



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

30Q126

School Name:

ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

Principal:

ALEXANDER ANGUEIRA

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Albert Shanker School For Visual And Performing Arts School Number (DBN): 30Q126
Grades Served: 6-8
School Address: 31-51 21st Street LIC NY 11106
Phone Number: 718-274-8316 Fax: 718-278-6512
School Contact Person: Mr. Alexander Angueira Email Address: AANGUEI@SCHOOLS.NYC.GOV
Principal: Alexander Angueira
UFT Chapter Leader: Phil Barone
Parents' Association President: _____
SLT Chairperson: Rafeek Khan
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): N/A

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, Room 518 LIC, NY 11101
Superintendent's Email Address: PCompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Queens Plaza North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-6147

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 School Comprehensive Educational Plan (SCEP) 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)
Alexander Angueira	*Principal or Designee	
Phil Barone	*UFT Chapter Leader or Designee	
Olga Silva	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rafeek Khan	Member/ Teacher	
Stacy Vespe	Member/ Teacher	
Gladys Cruz	Member/ Teacher	
Said Ali	Member/ Parent	
Romesa Hasan	Member/ Parent	
Olga Silva	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karla Perez	Member/ Parent	
Vasiliki Kritsovas	Member/ Teacher	
Valerie Sutton	Member/ Parent	
Georgia Butler	Member/ Parent	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

The Albert Shanker School for Visual and Performing Arts is a Title I intermediate school located in District 30 in Long Island City, New York. The student body is comprised of 555 students (293 males, 262 females) in grades 6, 7, 8, with approximately 14% English Language Learners (80 students), 22% Students with Disabilities (120 students), and 19% Gifted and Talented (108 students). The diversity of our student body is reflected in the fact that 59% of our students (327 students) reportedly speak a language other than English at home.

At I.S. 126, we are committed to our mission in providing a safe learning environment where all students are held accountable and reach high levels of academic achievement. We value open communication between parents, students, and teachers. Our school fosters a spirit of lifelong learning and establishes a community of productive citizens. We promote intellectual curiosity and creative thinking where the entire community, the arts, and all cultures are valued.

In order to strive towards this commitment in strengthening and supporting our school community, we have fostered key relationships with noteworthy community-based partners. Key partnerships include, but are not limited to, Zone 126, YMCA, City Year and Gear Up. Zone 126 is a cradle to college program, providing services and workshops to parents to help them prepare their child for college. Additionally, they provide a summer camp program for students and help the school raise funds for student programs through donors in the community. Our partnerships with YMCA, City Year and Gear Up provide us with after school and summer programs to build students' academic, social & emotional needs while also fostering their leadership skills to be productive students and citizens. Collectively, we aim to prepare our students for success in high school, college and life beyond, and these coordinated supports are valuable to this cause.

This year, I.S. 126 has been able to further demonstrate our commitment to the arts by expanding our Arts programming to include Art, Drama, Chorus and Music. The Music program at 126 is a technology based non-traditional general music program built on a pedagogical foundation of composition, performance, listening and ethno-musicological thinking. Our program is project based, with students exploring the basic elements of music (form, harmony, rhythm, melody) and working toward their application in their own musical creations. Also in its first year, the Drama program has generated enthusiasm and excitement amongst our students by allowing them a forum to have their voices be heard as change agents for causes relevant to their lives. In addition, this year we have continued our partnership with Alvin Ailey exposing our 6th grade and 7th grade students to different dance genres. We were also able to add the Community Word Project this year which exposes our 6th graders to various forms of written art. We are very proud of this grant since it allowed us to collaborate with one of our feeder schools.

