies, as well as, extension activities to meet each student at their individual level yet continue to keep the level of expectations high as recommended by the 2014-2015 Quality Review.. Two periods will be programmed into teacher schedules and one period will occur during the Monday Professional Development: One meeting will be by grade and subject (e.g. Grade 7 ELA teachers), the second meeting will be by subject (i.e. all ELA teachers, and the third meeting will be by grade (i.e. grade 7 ELA, Math, Social Studies and Science). This was voted on and accepted in an SBO vote. Teachers will meet three times per week to look at student work products, make curricular adjustments and analyze and share pedagogical strategies. Another element of the inquiry and common planning periods is to design and plan for the implementation of cross curricular endeavors. Both of these periods will be programmed into teacher schedules. We will advance our work with the Shared Inquiry Protocol and the Socratic Seminar. . In doing so, we expect this strategy to increase the level of questioning by teachers and the intellectual discourse of students. During the 2015-2016, we have a Model Teacher and a Peer Collaborative Teacher that will assist in opening their classrooms to inter-visitations from colleagues in order to model best teaching practices and/or to further the school foci. The administration will advise teachers in their observation feedback to visit particular colleagues who are exemplifying best practices in alignment with the Framework for Great Schools to support the pedagogy. Teachers with TIPS have a formal plan. Students will also have access to Study Island, a web based program that supports students master state-specific, grade-level academic standards-based instructional practice, assessment and productivity tools that improve the performance of educators and students via web-based platforms.</p> | <p>Lowest 1/3</p> | <p>Start Date:Sept. 2015 End Date: June 2016</p> | <p>School Administration, ELA Peer Collaborative Teacher, Model Teacher, Teachers</p> |

| | | | |
|---|------------|---|---|
| Teachers have created and will continue to adjust, based on student data and work products, Access for All strategies into the Expeditionary Learning Curriculum. In addition, teachers will create and develop cross curricular instructional projects and enhance learning tasks for specific students. Some of the strategies we plan to utilize include: protocols, Anchor Charts, pre and post assessments, graphic organizers, text chunking, scaffolding of text and instruction, sentence stems, Shared Inquiry, Socratic Seminar, student choice, student self-reflection, student self-assessment, academic and content specific vocabulary, translated editions of text, and technology (iPads, SmartBoards, audio, visuals, art). | Lowest 1/3 | Start Date: September 2015 End Date: June 2016 | School Administration Peer Collaborative Teacher, Model Teacher, Teachers |
| The Parent Coordinator in conjunction with the ELA Peer Collaborative Teacher and the ELA Supervisor will conduct parent workshops regarding the CCLS, Expeditionary Learning, and Study Island. Teachers continuously post student progress data on SKEDULA in relation to academics and social-emotional well-being. Teachers continue to utilize parent communication time every Tuesday to engage with families. | Lowest 1/3 | Start Date: Sept 2015 End Date: June 2016 | Assistant Principal of ELA ELA Peer Collaborative Teacher, Model Teacher, Parent Coordinator |
| Professional Development will be provided in order to support teachers around this goal. Professional Development planned for the upcoming school year includes: Practices and Protocols to Engage Students in Authentic Discussion, Discussion Skills: Paraphrasing, Clarifying, Mediating, Shared Inquiry, Socratic Seminar and Integrating Writing into Discussion, as well as, verbal and written feedback to students. In providing this Professional Development, all teachers will be supported by school administration to carry out this goal. Teachers will have effective training and students will be supported through effective teacher practice. | Lowest 1/3 | Start Date: Sept 2015 End Date: June 2016 | School Administration Professional Development Committee All teachers |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | |
| Expeditionary Learning Curriculum, School Administration, ELA Peer Collaborative Teacher, ELA AP, ELA teachers, Parent Coordinator, technological resources, Common Planning, Study Island, Professional Development. | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

| |
|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| We will monitor teacher pedagogy towards this goal through ADVANCE observations and feedback to teachers that includes time-bound expectations. The Peer Collaborative Teacher will visit classrooms alongside an administrator in order to identify and fine tune areas of concern across subject areas. The Peer Collaborative Teacher will be working |

with specific teachers identified the Principal approximately eight periods per week. In addition, teachers will continue to utilize pre-assessments for each module that are in alignment with the post-assessments. Both pre and post assessments are standards based. Each question on each assessment is aligned to a learning standard and these assessments will be put onto Data Driven Classroom (an online assessment tool). By February 2016, teachers will have completed two Expeditionary Learning Modules. By this time, we expect to see significant growth towards the standards addressed in the first two Modules.

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.

We used the NYCDOE/NY State’s Social Studies Scope and Sequence for content and the NYS ELA and MOSL were used as assessment tools to measure the students’ writing baseline. The traits for MOSL rubrics build upon one another from one grade to the next. Based on the students’ MOSL Assessment that was administered to them in October 2014, we discovered that the students were unable to gather evidence that supports an argument and they lack formal writing skills in producing an organized and cohesive essay. When we looked at their argumentative writing skills in February 2015, approximately 80% of our students showed improvement. We also used the DDC (Data Driven Classroom) to create assessments and to monitor their progress in their writing skills.

Priority Needs:

In assessing the sixth graders’ argumentative essays, they were able to obtain the evidence but were not able to analyze the evidence to connect the ideas to the task. The sixth graders need to use language to clarify relationships between claims and reasons and between reasons and evidence.

The MOSL results informed us that the seventh graders did not have any basic knowledge about American History and Government knowledge. The seventh graders need to use accurate historical information in documents provided to strengthen the argument, utilize the feature such as background, content, sources or outside information to enhance essay in accurate historical content.

Similarly, the eighth graders were knowledgeable in citing the document but they did not necessarily explain their evidence and their assertion. The eighth graders need to distinguish claims and integrate alternate or opposing claims, develop each claim and counterclaim, supply evidence to support the argument and develop the claim and counterclaim.

In looking at the Social Studies MOSL data for Grades 6, 7, and 8, we found that approximately 28.5% of students across all grade levels scored at a 2 or below in Traits 3 and 5 which dealt with Argument, Reasoning and Using Evidence.

Part 2 – Annual Goal

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

By June 2016, all teachers will increase their level and complexity of questioning to address the diverse needs of learners evidenced by increased student engagement and reasoning in their argumentative essays as measured by reducing the number of level 2's by 6% in traits 3 and 5 in the Social Studies MOSL results.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. • All Social Studies teachers will create a mid-year assessment to monitor the progress of traits 3 and 5. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|--|
| <p>Teachers will utilize the New York State/NYCDOE Scope and Sequence to guide their mapping and planning. During the 2015-2016, we have a Model Teacher and a Peer Collaborative Teacher that will assist in opening their classrooms to inter-visitations from colleagues in order to model best teaching practices and/or to further the school foci. The administration will advise teachers in their observation feedback to visit particular colleagues who are exemplifying best practices in alignment with the Framework for Great Schools to support the pedagogy. Teachers will meet three times per week to discuss and implement intervention strategies for SWDs, ELLs, etc. Two periods will be programmed into teacher schedules and one period will occur during the Monday Professional Development: One meeting will be by grade and subject (e.g. Grade 7 Social Studies teachers), the second meeting will be by subject (i.e. all Social Studies teachers, and the third meeting will be by grade (i.e. grade 7 Math, English, Social Studies and Science). Teachers will continue to look at student data during Inquiry Meetings. Teachers in Social Studies will also continue their use of the Shared Inquiry Protocol and Socratic Seminar in an effort to further the school’s work towards high level questioning and intellectual discourse.</p> | <p>All students</p> | <p>Start Date: Sept 2015 End Date: June 2016</p> | <p>School Administration, Peer Collaborative Teacher, Model Teacher, Teachers</p> |
| <p>Create lessons that will help improve our diverse learners’ reading comprehension, academic language and argumentative/writing skills. Use graphic organizers to help students to structure the ideas and how they will cite the evidence from their primary and secondary sources. Use of a “Writing Task Student Feedback” template to help the students self-assess the strengths and weaknesses in their writing. Curriculum maps for each grade will reflect scaffolding and structures put in place to address deficiencies evidenced in the MOSL results.</p> | <p>All students</p> | <p>Start Date: Sept 2015 End Date: June 2016</p> | <p>School Administration, Peer Collaborative Teacher, Model Teacher, Teachers</p> |

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| Teachers continuously post student progress data on SKEDULA in relation to academics and social-emotional well-being. Teachers continue to utilize parent communication time every Tuesday to engage with families. Teachers will continuously communicate through emails on SKEDULA in multiple languages. | All students | Start Date: Sept 2015 End Date: June 2016 | School Administration, Peer Collaborative Teacher, Model Teacher, Teachers |
| Social Studies teachers will participate in similar Professional Development to that of the ELA teachers in order to further our literacy goals. Some of the Professional Development will include: Practices and Protocols to Engage Students in Authentic Discussion, Discussion Skills: Paraphrasing, Clarifying, Mediating, Shared Inquiry, Socratic Seminar and Integrating Writing into Discussion. | All students | Start Date: Sept 2015 End Date: June 2016 | School Administration, Peer Collaborative Teacher, Model Teacher, Teachers |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| NYS/NYC Social Studies Scope and Sequence, School Administration, Social Studies Supervisor, all Social Studies teachers, technological resources, Common Planning, Study Island, Professional Development. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| We will monitor teacher pedagogy towards this goal through ADVANCE observations and feedback to teachers that includes time-bound expectations. The Peer Collaborative Teacher will visit classrooms alongside an administrator in order to identify and fine tune areas of concern across subject areas. The Peer Collaborative Teacher will be working with specific teachers identified the Principal approximately eight periods per week. We will monitor teacher pedagogy towards this goal through ADVANCE observations and feedback to teachers that includes time-bound expectations. Teachers will continue to utilize pre-assessments for each unit that are in alignment with the post-assessments. Both pre and post assessments are standards based. Each question on each assessment is aligned to a learning standard and these assessments will be put onto Data Driven Classroom (an online assessment tool). By February 2016, teachers will have completed approximately two units of study. By this time, we expect to see significant growth towards the standards addressed in the first two units. |
| 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.

We conducted a Needs Assessment by analyzing the scores on the 2014-2015 Pre and Post Science MOSL, as well as common classroom assessments. Through analyzing this data, it was evident that upon comparison of the pre and post exams, a trend was noticed where improvement was needed in experimental design, specifically writing a hypothesis, providing a procedure and designing appropriate outcomes. According to the MOSL data, 40% of all students scored at or below a Level 2 on Traits 4 through 6 which dealt with experimental design, hypothesis and outcomes.

Part 2 – Annual Goal

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

By June 2016, all Science teachers will improve students’ scientific literacy, resulting in improved outcomes for lowest 1/3 of students as evidenced by a 5% growth on in class teacher created assessments.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Teachers will meet in Inquiry Teams to discuss student results and progress three times per week. Two periods will be programmed into teacher schedules and one period will occur during the Monday Professional Development: One meeting will be by grade</p> | <p>Lowest 1/3, SWDs, ELLs</p> | <p>Start Date: Sept 2015</p> | |

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| and subject (e.g. Grade 7 Science teachers), the second meeting will be by subject (i.e. all Science teachers, and the third meeting will be by grade (i.e. grade 7 Math, English, Social Studies and Science). | | End Date: June 2016 | |
| Teachers will continue pre and post assessments aligned to NYC scope and sequence and they will continue to analyze aggregated data. | Lowest 1/3, SWDs, ELLs | Start Date: Sept 2015 End Date: June 2016 | School Administration, Peer Collaborative Teacher, Model Teacher, Teachers |
| Teachers will increase incorporation of iPads, content specific resource books, leveled texts, glossaries and different forms of media, including BrainPop and Discovery. | Lowest 1/3, SWDs, ELLs | Start Date: Sept 2015 End Date: June 2016 | School Administration, Peer Collaborative Teacher, Model Teacher, Teachers |
| Teachers will take part in Professional Development, including Urban Advantage. They will apply what is learned; specifically the investigational design model and utilize provided resources. Teachers will take part in supplying students with vouchers and extend classroom learning through field study experiences. | Lowest 1/3, SWDs, ELLs | Start Date: Sept 2015 End Date: June 2016 | |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| NYS/NYC Science Scope and Sequence, School Administration, Science Supervisor, all Science teachers, technological resources, Common Planning, Study Island, Professional Development. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| 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. |
| Progress monitoring towards experimental design will be done through ongoing in-class assessments, as well as, students’ performance on teacher created classroom assessments. The Peer Collaborative Teacher will visit classrooms alongside an administrator in order to identify and fine tune areas of concern across subject areas. The Peer Collaborative Teacher will be working with specific teachers identified the Principal approximately eight periods per week. Teachers will continue to utilize pre-assessments for each unit that are in alignment with the post-assessments. Both pre and post assessments are standards based. Each question on each assessment is aligned to a learning standard and these assessments will be put onto Data Driven Classroom (an online assessment tool). By February 2016, teachers will have completed approximately two units of study. By this time, we expect to see significant growth towards the standards addressed in the first two units. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

We conducted a Needs Assessment by analyzing our Quality Review Report and all of its findings and supporting evidence. Our 2014-2015 Quality Review Report indicated that teacher pedagogy was inconsistent. In addition, we looked at our most recent available State scores. During the 2014-2015 school year, 54% of all students were at or above proficiency. However, our SWDs and ELLs made the least amount of progress in the area of Mathematics.

Part 2 – Annual Goal

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

The Leadership Team will develop instructional coherence through ongoing professional learning and opportunities for inter-visitation as a team to improve student outcomes for all students with a focus on ELLs and SWDs as evidenced by a 3% increase in students attaining the next level of proficiency on the 2016 New York State Math Assessment.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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| <p>Teachers will continue to utilize the NYCDOE endorsed CMP3 curriculum. Teachers continuously scaffold and supplement the curriculum to meet the needs of diverse learners. During the 2015-2016, we have a Model Teacher and a Peer Collaborative Teacher</p> | <p>All students</p> | <p>Start Date: Sept 2015</p> | <p>School Administration,</p> |

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| <p>that will assist in opening their classrooms to inter-visitations from colleagues in order to model best teaching practices and/or to further the school foci. Teachers will institute and implement a program of professional development and conduct inter-visitations for the purpose of highlighting and sharing best practices. The Leadership Team (consisting of the Principal, one Assistant Principal, the UFT Chapter Chair, Data Specialist/Model Teacher, Guidance Counselor and both Peer Collaborative Teachers) meet several times per week to identify areas of need for teacher pedagogy. The team will develop Professional Development based on these findings. The Math Peer Collaborative Teacher and the Model teacher will open their classrooms to colleagues for use as a learning tool and to promote pedagogical growth among staff members. This will begin with the Math Department and progress to a schoolwide initiative.</p> | | <p>End Date: June 2016</p> | <p>Peer Collaborative Teacher, Model Teacher, Teachers</p> |
| <p>Teachers will meet in Inquiry Teams to discuss student results and progress three times per week. Two periods will be programmed into teacher schedules and one period will occur during the Monday Professional Development: One meeting will be by grade and subject (e.g. Grade 7 Math teachers), the second meeting will be by subject (i.e. all Math teachers, and the third meeting will be by grade (i.e. grade 7 Math, English, Social Studies and Science). Students will be provided with content specific glossaries for each unit, iPads, and success to online resources (Study Island, Khan Academy).</p> | <p>All students</p> | <p>Start Date: Sept 2015 End Date: June 2016</p> | |
| <p>Teachers continuously post student progress data on SKEDULA in relation to academics and social-emotional well-being. Teachers continue to utilize parent communication time every Tuesday to engage with families. The Parent Coordinator along with the Math Peer Collaborative Teacher and Math Supervisor will conduct Parent Workshops on topics including: Common Core State Standards, CMP3, and Study Island.</p> | <p>All students</p> | <p>Start Date: Sept 2015 End Date: June 2016</p> | |
| <p>Teachers will institute and implement a program of professional development and conduct inter-visitations for the purpose of highlighting and sharing best practices. The purpose of this program will be to address the needs of students.</p> | <p>All students</p> | <p>Start Date: Sept 2015 End Date: June 2016</p> | <p>School Administration, Peer Collaborative Teacher, Model Teacher, Teachers</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>CMP3 Curriculum, Math Peer Collaborative Teacher, Model Teacher, Math Supervisor, all Math teachers, Parent Coordinator, technological resources, Common Planning.</p> |