We are unique in that on every grade level, we have students in gifted classes, general education classes, ESL classes, integrated co-teaching classes and special education classes. Results from our Spring 2014 state exams indicate that 74.59% of our students scored below proficiency level in ELA and 72.97% of our students scored below proficiency level in Math. While there is an urgent need to increase our students' proficiency levels in ELA and mathematics, we are committed to promoting a culture for learning where all students persist in rigorous and challenging tasks and take risks as learners, ideally resulting in measured growth for all. To achieve this, our staff has committed to the study of Carol Dweck's work on growth mindset to encourage students to see risk-taking and making mistakes as a valuable part of the learning process. We are honored that I.S. 126 has been selected to participate in the Learning Partners Program for the 2015-16 school year, with our focus of inquiry being on growth mindset. To address our struggling readers we will be continuing to utilize Achieve 3000 as a Tier 2 support. In the new school year we are going to introduce the Wilson program as a Tier 3 support for those students reading far below grade level.

During the 2014-15 school year, the elements of the Framework for Great Schools in which we made the most progress were Rigorous Instruction and Collaborative Teachers. This is evidenced by the Well Developed ratings we received in 1.1 and 1.2 on our 2014-2015 Quality Review. Teachers across all subject areas meet in teams to develop assessments and rubrics. Teachers provide feedback and next steps to students through the rubrics. Rubrics are cohesive across grade and subject level. Rubrics are created with the standards in mind and contain language from the standards.

In 2013-2014, administration implemented a system of distributive leadership where teachers would lead staff in professional development. These teachers were identified based on best practices observed during walkthroughs, informal observations, and formal observations. The teacher-led professional development was extremely successful as administrators immediately recognized these practices implemented in most classrooms, and it led to teacher growth with regards to the Danielson Framework. For the current school year, we've identified lead teachers to attend Borough Field Support Center (BFSC) meetings, facilitate teacher team meetings, and serve on the PD committee. The PD Committee has become a highlight at 126 because of their hard-work, dedication, and leadership. They have been instrumental in developing meaningful and purposeful professional development based on the needs of the staff.

Our areas of focus for the 2015-2016 school year will be on Rigorous Instruction, and Supportive Environment.

This is evidenced by 2.2 being an area of focus on our 2014-2015 Quality Review. We have been selected as a partner school in the Learning Partners Program. With this program we will be creating model classrooms that will be used for intervisitations and to showcase our inquiry work that will be aligned to the growth mindset.

30Q126 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	557	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	12	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	8	# Drama	7
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.0%	% Attendance Rate			92.0%
% Free Lunch	87.2%	% Reduced Lunch			6.4%
% Limited English Proficient	17.3%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			19.0%
% Hispanic or Latino	51.6%	% Asian or Native Hawaiian/Pacific Islander			21.5%
% White	7.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.65
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.1%	Mathematics Performance at levels 3 & 4			19.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			29.5%
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		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	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			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	e
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	e
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	d
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	d
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
3.2	<ul style="list-style-type: none"> The administration provides common preps for teachers to plan units of study together that align with the CCLS at least once a week. The school had an School Based Option(SBO) which provides time on Monday for teachers to meet in teacher teams and analyze student data. All unit plans are examined by the Assistant Principal in charge of the department to ensure that the plans are aligned to the CCLS and NYS content standards and address student achievement needs. Our Data Specialist work with all teachers and distributes data from the NYS exams which allow teachers to identify the lowest third in all classes as well as other sub groups that have not met AYP. 	
3.4:	<ul style="list-style-type: none"> Through administrative observations, all subject areas are not aligned across curriculum targeting the arts, technology and other enrichment needs. Lesson plans across all content area curriculum are not aligned with the arts, technology and other enrichment needs. 	

- Based on various assessments the results are not consistently proficient across curriculum.