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The Peer Collaborative Teacher will visit classrooms alongside an administrator in order to identify and fine tune areas of concern across subject areas. The Peer Collaborative Teacher will be working with specific teachers identified the Principal approximately eight periods per week. Coherence of instructional practice will be monitored by ongoing ADVANCE observations. The Peer Collaborative Teacher will visit classrooms alongside an administrator in order to identify and fine tune areas of concern across subject areas. Teachers utilize pre-assessments and post-assessments to align with units of study. Both pre-assessments and post assessments are standards based. By February 2016, we expect to see significant growth towards standards addressed.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

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

Part 1 – Needs Assessment

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

We conducted a Needs Assessment by meeting with our School Leadership Team, PTA Executive Board and by analyzing our SKEDULA data. During the 2014-2015 our parent registration rate was 57%. During the 2014-2015 school year our parent registration rate increased to 80 %. According to our Learning Environment Survey, in the area of Strong Family-Community Ties, we received 69% of positive responses from parents in comparison to the city’s average of 79% of positive responses. In surveying the SLT and PTA Executive Board, we identified a need for more activities that would include parents and students.

Part 2 – Annual Goal

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

By June 2016, school leaders and staff, in conjunction with the PTA Executive Board will continue to maintain a culture that supports an active partnership between home and school by holding three family activities to increase community enrichment as evidenced by event agendas, parent-sign in sheets and parent feedback forms.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <p>In addition to continuing our parent outreach through SKEDULA, the PTA in conjunction with school staff, will create and hold 3 family involvement activities. Possibilities include: Talent Show, Movie Night, and a Cultural Food Evening.</p> | <p>All students and their families</p> | <p>Start Date: September 2015 End Date: June 2016</p> | <p>Administration Parent Coordinator PTA Teachers Students Parents</p> |
| <p>All students and parents are welcome to participate (ELLs, SWDs, General Education).</p> | <p>All students and their families</p> | <p>Start Date: September 2015 End Date: June 2016</p> | <p>Administration Parent Coordinator Teachers Students Parents</p> |
| <p>Hold 3 family involvement activities. Possibilities include: Talent Show, Movie Night, and a Cultural Food Evening.</p> | <p>All students and their families</p> | <p>Start Date: September 2015 End Date: June 2016</p> | <p>Administration Parent Coordinator PTA Teachers Students Parents</p> |
| <p>Holding parent-involvement activities will give parents an opportunity to engage with school community around</p> | <p>All students and their families</p> | <p>Start Date:</p> | <p>Administration</p> |

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| something other than academics thus promoting and enhancing the relationship between home and school. | | September 2015 End Date: June 2016 | Parent Coordinator Teachers Students Parents |
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Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| School Administration, Parent Coordinator, PTA | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February of 2016, we will have hosted at least two family enrichment activities. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|---|---|--|
| English Language Arts (ELA) | Lowest 1/3 Citywide based on New York State ELA Assessment 2014-2015 | <ul style="list-style-type: none"> • Expeditionary Learning • Study Island Writing Aligned to Common Core Across Curriculum | <ul style="list-style-type: none"> • Small Group Instruction • Peer Tutoring • One to One Instruction | <ul style="list-style-type: none"> • Lunch • After School • Computer Technology • Saturday Academy 2016 |
| Mathematics | Lowest 1/3 Citywide based on New York State Math Assessment 2014-2015 | <ul style="list-style-type: none"> • CMP3 • Study Island Writing Aligned to Common Core Across Curriculum | <ul style="list-style-type: none"> • Small Group Instruction • Peer Tutoring • One to One Instruction | <ul style="list-style-type: none"> • Lunch • After School • Computer Technology • Saturday Academy 2016 |
| Science | Results of Science MOSL pre-assessment | <ul style="list-style-type: none"> • Smart Science Labs • Study Island Writing Aligned to Common Core Across Curriculum | <ul style="list-style-type: none"> • Small Group Instruction • Peer Tutoring • One to One Instruction | <ul style="list-style-type: none"> • Lunch • After School • Computer Technology • Saturday Academy 2016 |
| Social Studies | Results of Social Studies MOSL pre-assessment | <ul style="list-style-type: none"> • Study Island Writing Aligned to Common Core Across Curriculum | <ul style="list-style-type: none"> • Small Group Instruction • Peer Tutoring • One to One Instruction | <ul style="list-style-type: none"> • Lunch • After School • Computer Technology • Saturday Academy 2016 |
| At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i> | <ul style="list-style-type: none"> • Referrals from Teachers, Parents, Prior School • Professional Learning Committee • School Implementation Team • Students Community Organizations | <ul style="list-style-type: none"> • Goal Setting • Individual vs Group counseling • Transition Preparation for High School • College Exploration | <ul style="list-style-type: none"> • Small Group Counseling • Large Group Counseling • 1 on 1 Counseling • Bilingual Counseling • SAPIS Counseling | <ul style="list-style-type: none"> • Lunch • Auditoriums • Pull-Out • Classroom Lessons • Computer Technology Classes |

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| | | <ul style="list-style-type: none">• Career Exploration• Bullying | | |
|--|--|---|--|--|

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
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2b. High Quality and Ongoing Professional Development

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| 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). |
| |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) 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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Adrien Block I.S. 25</u> | DBN: <u>25Q025</u> |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>90</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>7</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>5</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: _____

Rationale: Adrien Block I.S. 25 has a total of 63 ELL students. Grade 6 has a total of 21 ELLs (8 Advanced, 3 Intermediate and 10 Beginner). Grade 7 has a total of 22 ELLs (5 Advanced, 5 Intermediate and 10 Beginner). Grade 8 has a total of 20 students (8 Advanced, 7 Intermediate, and 6 Beginner). During the 2012-2013 school year, 78% of ELL students scored at a Level 1 and 22% of ELL students scored at a Level 2 on the New York State ELA Assessment. During the 2013-2014 school year we had 74% of ELL students score at a Level 1, 24% of ELL students score at a Level 2 and 2% of ELL students score at a Level 3 on the New York State ELA Assessment. During the 2012-2013 school year 34% of ELL students scored at a Level 1, 35% scored at a Level 2, 20% scored at a Level 3 and 11% scored at a Level 4. The above data indicates that ELL students made significant progress in ELA from 2012-2013 to 2013-2014. This in part is due to the Saturday ELL Academy where students received small group instruction, as well as, web based reading support with Study Island. ELLs did not make the same progress in Mathematics between the two school years. Therefore, we would like to add a mathematical component to the 2015 Saturday ELL Academy.

Subgroups and Grade Levels to be Served: All subgroups (Newcomers, Middle year ELLs, Long-term ELLs, Special Education ELLs, SIFE and Former ELLs across all three grade levels).

Schedule and Duration: The program will run for eight sessions, Saturday, January 24, 2015 until Saturday March 28, 2015. We will have two certified ESL teachers, three Math teachers and two ELA teachers. Students will have one period of ESL, one period of Computer Based Learning and one period of Math. Each period will be one hour in duration. Students will rotate between ESL, Math and Computer classes.

Language of Instruction: All classes will be in English. However, in order to incorporate and accommodate native language, students will have dictionaries and glossaries available in their language, as well as, iPads to use for translations, visuals and audio.

and Types of Certified Teachers: The program will include two certified ESL teachers, three certified Math teachers, two certified ELA teachers and one Supervisor.

Types of Materials: Rally Skill by Skill in ELA and Math

-

-

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: _

-

Rationale: As evidenced by the results of a Professional Development Survey given to teachers in September 2014, teachers indicated that they would like professional development in ESL strategies. In addition, in analyzing ADVANCE data in reference to differentiation, it was evident that teachers

Part C: Professional Development

required more support in this area.

- Teachers to Receive Training: Any ELL PD is attended by our two ESL teachers, as well as, content area teachers of ELLs. Teachers that attend ELL PD are then expected to turnkey the learning to the remainder of the staff. All of our classes contain either ELLs or Former ELLs, therefore ESL strategies are incorporated into all classrooms and by all teachers.

- Schedule and Duration: ESL and several content area teachers have attended and continue to attend professional development to help deliver better services more efficiently to the ELLs. Much of the professional development has covered the theoretical and practical aspects of bringing academic language to our ELLs. Some Professional Development planned for this year and attended by select teachers and administrators include: Enduring Challenges, Promising Solutions, Newcomers, SIFES, Beginner ELLs and the "3Ls" Approach with Maryann Cucchiara which took place on October 3, 2014 and there will be two more sessions. Another Professional Development teachers attended was Understanding Language Development, Types of Knowledge, Building Prior Knowledge by Jennifer Stengle-Mohr and this took place on December 5, 2014. This PD also has two upcoming additional sessions. Teachers that attended these sessions turnkeyed some of this information during the Election Day Professional Development to the rest of the staff and will continue to turnkey during Monday's Professional Learning time.

- Topics to Be Covered: The Difference Between Scaffolds and Crutches, BICS and CALP, Succeeding with ELLs, Scaffolding Complex and Compelling Texts, Generative Word, Academic Words, Deconstructing and Reconstructing Sentences, Building Academic Language, Lesson Plan Structure, Differentiation and Appropriate Support Materials and Resources, and Formative Assessments.

- Name of Provider: CFN609, Maryann Cucchiara, Jennifer Stengel-Mohr

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

Begin description here: _

- Rationale: One of our goals on the 2014-2015 Comprehensive Education Plan is that school leaders and staff will continue to maintain a culture that supports an active partnership between home and school through ongoing parent outreach.

- Schedule and Duration: We had our orientation meeting on September 18, 2014. We also had an Open House where parents of ELL students were able to receive training on SKEDULA (parent communication tool) and get information from content area and ESL teachers regarding the Common Core State Standards We provided translators on that day. We also provide additional parent trainings regarding SKEDULA and ARIS and the CCSS throughout the year. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team. SKEDULA enables parents and students to communicate with teachers and staff on an ongoing basis. SKEDULA also allows parents and school staff to have messages translated into the home language, making communication

Part D: Parental Engagement Activities

between school and home that much easier.

- Topics to Be Covered: Common Core State Standards, Expeditionary Learning Curriculum, CMP3 Curriculum, SKEDULA, Building Reponse Team Protocols, Internet Safety, Drug and Alcohol Prevention

- Provider: I.S. 25 Staff

- How Parents Will Be Notified of These Activities: Parents will be notified through back-packed letters sent home in English and in native languages, K-12 Phone System, Parent Coordinator e-mail chain and listed on Monthly Calendars, as well as, SKEDULA notifications.

Part E: Budget

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

Allocation Amount: \$11200

| 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"> Per session Per diem | <u>Supervisor- \$1, 268.16</u> <u>Teachers- \$8,653.68</u> | <u>8 sessions consisting of 3 hours per each session with 7 teachers and 1 supervisor</u> |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | <u>0.00</u> | <u>0.00</u> |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | <u>\$1, 278.16</u> | <u>Ready NY Common Core Learning Standards ELA and Math</u> |
| Educational Software (Object Code 199) | <u>0.00</u> | <u>0.00</u> |
| Travel | <u>0.00</u> | <u>0.00</u> |
| Other | <u>0.00</u> | <u>0.00</u> |
| TOTAL | <u>11, 200.00</u> | <u>_____</u> |

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 25 | Borough Queens | School Number 025 |
| School Name Adrien Block I.S. 25 | | |

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 MaryEllen Beirne | Assistant Principal Nancy DePoalo |
| Coach Donna Iuarte | Coach Alissa Mounsey |
| ENL (English as a New Language)/Bilingual Teacher JiEun Lee | School Counselor Rosanna Perez |
| Teacher/Subject Area Lisa Chin | Parent Erkan Yurek |
| Teacher/Subject Area Anna Choi/ENL Teacher | Parent Coordinator Jaclyn Trotter |
| Related-Service Provider Gail Steinman | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) Alexander Hasapis/UFT |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program | 2 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 856 | Total number of ELLs | 85 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 85 | Newcomers (ELLs receiving service 0-3 years) | 73 | ELL Students with Disabilities | 14 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 11 | Long-Term (ELLs receiving service 7 or more years) | 1 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 73 | 0 | 5 | 11 | 0 | 9 | 1 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

| | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

| Freestanding English as a New Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 7 | 8 | 5 | | | | | 0 |
| Chinese | | | | | | | 15 | 10 | 22 | | | | | 0 |
| Russian | | | | | | | | 1 | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | 1 | | | | | 0 |
| Arabic | | | | | | | 2 | 1 | 1 | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | 3 | 4 | 3 | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 0 | 1 | 1 | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | | | | | | | 17 | 10 | 11 | | | | | 0 |
| Emerging (Low Intermediate) | | | | | | | 2 | 2 | 6 | | | | | 0 |
| Transitioning (High Intermediate) | | | | | | | 1 | | 5 | | | | | 0 |
| Expanding (Advanced) | | | | | | | 7 | 13 | 11 | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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 | | | | | | | 10 | 12 | 6 | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 10 | 2 | 0 | 0 | 0 |
| 7 | 11 | 4 | 0 | 0 | 0 |
| 8 | 11 | 2 | 0 | 0 | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 4 | | 9 | | 6 | | 0 | | 0 |
| 7 | 4 | | 11 | | 3 | | 2 | | 0 |
| 8 | 5 | | 4 | | 8 | | 3 | | 0 |
| NYSAA | | | | | | | | | 0 |

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Students are given pre-assessments, mid-assessments and post assessments in every subject area (English, Math, Social Studies and Science). Literacy is a focus throughout all subject areas. All subject areas utilize pedagogical methodologies to assess students Reading, Writing, Listening and Speaking skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on our most recent data (2013-2014), there was a 10.6% decline in the number of students scoring at the Beginner level. There was a 5.1% increase in our students scoring at the Intermediate level and a 5.5% increase of students scoring at the Advanced level. We had a large number of Beginning and Intermediate students on the 7th and 8th grade level during the 2014-2015 school year. Because of this, we created a bridge class which encompassed the Beginner/Intermediate 7th and 8th grade students. In analyzing our 2015 NYSESLAT scores, it is evident that our ELL students struggle most in the modalities of Reading Writing and Listening.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the AMAO tool as a method of gauging the effectiveness of our school's ELL program.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - According to our most recent data (2014), the majority of our ELLs in Grades 6, 7 and 8 tested at a Level 1 on the New York State ELA Assessment. Although this is the case, these ELLs did make progress within their scale scores from year to year. Our ELLs scored significantly higher on their New York State Math Assessment for 2014. In grade 6, an equal number of ELLs scored a 2 and a 3. In Grade 7, the majority of our ELL students scored at a Level 2. And out of 17 Grade 8 students, seven scored a Level 1, three scored a Level 2, six scored a Level 3 and one student scored a Level 4. In Grade 8, the scores were not concentrated at

one specific level. As a school, however, we made the least amount of progress in Math with our ELL subgroup. We believe that the CCLS and the depth of questioning made the NYS Math Assessment more difficult for our ELL students.

b. N/A

c. N/A

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

N/A

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

Second language development is considered in all areas from student placement to curriculum mapping, planning, scaffolding, differentiation and professional development. We continuously reflect upon and revise current units of study and curriculum maps to include supports for our English Language Learners. We have approximately two classes on each grade level that contain a mix of general education and ELL students, as well as, one being an ICT model. This is done so that when ESL teachers are programmed to support students in the content areas, ESL teachers are able to work with the same groups of students throughout the school year. This past school year (2014-2015), we created a 7th /8th grade bridge class that contained Beginner and Intermediate ELLs. In doing so, students received ENL instruction in every content area (ELA, Math, Science, Social Studies) on a full time basis. When teachers are building their curriculum maps and planning daily instruction, access for all strategies are included. Professional Development for all teachers focuses on strategies used to address the needs of ELL students. Students were provided with iPads containing apps to support language development and assist with transitioning and understanding.