3.5:

- The increase in Teacher participation in “Data Driven Classroom” is needed in order to have a comprehensive system for using formative and summative assessments for long and short term curriculum planning that involves student reflection, tracking of and ownership of learning.
- Pupil path is not utilized by all staff, parents/guardians and students, therefore not everyone can learn about students’ strengths and weaknesses in order to improve student learning

Results from the Spring 2014 indicate that 74.59% of our students scored below proficiency level in ELA. Analysis of our item skills analysis shows that students struggle with vocabulary comprehension and making inferences.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers across the English Language Arts, Science, Social Studies and Arts departments content areas will implement close reading of informational text that will result in an overall 5% increase in students scoring at or above proficiency (levels 3 & 4) as measured by the NYS 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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Ongoing professional development will be offered to Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers in order to become affluent in the close reading model.</p> <p>On a weekly basis, teachers will record academic student progress on Skedula/Pupil Path in order to communicate student strengths and weaknesses with all staff members,</p>	<p>Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers.</p> <p>City Year, Gear Up and YMCA.</p> <p>Special Education and ELL students.</p>	<p>September 2015 – June, 2016</p>	<p>Administration and Teachers</p>

<p>parents/guardians and students</p> <p>Staff members will have the opportunity to meet as a grade on a monthly basis in order to discuss the academic needs of the students.</p> <p>City Year, Gear Up and YMCA will work with students during the day and after school in order to provide additional academic support in various content areas</p>			
<p>Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers will implement the close reading model in their classrooms in order to improve the students' NYS ELA scores.</p> <p>Social Studies, Science and Language Arts classes will be aligned across curriculum by providing students with a variety of close reading strategies to increase comprehension and understanding of informational texts with emphasis on content specific vocabulary.</p>	<p>Social Studies, Science, Language Arts, ESL, Special Education and Arts teachers.</p>	<p>September 2015 – June, 2016</p>	<p>Administration and Teachers</p>
<p>Professional development will be offered to all staff on Data Driven Classroom in order to put in place a comprehensive system for using formative and summative assessments for long and short term curriculum planning.</p> <p>Professional development will be given to staff on Skedula/Pupil Path in order to incorporate the various</p>	<p>Teachers and paraprofessionals</p> <p>Parents</p>	<p>September 2015 – June, 2016</p>	<p>Administration, teachers and paraprofessionals</p>

components into their academic planning.			
<p>Teachers will meet weekly in their teacher teams for common planning in order to align instructional units with the common core standards.</p> <p>Teachers across curriculum will develop rigorous lessons in order to ensure that the academic needs of our student population are met</p> <p>Teachers will scaffold activities using various formal and informal assessments in order to drive instruction</p> <p>Teachers will conduct inter-visitations in order to share best practices</p>	All subject teachers	September 2015 – June, 2016	Administration and 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.											
Scheduling common planning time											
Instructional leads will be utilized to provide PD on Data Driven Instruction Funds will be used to purchase Pupil Path for the parents, teachers and students. Pupil Path will facilitate the sharing of data and student progress among parents, teachers and students. Professional learning block											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<p>In September 2015, students will complete a pre-assessment in every subject to collect data based on students’ academic strengths and weaknesses in order to appropriately match multiple levels of students to tasks in the classroom.</p> <p>Periodic formal assessments will be used to monitor students’ individualized growth.</p> <p>In February 2016, students will complete a post-assessment in all content areas, focusing on skills that were being appraised in September 2015. The results will reflect whether or not the teachers met the needs of all</p>

their students. This data will then be utilized when creating groups in order to re-teach and enrich student academic growth.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	e
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	e
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	e
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	d
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
5.2	<ul style="list-style-type: none"> We have a partnership with several agencies to help us mentor and provide social, emotional and academic support to our students. The YMCA, Gear UP and City Year all provide social, emotional and academic supports to our students both during the day and after school. 	
5.3:	<ul style="list-style-type: none"> We use 8th Grade Assembly Periods to discuss the importance of coming to school on time every day and provide mentors for students that we identify as chronically absent. The YMCA and Gear Up provide workshops for parents during school, after school and on Saturdays that provides learning experiences and promotes a safe and healthy school environment for families. We have a reward system utilizing fake money that students can use to purchase items at our Shanker Store. We provide an Alternate Learning Center for students that are removed from a specific class or suspended for the entire day. Our teachers provide work for the students so they do not fall behind. 	
5.4	<ul style="list-style-type: none"> We offer workshops to parents about chronic absenteeism as a means to effectively communicate the value of attendance and punctuality to maximize instructional time. 	