7. For dual language programs, answer the following:

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

N/A

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

We utilize data from the NYSESLAT, NYS ELA, NYS Math, ongoing pre- and post-assessments, conferencing, quantitative and qualitative classroom data, as well as, ongoing formative assessments and portfolios by teachers.

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.

At registration, parents/guardians of students who are new to the school and new to the New York City school system are given an HLIS (Home Language Identification Survey) by a licensed ESL teacher to complete. The Pupil Accounting Secretary, before completing registration, notifies the licensed ENL Coordinator/Teacher to explain how to complete the survey and to interview and screen the parents/guardians. When needed, a translator joins the interview team and translates versions of the survey along with a licensed ENL pedagogue. The ENL pedagogue asks the following questions: What language do you speak at home? Who speaks that language at home? Can you speak English? (if yes) How long/where did you learn English? They also check writing/reading skills by asking incoming students to write about themselves as much as they can, and to read a few sentences from a library book. The parents are asked if their child has learned English, and ask how he/she did in the previous school.

(If possible they are asked to submit a copy of a report card as well.) Different translations of the survey are available as well. Based on this survey the students may qualify for testing on the NYSITELL. Within the first ten days of school, the NYSITELL is administered. The NYSITELL is administered by a licensed ENL teacher. The Spanish LAB is administered by a trained Spanish speaking pedagogue. We have two trained and licensed ENL teachers. Ms. Lee is licensed in ESL, as well as having a Korean Language license. Ms. Choi is a licensed ESL teacher. If, based on this test the students qualify for ENL services, they are then placed in the appropriate ENL program. Once in the program, students are assessed annually with the NYSESLAT (New York State English as a Second Language Achievement Test) to measure their progress until they exit the program.

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).

Licensed ENL teachers conduct extensive interviews and ask questions about education in the student's home country, and obtains information from the child's report card (if possible). Translators are provided when necessary for communication with families. The ENL teachers check the student's report card which most of the students submit when they register, and interview the parents about

their child's academic work in the previous school. For Spanish students, if the student's Spanish LAB-R score is lower than average (below 30) we have an additional interview with the parents to find out more about the student's educational background.

The procedure for evaluating a SIFE student within 30 days of enrollment includes the following: identifying SIFE through last record of education, interviewing parents and students and administering the SIFE Oral Interview Questionnaire.

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).

Our Language Proficiency Team consists of the Assistant Principal of ENL, Assistant Principal of Special Education, ENL Coordinator, School Psychologist, Guidance Counselor and General Education Teacher. Any newly enrolled student is interviewed by the Pupil Personnel Secretary, along with their parent/guardian, who also takes any documentation that is presented. A licensed ENL teacher administers the SIFE Oral Interview Questionnaire. Translators are also made available if necessary. The secretary then retrieves student information from the ATS system and involves the members of the Language Proficiency Team to determine status and placement. The Assistant Principal on each grade level is involved in the placement of new students. Certain classes are determined through programming. The Language Proficiency Team makes a recommendation for placement and parents must accept or reject this recommendation within 20 days.

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

Entitlement letters, Parent Surveys and Program Selection forms in English and/or translated versions are all distributed immediately to students in envelopes to bring home to parents. The ENL Coordinator keeps records of who returns forms and reaches out to parents for completed forms. Parents are encouraged to select the option of their choice. For those students whose forms are not returned, the default program is Transitional Bilingual Education. The ENL Coordinator continues to reach out until all information is obtained. The ENL Coordinator maintains records of the Program Selection Forms, Parent Surveys and Entitlement Letters in a binder in the ENL 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).

Parents will be informed during their initial meeting with the ENL Coordinator that they have the right to request an appeal within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are given an orientation within the first ten days of registering their child at I.S. 25. Entitlement letters, Parent Surveys and Program Selection Forms are immediately given to parents. The ENL Coordinator keeps records of all forms that are returned. At the orientation, we thoroughly explain the three options available (Transitional Bilingual, Dual Language, and Freestanding English as a Second Language). To ensure clear communication, translators are on hand, and the video is shown in the parents' home language. Parents have a choice of the program they prefer for their child. Parents of students that register after the school year has commenced are given the opportunity to see the video in their native language before filling out the Program Selection forms. Several members of the faculty participate in this orientation. The Principal, Assistant Principals, the Parent Coordinator, Guidance Counselors, two ENL teachers and translators all take part in our orientation, welcoming these parents to our school community. The Parent Coordinator explains how they can participate in our PTA and also provides them with her direct phone number should they have any questions. The parents are also introduced to SKEDULA (our online parent communication tool) which contains translation capabilities. Parents can communicate to all staff members via SKEDULA and can also monitor their child's progress. Guidance counselors are invited to speak to our 8th grade ELL parents specifically to discuss the high school application process. Once again, translations of the applications and the directories are provided. When a new admit enters the building, the pupil accounting secretary does the intake procedure in conjunction with one of our ENL teachers. Included in the paperwork for the parent to fill out is the Home Language Identification Survey (HLIS) form. The ENL teacher talks to the parent either in English and/or native language (if the parent speaks language other than English). We use iPads to help translate and/or communicate. We show the video link in their native language that informs them of their choice. i.e. Dual Language, Transitional Bilingual Education, Freestanding English as a Second Language. Upon watching the video, if there are any concerns and/or questions from the parent, we address them accordingly. Whenever the HLIS is filled out in such a way that the student needs to take the NYSITELL, an ENL teacher administers it within ten days of the student's admission. We also have the parent fill out the parent survey form according to their native language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters, Parent Surveys and Program Selection forms in English and/or translated versions are all distributed immediately to students in envelopes to bring home to parents in the parents' preferred language. The largest school population consists of Chinese, Korean and Spanish. The ENL Coordinator keeps records of who returns forms and reaches out to parents for

completed forms. Parents are encouraged to select the option of their choice. For those students whose forms are not returned, the default program is Transitional Bilingual Education. However, continuous outreach to parents takes place using translators as needed. Our ENL Coordinator maintains records of the Program Selection Forms, Parent Surveys and Entitlement Letters in a binder in the ENL Office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL Coordinator keeps a list of students and their necessary forms to ensure that each student returns the necessary forms. The ENL Coordinator uses this list to make outreach to parents that have not completed and returned forms. This list and the forms can be found in the ENL Binder that is kept by the ENL Coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Coordinator keeps a binder in the ENL Office where all placement notification letters are to be kept. Placement parent notification letters are provided in the parents' preferred language. The largest school population consists of Chinese, Korean and Spanish.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our ENL Coordinator maintains records of the Program Selection Forms, Parent Surveys and Entitlement Letters in a binder in the ENL Office. The Data Specialist as of 2015-2016 will provide a spreadsheet online to have a digital copy of all data from home and school.
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.
Each year, near the time of NYSESLAT, the ENL teacher runs the report- RLAT from the ATS to determine which students needs to take the test. We administer the Speaking Test portion one student at a time. The ENL teacher administers this portion of the test to those students who she does not serve in order to comply - according to the administration manual. The ENL teachers administer the listening, reading, and writing tests, one modality per day. If there are any students that are absent from any and/or all of the modalities, there are days set aside to give make-ups. This is all done within the window prescribed by the state. We first administer the listening modality, then the reading, and finally the writing. For the absentees, we administer the modalities in the same order. An additional licensed ENL teacher is hired to support the testing of students in order for students not to be tested by the teacher who provides them services during the school year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We obtain a list of the students (entitled and non-entitled) from the R-LAT report in ATS at the beginning of the school year. Based on the list we send a letter to the students' parents/guardians in their preferred language and make 3 copies of each letter. One goes into the Cum. folder, another for in an ENL folder, and we send out the original one. Also, whenever we have a chance to have a conference either face-to-face or over the phone, we make sure that they have been informed regarding their child's ENL status. Entitlement letters and continued support letters are available in students' home languages. during face-to-face meetings, translators are made available when necessary.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
A majority of I.S. 25 parents have selected the Freestanding ESL program. Although requests for bilingual education programs have come in, there were not enough requests to warrant the creation of such a program at this school. Historically at I. S. 25, parents have overwhelmingly selected our Freestanding ESL option. This year out of 71 students, 8 chose Bilingual Education, 13 chose Dual Language and 50 chose ENL. Last year out of fifty-nine students, twenty-two chose ENL, five chose Bilingual Education, twelve chose Dual Language and 15 were Special Education ELLs. Although parents have chosen transitional bilingual education, this choice was not on contiguous grade levels nor within the same language. However, if the languages were the same and the students were on two contiguous grade levels, a Dual Language Program would have been created. The trend shows that parents prefer ENL over the other two programs for their children. Our school offers a freestanding ENL program. We keep track of what parents choose every year by keeping record of their choices.

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.

I.S. 25 offers Freestanding ESL. Students receive integrated and stand-alone ENL in an integrated block program. During Stand-alone ENL the instruction is delivered by a certified ESL teacher. During Integrated ENL, ESL teachers work with classroom teachers to support the ELL population and review language structures critical for student comprehension. Students at the Entering Level receive 360 minutes of ENL (180 Stand Alone and 180 Integrated). Emerging students receive 360 minutes of ENL (90 Stand Alone, 180 Integrated and 90 Stand Alone or Integrated). Transitioning students receive 180 minutes of ENL service (90 Integrated, 90 Stand Alone or Integrated). Expanding students receive 180 minutes of ENL service (180 Integrated). Commanding students receive 90 minutes of ENL service, Stand-Alone or Integrated. Former ELLs receive 90 minutes of ENL service for two years after reaching Proficient on the NYSESLAT. This is in addition to their regular English program. ENL teachers also push into content area subjects where the ELL students are, in order to support instruction and student learning. ENL teachers provide scaffolding of the academic content, teach academic and content specific vocabulary and concepts, and build students' English language proficiency. ENL teachers work with content area teacher to scaffold and differentiate instruction for ELL students.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our students are provided the mandated number of instructional minutes. Two licensed ENL teachers deliver instruction. Students at the Entering Level receive 360 minutes of ENL (180 Stand Alone and 180 Integrated). Emerging students receive 360 minutes of ENL (90 Stand Alone, 180 Integrated and 90 Stand Alone or Integrated). Transitioning students receive 180 minutes of ENL service (90 Integrated, 90 Stand Alone or Integrated). Expanding students receive 180 minutes of ENL service (180 Integrated). Commanding students receive 90 minutes of ENL service, Stand-Alone or Integrated. Former ELLs receive 90 minutes of ENL service for two years after reaching Proficient on the NYSESLAT. This is in addition to their regular English program. ENL teachers also push into content area subjects where the ELL students are, in order to support instruction and student learning.
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.

Since the Freestanding ENL program is the only model in our school, the 180/360 minutes are all provided with this model. The ELA Department utilizes the Expeditionary Learning Curriculum, Mathematics utilizes the CMP3 Math curriculum, Social Studies and Science follow New York City's Scope and Sequence. Library books, textbooks and novels are provided in native languages wherever possible. We have an array of high interest, lower level materials that correspond to the curriculum covered in Social Studies and Science. Additionally, our classroom libraries contain fiction and non-fiction multi-level books to assist our ENL learners. We also have a selection of Native Language books for classroom libraries. Glossaries are provided for all ENL students for each major subject. 73 iPads and an iPad cart have been purchased for use by ELLs. Many applications have been put onto the iPads to assist ENL students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

iPad Apps support language development and translation of curriculum and classroom assessments. Students have an opportunity to take the State Math test in their native language where applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Speaking and Listening are assessed through ongoing formative assessments in the classroom done by content area teachers and ENL teachers. This is done through groupwork and/or individual work with peers, through the Shared Inquiry Protocol, through formative assessment protocols throughout the teaching and during summative assessments. Shared Inquiry allows students to engage in discussion with their classmates. The teacher asks a high-level, thought provoking question and students respond verbally to the teacher and to one another. Teachers use this as an assessment tool for speaking, listening and reading. Formative and summative assessments consist of reading, writing and speaking.
6. How do you differentiate instruction for each of the following ELL subgroups?

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

Instruction is scaffolded for ELLs in each of their content area subjects. Curriculum Maps and lesson plans contain access for all with entry points specifically designed to support ELLs. We use a variety of methodologies in content area classrooms to address ELLs

specifically. Vocabulary is selected in accordance to the subject area being taught and with consideration for each child's level of

English proficiency along with necessary academic vocabulary that is used in all content areas. Teachers focus on high frequency

academic words, high use words based on the content taught, big idea words, and using visual representations. Another consideration used for differentiation with ELLs is scaffolding of lessons. Teachers model for students, draw on students' prior knowledge, use visualization strategies and graphic organizers and sentence starters. Native language support is given by the use

of electronic glossaries and supplying various ELA, Math, Social Studies and Science materials in native languages. Our plan for

Newcomers includes partnering these students with another student that speaks the same language in order to be a support for

the newcomer. Newcomers are also given the use of an iPad to assist in translation and interpretation. Guidance Counselors also monitor student social and emotional well being during this transitional period.

We also provide these students with Study Island (a web based learning tool), SKEDULA (a communication tool between school and home with translation capabilities), and glossaries and iPads to be used for translation and scaffolded instruction.

Last year (2014-2015) we conducted a Saturday ELLs Academy and we plan to have one for the 2015-2016

school year also. Our plan for long term ELLs, are that teachers place a strong focus on academic vocabulary necessary for the student to succeed in all content areas. Teachers use Access for All strategies based on formative and summative data when curriculum mapping and lesson planning. Long term ELLs also participate in Study Island and are invited to attend the Saturday ELLs Academy. Former ELLs are provide with a two year continuance of ELL services (90 minutes per week and ELL accommodations). These services include continued scaffolding and support strategies when needed, as well as, a strong emphasis on writing from sources and argumentative writing.

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.

Students will continue to receive ENL support in content area classes, as well as, ENL instruction. Guidance Counselors and the ENL teachers will support and closely monitor the progress of these students. Students continue to receive ENL services from licensed ENL

teachers and also continue to have ENL testing accommodations. Students still receive dictionaries and glossaries for each subject area and iPads if requested.

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?

Strategies that are utilized by teachers of ELL-SWDs include but are not limited to: content area vocabulary, academic vocabulary, visual representations, audio-video, visualization strategies, graphic organizers and sentence starters. In addition, to recommendations made on their IEP. Two of our ELL-SWD students have a bilingual para in the classroom. Other students benefit from translated work in the native language and scaffolds for English language texts and classwork. Grade appropriate text from the Common Core Library is also utilized. Teachers differentiate between the needs of their ELLs, the needs of their SWDs and the needs of the students that fall into both subgroups. Study Island is also utilized as an effective web-based learning tool. Newcomers are also provided with electronic glossaries for use in all subject areas. 73 iPads and an iPad cart have been purchased specifically for use with our ELL population.

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

All of our ELL-SWD students are in general education classes with Special Education supports, unless otherwise noted on their IEP.