- We hold Principal Summits once a month where we invite parents to come and meet with local agencies to help them receive social, emotional and academic support for their children.

5.5:

- While we offer Pupil Path as a means of sharing data with the school community not all parents are registered to use the site and not all staff are using the site to document student progress.

Current 7th grade chronic absenteeism data shows the following absentee rates; 71% were absent 0-8 days, 19% were absent 9-19 days, 7% were absent 20-37 days and 3% were absent 38 or more days this year. As a school community we need to work together to lower these rates.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% reduction in the number of 8th grade students exhibiting patterns of chronic absenteeism as measure by the Chronic Absenteeism Tool.

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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Incoming 8th grade students who were chronically absent in the 7th grade will be identified in June and the targeted students and their parents will be invited to an orientation late June in order to bring awareness of the negative impact chronic absenteeism has on the child.</p> <p>Parent Workshops on the importance of children attending school every day will be scheduled in order</p>	<p>Incoming 8th Grade Students found to have chronic attendance issues. & Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Guidance Counselors & Administration</p>

<p>for families to understand the importance of attendance, getting kids ready for high school, and the value of coming to school to prevent loss of instructional time .</p> <p>Guidance Counselors will use the chronic absence tool to identify students that are chronically absent and plan targeted interventions for each student weekly that will include phone calls, parent meetings, parent letters mailed home and visits by the attendance teacher.</p>			
<p>Attendance goals can be discussed and recognition of improved attendance can be made by rewarding students with certificates, gift cards and other incentives.</p> <p>Daily attendance reports will be printed using the CASS system and parents will be notified using school messenger of absent students on a daily basis.</p> <p>8th Grade Homeroom teachers will review daily attendance and contact homes daily of the students who are absent</p>	Students & Parents	September 2015 – June 2016	Teachers, Guidance Counselors & Administration
<p>Teachers will track attendance on Pupil Path, keep log of calls made to chronically absent students and discuss strategies that will improve attendance.</p> <p>Homeroom teachers, guidance counselors, and administration will conduct parent outreach about chronic absenteeism and lateness as a means to effectively communicate the</p>	Students & Parents	September 2015 – June 2016	Teachers, Guidance Counselors & Administration

<p>value of attendance and punctuality to maximize instructional time.</p> <p>Teacher will use the Parent Engagement time to call families periodically of students who have shown improvement in their attendance. Teachers will have ongoing discussions during their "common prep time" in order to share their methods of communication with parental figures.</p>			
<p>The Chronic Absentee Program Committee will meet monthly with parents to inform them of their child's progress and discuss strategies that may help. Personnel from various community outreach services are also present to offer parents information about the support programs available to them. The chronic absentee program committee will provide motivational incentives to students will chronic absenteeism in order to show that positive change matters.</p> <p>Outside organizations will communication with families such as the St. John's Gear Up Program in order to improve attendance</p> <p>The Attendance Teacher will visit homes of chronically absent students in order for the student to return to school.</p> <p>The Attendance Team will meet weekly to analyze attendance data, identify trends and discuss positive</p>	<p>Students & Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Guidance Counselors & Administration</p>

<p>incentives for chronically absent students.</p> <p>Community Based Organizations (CBOs) and agencies will provide workshops and services to our parents to raise awareness of the negative effect chronic absenteeism has on the students.</p>			
---	--	--	--

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Partnerships with community-based organizations • Pupil Personnel Team • Attendance Committee • 8th grade teacher team • Achieve Now Academy grant 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, administration will review student attendance data to determine if a decrease in chronic absenteeism has occurred after consistent parent outreach has been implemented.</p> <p>The attendance team will monitor attendance and release a mid-year progress report February 2016 with an analysis of trends and next steps.</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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	d
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	e
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	d
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	e
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
4.2	<ul style="list-style-type: none"> The school has a professional development committee in place, but the number of teacher providing professional development has been limited. This goal will address collaborative teachers by allowing the entire staff the opportunity to participate in and provide professional development through Professional Learning Cycles. Our 2014-15 Quality Review indicated that the the school needs a system in place where teachers can visit each others classrooms to look at best practices as identified by the administration. 	
4.3	<ul style="list-style-type: none"> As indicated by the latest QR teaching practices are aligned to the CCLS and reflect a coherent sets of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. Teaching strategies, including questioning, instructional scaffolds and routines strategically provide multiple entry points and high-quality supports and extensions into the curricula. 	
4.4	<ul style="list-style-type: none"> As indicated by administration observations there is a need for students to have more input into their learning through Student Lead Conferences. 	
4.5		

- Our 2014-2015 QR indicates that school assessments provide actionable feedback to students and teachers regarding student achievement and result in adjustments in instruction and curricula to meet the learning needs of all 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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will participate in 2-3 Professional Learning Cycles to address the needs of our ELL and Special Education students. Best practices will be observed through classroom observations which will lead to our school meeting AYP in ELA and Math for both of those subgroups.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development committee will meet once a</p>	<p>School instructional Staff</p>	<p>September 2015- June 2016</p>	<p>Members of PD Committee</p>

month to plan the Professional Development calendar. Professional Development calendar will be used to track topics and teacher facilitators.			
Survey will be developed by the Professional Development committee to determine effectiveness of Professional Development, and future Professional Development needs	School instructional Staff	September 2015- June 2016	Administration and Lead Teachers
Professional Development committee will work closely with administrators to determine areas of need for professional development, based on the Danielson rubric and classroom observations.	School instructional Staff	September 2015- June 2016	Members of PD Committee
Professional Developments will identify staff member to share best practices during the allotted professional development time. Staff member who receive outside P.D. will also be asked to turnkey and important information during this P.D. time	School instructional Staff	September 2015- June 2016	Members of PD Committee
Professional Learning Communities will be given time to meet and plan on Mondays and during common planning time. They will be lead by administration and lead teachers in each department.	School Instructional Staff	September 2015-2016	Administration and Lead Teachers
The administration and Lead Teachers will create a template and protocol for inter class visitations to share best practices. The visits will be facilitated by the administration and lead teachers.	School Instructional Staff	September 2015-2016	Administration and Lead 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.											
<ul style="list-style-type: none"> • Teacher facilitators • Schedule common meeting time for PD committee • Per diem/per-session funds for coverages for intervisitations • Contractual professional learning block 											
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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Survey will be administered to staff at the start, middle, and end of the school year to gauge effectiveness of professional developments provided.
Professional development calendar will be updated each month to keep track of teacher facilitating professional development. By January of 2016, 45% of teacher should have participated in a PLC.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	e
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	e
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	d
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	d
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
2.2	<ul style="list-style-type: none"> The Principal uses distributive leadership to create the CEP and goals of the school. Input is gathered at SLT meetings and the CEP is shared with the staff via email. The 2014-15 QR indicates that teachers and school leaders have developed a common understanding of rigor as a school community and set high expectations for all students through rigorous tasks with access to all students, including ELL's and SWD's. School leaders ensure that lessons and tasks incorporate this shared understanding of rigor and require that teachers use detailed scaffolds and supports including unique tasks, resources and discussion stems to promote rigorous habits that are connected to college and career readiness. 	
2.4	<ul style="list-style-type: none"> Teachers from different departments currently use pre-tests, benchmarks, baseline and Model State assessments to identify student's areas of need or strengths. In the upcoming year we will implement coherent department wide unit assessments where data can be tracked using Data Driven Classroom(DDC) Exam Portal. Data collected will be analyzed as a way to identify misconceptions and best practices in different areas of the curriculum. In the upcoming year an instructional focus will be actionable feedback (based on the results of the 2014-2015 Quality Review) that is consistent across classrooms. It will focus on feedback that is actionable and aligned to the Growth Mindset as a way to help develop the academic and personal behaviors necessary to be college and career ready (persistence, communication, engagement, work habits and self-regulation). 	