We also have ELL/SWD students in the ICT class on each grade level. This ensures that students get the academic support from two

Chart licensed teachers and the ENL teacher also pushes into the class as a third teacher to support language. In the Stand Alone Model, the instruction is delivered strictly through the ENL teacher, whereas with Integrated ENL, instruction is delivered by both the ENL teacher and the content area teacher. It is the policy of our school to place students in the least restrictive environment wherever possible. Students are evaluated and re-evaluated throughout the year in an effort to ensure that this is taking place and to plan for future placement.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

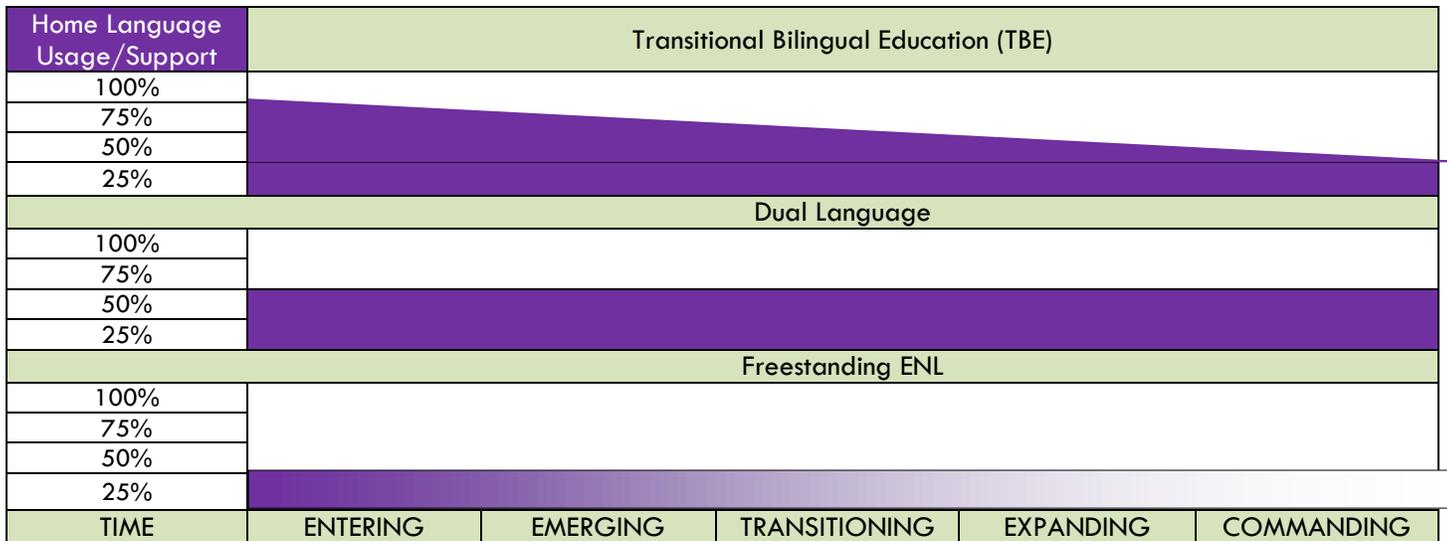


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We will continue to use Study Island, our web-based learning tool that helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island provides standards-based instructional, practice in ELA and Math, assessments, and productivity tools that improve the performance of educators and students via a web-based platform. All of our ELL students were invited to attend our Saturday ELL Academy during the 2013-2014 and 2014-2015 school year. Newcomers and Intermediate ELL students are also provided with electronic glossaries and/or iPads for use in all subject areas. Students in the 8th grade take Spanish class four periods per week.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
During the 2013-2014 and 2014-2015 school year, we implemented an ELLs Saturday Academy for current and former ELLs to prepare them for the State ELA and Math tests, as well as, the NYSESLAT. We will have an ELL Saturday Academy for the 2015-2016 school year also. We will continue to use Study Island with our ELL students. We met our AYP in ELA and Math for the 2013-2014 school year. Our ELL population has met their criteria on the state report card for the past three years.
12. What new programs or improvements will be considered for the upcoming school year?
Depending on the proficiency of our ENL students, we will use the Stand Alone and/or Integrated ENL models for our ELLs. We will have professional development for ENL teachers so that they can help to support our literacy across all of the content areas. We will continue to utilize Study Island and we will implement a Saturday ELLs Academy for the 2015-2016 school year. All teachers will be provided professional development by teachers who will turnkey information from workshops they have attended in support of ELLs.
13. What programs/services for ELLs will be discontinued and why?
We do not plan on discontinuing any ELL services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have access to all school programs. These programs include: Saturday ELLs Academy, Skedula/PupilPath, Study Island, Student Government, Safety Squad, Cheerleading, Football, Keyboard, Band, Chorus, Dance and Art (Grade 8). This year we will use our Title III allocation to hold a Saturday ELL Academy which will prepare ELLs for the NY State ELA and Math Exams, as well as, the NYSESLAT exam. A community based organization after-school program is offered to all ELLs. This program offers support in language, community building, STEM and homework help for all ELLs.
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.
ELLs are given a copy of the class novels and Expeditionary Learning Student Workbooks in ELA and in Math they are given CMP3 materials provided by the teacher. We provide the novels in the "native language when possible." In Social Studies and Science, ELLs have access to the texts being used and in some cases have translated versions of the textbooks in addition to the English versions. ELLs are provided with dictionaries/glossaries for each content area, electronic translators are also available, as well as, iPads. iPads are pre-programmed with translation and interpretations apps. ELLs have access to Study Island, a web based program designed to support ELA and Math skills. The iPads have proved to be most helpful to ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered by classroom materials being translated, when necessary, to accommodate a student's native language while supporting current curriculum demands. Students also have use of technology to assist them in maneuvering between their native language and their English language learning. Academic vocabulary is provided in translation form in Mathematics, Science, Social Studies and ELA.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All resources, regardless of the subject area, correspond to the student's age and grade level. There are different curricula for each grade level/subject area. In addition, teachers utilize appropriate supporting text comparable to the student's proficiency level in an effort to scaffold towards higher level text.
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).
We have an Open House in the Spring for students planning on attending I.S. 25 the following September. This event is held in the evening and is attended by our ENL teachers so that they can provide information about student expectations, curriculum and program offerings. We have translators of different languages available for use by parents. Once school starts in September, we hold an orientation for parents of ELLs. It is hosted by our ENL Department and attended by the Principal, supervisor of ENL, Guidance Counselor and our Parent Coordinator. Tuesday afternoon's parent engagement time ensures that parents are able to meet with teachers and translators can be made available for these meetings. Parents are given passwords to use SKEDULA and

parents can communicate with teachers and staff regarding student progress. SKEDULA offers a translation piece in which communication can be translated into the home language by the teacher and into English by a non-English speaking parent.

19. What language electives are offered to ELLs?

I.S. 25 offers a Spanish language class to our 8th grade students. We offer a Korean dual-language after-school program.

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)?

An elementary school that feeds into our school offers a dual language program in Korean. When the students enroll in our school, I.S. 25, we continue to support the students in language and writing one day per week. A Korean teacher comes into our school to work with these students. We also offer Tae Kwon Do to these students. In September 2015, we will be beginning our fourth year of collaborating with the Korean government to support Korean language students.

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.)
Professional Development takes place on Chancellor's Conference Days, during Monday afternoon PD, during team meetings and department meetings, during faculty meetings and during feedback sessions with individual teachers. We provide ongoing Professional Development on ELL strategies and methodologies, as well as, best practices. ENL and content area teachers attend professional development given by our Network, the Department of Education, as well as, by the ENL Supervisor. During the 2014-2015 school year, ENL and content area teachers attended the following Professional Development provided by our Network: Building Strong Language and Literacy Skills for SIFE and Beginner ELLs (3 sessions) by Maryann Cucchiara, Differentiation and Appropriate Support Materials and Resources for Language Learners (3 sessions) by Jennifer Stengle-Mohr and Commissioner's Regulation Part 154 and the Blueprint for ELL success. The teachers that attended these Professional Development sessions then came back and turn-keyed to the rest of the staff. Academic Language and differentiation have been other areas of focus for professional development as it relates to ELLs. Scaffolding, conferencing, guided reading, close reading, analyzing student work, increasing accountable talk strategies, utilizing the Shared Inquiry Protocol and using formative assessments are all areas for professional development planned for this year. The calendar of PD dates for the current year include the following: New Teacher Support Institute for Teachers of ELLs (10/8/15, 11/10/15, 12/8/15, 1/12/16, 2/10/16, 3/8/16, 4/12/16, 5/10/16, and 6/14/16), English as a New Language: Helping ELLs Integrate into Our Schools (10/16/15, 11/17/15, 12/15/15, 1/19/16, 2/11/16, 3/15/16, 4/19/16, 5/17/16, 6/21/16), Understanding the ENL Classroom-A Collaborative and Supportive Approach for Administrators (11/18/15 and 3/22/16) and the District 25 ELL Workshop Series with Maryann Cucchiara (10/21/15, 11/13/15, 1/20/16, 3/23/16) These professional development sessions are offered by the District Office and Borough Field Support Center. .
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?
In addition to the Professional Development listed above, ELA teacher and ENL teachers have received and continue to receive professional development regarding the Expeditionary Learning curriculum and all of its learning targets, protocols and assessments. Math and ENL teachers continue to receive professional development regarding CMP3, as well as, supplements to the curriculum. Science, Social Studies and ENL teachers have received and will continue to receive professional development regarding the Science and Social Studies Scope and Sequence. ENL teachers are provided with copies of the different curricula in addition to novels and supplementary materials in order for them to plan scaffold for students and to collaborate with cooperating teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselors work with ELL students that are transitioning into middle school from elementary school and also preparing middle school ELLs for high school. New students are given a partner in their class that speaks the same language from the start so that new students are not on their own and have a buddy to familiarize them with the school and its programs. Guidance Counselors and ENL teachers also closely monitor students' transition into the new environment.
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 takes place on Chancellor's Conference Days, during Monday afternoon PD, during team meetings and department meetings, during faculty meetings and during feedback sessions with individual teachers. We provide ongoing Professional Development on ELL strategies and methodologies, as well as, best practices. ENL and content area teachers attend professional development given by our Network, the Department of Education, as well as, by the ENL Supervisor. During the 2014-2015 school year, ENL and content area teachers attended the following Professional Development provided by our Network: Building Strong Language and Literacy Skills for SIFE and Beginner ELLs (3 sessions) by Maryann Cucchiara, Differentiation and Appropriate Support Materials and Resources for Language Learners (3 sessions) by Jennifer Stengle-Mohr and Commissioner's Regulation Part 154 and the Blueprint for ELL success. The teachers that attended these Professional Development sessions then came back and turn-keyed to the rest of the staff. Academic Language and differentiation have been other areas of focus for professional development as it relates to ELLs. Scaffolding, conferencing, guided reading, close reading, analyzing student work, increasing accountable talk strategies, utilizing the Shared Inquiry Protocol and using formative assessments are all areas for professional development planned for this year.