2.5

- Through teacher observations, best practices have been identified within the Advance/Teachboost data system. Those teachers have shared those practices during professional development. The best practices to be identified in the upcoming year will be through the lens of the Growth Mindset. 78% of our students scored below proficiency level on the 2014 ELA and Math exams. In addition to strengthening students' academic skills, the non-cognitive academic and personal factors must also be addressed. School leaders will identify teachers that are applying such strategies and facilitate in tracking the progress made by students who are exposed to them on a regular basis. Model classrooms will be established as a structure to promote teacher development and distributive leadership.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the administration and 3 lead teachers will facilitate 3 cycles of inquiry work on growth mindset as documented by logs and analysis of student work.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create three Growth Mindset Lead Teacher model classrooms, where the language and strategies are practiced, shared and critiqued.</p> <p>Participating in the Learning Partners Program (LPP) and meeting all requirements</p>	<p>Model classrooms</p>	<p>Start: 9/2016</p> <p>End: 6/2016</p>	<p>LPP Team</p>
<p>Facilitate in the inquiry process around implementing the Growth Mindset strategies</p> <p>Schedule inter-visitations to the model classrooms with a specific Growth Mindset</p>	<p>Model classrooms</p>	<p>Start: 9/2016</p> <p>End: 6/2016</p>	<p>LPP Team</p>

focus as the subject of each visit.			
Facilitation of professional development on Growth Mindset offered for teachers, parents, staff and students.	Model classrooms	Start: 9/2016 End: 6/2016	LPP Team
Training on implementation and creation of common assessments (grade-wide/school-wide) using the DDC Exam Portal -	All classrooms	Start: 9/2016 End: 6/2016	LPP Team
Our LPP lead teachers will be given ELL, SWD and other targeted students to work with this year.	SWD, ELLS	n/a	n/a

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.											
<ul style="list-style-type: none"> • LPP facilitator • LPP funding for per session activities and per diem coverage • LPP Lead Teachers • Intervisitation schedule • Carol Dweks's growth mindset work will be utilized as a tool for the Professional Learning Cycles 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January/February 2016, the LPP and Inquiry Team will complete 1 cycle of inquiry as documented by logs and analysis of student work.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	e
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	e
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	e
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	d
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
6.2	<ul style="list-style-type: none"> As indicated by the 2014-15 QR the school consistently provides ongoing detailed communication with families through the Pupil Path online grading platform. Through Pupil Path, teachers, students and families engage in online conversations regarding student performance and progress toward academic goals. 	
6.5	<ul style="list-style-type: none"> A method must be implemented to share school data to promote dialogue among parents, students, and school community members centered on student learning and success. The distribution of data will encourage families to utilize the information to advocate for necessary support services to enhance the academic, social, and emotional success of their children. 	

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by an increase of 5% in our parent workshops and a 5% decrease in the number of students attending summer school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will utilize allocated time during parent teacher conferences to share data presented on Pupil Path as a means to convey student strengths and weaknesses.</p>	<p>All students and families</p>	<p>Start:9/9/15 End:6/28/16</p>	<p>Administration Teachers</p>

<p>Teachers will update and maintain accurate records on Pupil Path to communicate student strengths and weaknesses during designated parent engagement time after school.</p> <p>The distribution of report cards will be aligned with parent teacher conferences as a means to effectively communicate current student outcomes and identify next steps to enhance learning for all students in the school.</p> <p>Distribution of Individualized Education Plan progress reports will be aligned with parent teacher conferences to effectively communicate student outcomes and identify next steps to enhance learning for students with disabilities</p>			
<p>Administration will provide teachers with predetermined deadlines to update Pupil Path data as a means to generate timely and accurate progress reports to share with families prior to distribution of report cards</p> <p>A Pupil Path workshop and presentation will be provided during allocated parent teacher conference time as a means to educate families about how to use the system to monitor student progress.</p>	All students and families	<p>Start:9/9/15</p> <p>End:6/28/16</p>	<p>Administration</p> <p>Teachers</p>
<p>A sixth grade orientation will take place within the first week of school in order to inform families about how to establish a Pupil Path</p>	All students and families	<p>Start:9/9/15</p> <p>End:6/28/16</p>	<p>Administration</p> <p>Teachers</p>

<p>account and effectively monitor student progress</p> <p>Homeroom teachers, guidance counselors, and administration will conduct parent outreach about chronic absenteeism and lateness as a means to effectively communicate the value of attendance and punctuality to maximize instructional time.</p>			
<p>Outside organizations will foster communication with families. Specifically City-Year will be assigned to the sixth and seventh grade. St. John's Gear Up Program will be assigned to the eighth grade.</p> <p>A parent resource room will be established in conjunction with the PTA, school administration and parent coordinator to offer workshops about job readiness including how to create cover letters and resumes and mock interviews.</p>	All students and families	<p>Start:9/9/15</p> <p>End:6/28/16</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors</p> <p>PTA</p> <p>Parent Coordinator</p>
<p>Students identified as Promotion In Doubt will be targeted and invited to attend our Achieve Now Academy Saturday Program.</p>	Promotion in Doubt Students	<p>Start: 11/1/15</p> <p>End: 6/1/15</p>	ANA teachers and administration.
<p>SWP and ELL students will be given academic support through Triads and push in services which will decrease class size</p>	SWP and ELL students	<p>Start:9/9/15</p> <p>End:6/28/16</p>	AIS, Wilson, ELL, SWP and Triad teachers.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Skedula • Gear-Up

- City-Year
- Parent Coordinator
- Students identified as promotion in doubt will be receive targeted support in class through City Year and Gear Up.
- Students identified as our lowest third will receive pull out Wilson Intervention.

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

- In February 2016, parent surveys will be distributed as a means to acquire data on how families feel about the communication between school and home. The survey will also gather ideas for upcoming workshops or seminars that families are interested to attend. This survey will ultimately strengthen family relationships by allowing the parent population to exercise their voice and opinion.
- In February 2016, administration will review data about parent attendance to family workshops to evaluate if an increase has occurred in the current school year.
- In February 2016, administration will review student attendance data to determine if a decrease in chronic lateness and absenteeism has occurred after consistent parent outreach has been implemented.
- In February 2016, administration will review Pupil Path activity to assess if parent use has increased since the beginning of the new school year.

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students that received a Level 1 or 2 on the NYS ELA Exam will be provided with AIS services. All promotion in doubt students will also be targeted for AIS services.	Wilson Achieve3000 ConferencingFlexible grouping based on data Differentiated activities Multiple learning modalities Included in lessons (SmartBoard,iPads, videos,etc) Y.M.C.A. Saturday Test Prep Title III ESL Program Achieve Now Academy	Whole class One -to-one Small group tutoring	During school During school day and after-school Saturdays
Mathematics	All students that received a Level 1 or 2 on the NYS Math Exam will be provided with AIS services. All promotion in doubt students will also be targeted for AIS services.	CMP3 supplemental materials. Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities Included in lessons (SmartBoard,iPads, videos,etc) Y.M.C.A. Saturday Test Prep Title III ESL Program Achieve Now Academy	Whole class One -to-one Small group tutoring	During school During school day and after-school Saturdays