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?

We offer between three and four meetings per year for our ELL parents. We had our first orientation meeting for parents of new ELLs on Tuesday, September 29, 2015. The Principal, Supervisor of ENL, the Parent Coordinator and Guidance Counselors were in attendance. We offered email addresses of school staff to the parents and always involve our Parent Coordinator, Ms. Trotter, in all activities for the parents of ELL students. Any materials given out at the meeting were provided in the parents' preferred language. We offered translators at the initial meeting and offer translators at our Parent Teacher Conference days. Materials are also sent home to parents in as many languages as possible. We also provide parent trainings regarding Skedula/PupilPath. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team. ELL parents, as well as, all parents are welcomed every Tuesday of the school year to meet with teachers and other school staff and the school provides a translator to assist at these meetings.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have a PTA meeting every month that parents of ELLs are encouraged to attend and participate in. ELL parents are also encouraged to become part of the School Leadership Team. For the upcoming school year 2015-2016, we plan to have many parent involvement activities such as, Movie Night, Cultural Food Night and a Talent Show. Our lead ELA and Math teachers will also hold parent information sessions regarding the different curricula, the Common Core Learning Standards, and SKEDULA. We will also have a High School Information Night. We enlist the assistance of translators whenever necessary to accommodate the language preference of parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Adrien Block I.S. 25 partners with the Greater Ridgewood Youth Organization to provide after-school activities for all students, including ELLs. Materials for this program are available in multiple languages.
5. How do you evaluate the needs of the parents? Parent needs are evaluated and discussed at PTA Executive Board meetings, monthly PTA meetings and during School Leadership Team meetings.
6. How do your parental involvement activities address the needs of the parents? This past school year (2014-2015), the parents discussed with the School Leadership Team that they would like to see the school hold more enrichment events for parents, students and staff can engage in together. As a result, that is a goal for I.S. 25 for the 2015-2016 school year.

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: Adrien Block**School DBN: 25Q025**

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) |
|------------------|---|-----------|-----------------|
| MaryEllen Beirne | Principal | | 10/28/15 |
| Nancy DePoalo | Assistant Principal | | 10/28/15 |
| Jaclyn Trotter | Parent Coordinator | | 10/28/15 |
| JiEun Lee | ENL/Bilingual Teacher | | 10/28/15 |
| Erkan Yurek | Parent | | 10/28/15 |
| Lisa Chin | Teacher/Subject Area | | 10/28/15 |
| | Teacher/Subject Area | | |
| Donna Ituarte | Coach | | 10/28/15 |
| Delisa Tapia | Coach | | 10\25\15 |
| Rosanna Perez | School Counselor | | 10/28/15 |
| | Superintendent | | 6/25/15 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| Alex Hasapis | Other <u>Teacher/UFT Chair</u> | | 10/28/15 |
| Gail Steinman | Other <u>Realted Service Prov</u> | | 10/28/15 |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q025** School Name: **Adrien Block I.S. 25**
Superintendent: **D.**

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) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

An assessment of Adrien Block I.S. 25's written and oral translation needs was done using the Home Language Identification Survey provided by the Department of Education and by analyzing the RPOB report in ATS. The survey comes in many languages and is given to all students (General Education, Students With Disabilities and English Language Learners) for parents to fill out. Communication between school and home is also translated. We use SKEDULA (an online parent communication tool) that translates communication back and forth between staff and home. In addition, we send home parent notices and vital information that is translated into our high frequency home languages. We provide translators for Parent Teacher Nights and school events.

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.

Korean
Chinese
Spanish
Arabic
Albanian
Italian
Greek
Philipino

Russian
Turkish
Japanese
Mandarin
Ukrainian
Urdu

Part B: Creating a Communications Calendar

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

Documents that are school typically translates include but are not limited to: Newsletters, blue cards, school notices, Testing Calendar, Monthly Calendars, Parent-Teacher Conference announcements, PTA communication, High School Directories. SKEDULA, translates e-mails between parents and school staff.

We use an interpretations vendor in November, March and May during Parent-Teacher Conferences. Throughout the school year, the Parent Coordinator decides with the Principal the materials that need to be translated into multiple languages. The Parent Coordinator takes the responsibility to ask a parent to support us in the language in which they speak, to assist in translating parent documents.

Teachers also use the Translation and Interpretation Services Unit to assist in communicating with parents.

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 an Open House every September for all students, we also hold an ENL Open House every September, Parent-Teacher Night three times per year, we have face-to-face meetings every Tuesday from 2:30-3:30 and IEP meetings. Guidance Counselors, the Dean and Assistant Principals also hold informal meetings with parents as needed. In every case, we ensure that a translator is present when necessary.

Part C: Providing Language Assistance Services

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

We have several staff members that speak our high frequency languages (Chinese, Korean, Spanish) and they assist us in many of our oral and written translation needs. For those languages that are less frequently use, we will use the Translation and Interpretation Unit to assist us. The necessary documents are e-mailed to the translation services unit in a timely fashion and then those documents are given to students to give to parents. We also use over-the-phone services provided by the Translation and Interpretation Unit for oral communication. SKEDULA (our online communication tool between home and school) allows staff members and parents to utilize a translation component in order to make communication between home and school more effective on a daily basis. When using SKEDULA, translation is immediate.

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

Our school is fortunate enough to have several staff members that speak our high frequency languages (Chinese, Korean, Spanish) and they assist us in many of our oral and written translation needs. For those languages that are less frequently use, we will use the Translation and Interpretation Unit to assist us. SKEDULA (our online communication tool between home and school) allows staff members and parents to utilize a translation component in order to make communication between home and school more effective on a daily basis. For the students whose parents are deaf, we utilize the Sign Language Interpreter Request Form from the Office of Interpreting Services for these parents. This provides them with an interpreter for any school meetings and/or activities.

Part D: Training Staff on Policies and Procedures

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

School staff will be provided with the Translation and Interpretation Brochure and Language ID Guide at the beginnign of each school year. We will also have information regarding the Translation and Interpretation Unit posted in our Teacher's Room and on our UFT Bulletin Board for teachers to refer to.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

We will send out a Parent Survey via e-mail and backpacked to students to evaluate our translation and interpretation services. We will also discuss this at future PTA meetings and School Leadership Team Meetings.