Science	All students that received a Level 1 or 2 on the NYS ELA Exam will be provided with AIS services. All promotion in doubt students will also be targeted for AIS services.	<p>Conferencing</p> <p>Flexible grouping based on data</p> <p>Differentiated activities</p> <p>Multiple learning modalities</p> <p>Included in lessons (SmartBoard,iPads, videos,etc)</p> <p>Y.M.C.A.</p> <p>Saturday Test Prep</p> <p>Title III ESL Program</p> <p>Achieve Now Academy</p>	<p>Whole class</p> <p>One -to-one</p> <p>Small group tutoring</p>	<p>During school</p> <p>During school day and after-school</p> <p>Saturdays</p>
Social Studies	All students that received a Level 1 or 2 on the NYS ELA Exam will be provided with AIS services. All promotion in doubt students will also be targeted for AIS services.	<p>Conferencing</p> <p>Flexible grouping based on data</p> <p>Differentiated activities</p> <p>Multiple learning modalities</p> <p>Included in lessons (SmartBoard,iPads, videos,etc)</p> <p>Y.M.C.A.</p> <p>Saturday Test Prep</p> <p>Title III ESL Program</p> <p>Achieve Now Academy</p>	<p>Whole class</p> <p>One -to-one</p> <p>Small group tutoring</p>	<p>During school</p> <p>During school day and after-school</p> <p>Saturdays</p>
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Students will be targeted for At-Risk services through the PPT and SIT teams.	<p>Academic Counseling, at-risk family intervention work.</p> <p>Achieve Now Academy</p>	<p>One -to-one</p> <p>Small group tutoring</p>	<p>One -to-one</p> <p>Small group tutoringx</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our Borough Field Support Center's (BFSC) HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-quality highly qualified teachers to our school include.</p> <ul style="list-style-type: none"> · Frequent communication with our BFSC HR Director when vacancies occur. · Central Office of Talent and Recruitment partners with colleges and the BFSC HR Director partners with Central for assistance and guidance and for candidate referrals. · Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. · Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool · Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing. · Maintaining a teacher resource center and professional library to promote promising and effective practices. · Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities. · Individualized PD plans are created for teachers to ensure continued improvement. <p>All new teachers are provided a mentor.</p> <p>Teachers are encouraged to participate in Lunch and Learns, after school PDs and attend off site PD provided by BFSC Personnel.</p> <p>In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the BFSC Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
--

1. All staff will attend Summer PD offered by the DOE and Borough Field Support Center (BFSC)
2. All staff will continue to attend the PD provided by the DOE during the school year.
3. Instructional Leads will attend BFSC PD and return to school to turn-key the PD through teacher teams.
4. BFSC and outside consultant will work with students during the school day and after school.
5. Staff will be encouraged to attend Weekend PD and provided with per session to attend.
6. Staff will continue to be trained in our ELA and CMP3 programs which are aligned to the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

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).

Not Applicable

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/information, early intervention services, etc.).

Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers in teacher teams will analyze the results of the NYS ELA and Math assessments. Teacher teams create department wide unit pre and post assessments using Schoolnet and DDC Exam portal. The results of these assessments are used to track student progress and identify areas of need within each unit. Teachers will continue to have training on protocols for analyzing student work and the use of these programs. The MOSL committee and PD committee will also be consulted.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	309,443.00	X	
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5C Part 3 5E Part 3
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,376,985.00	X	5B Part 3 5C Part 3 5D Part 3 5E Part 3

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Albert Shanker School of Visual and Performing Arts - I.S. 126Q**, 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. **Albert Shanker School of Visual and Performing Arts - I.S. 126Q** 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, Progress 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)

Albert Shanker School of Visual and Performing Arts - I.S. 126Q 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 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 will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>The Albert Shanker School-</u>	DBN: <u>30Q126</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>95</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>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</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: _

Under the No Child Left Behind Act, all children must reach proficiency on state academic achievement standards and state academic assessments. This applies to ELLs as well; therefore I.S. 126 will provide its ELL students with supplemental instruction in an after-school program two days per week. Instruction will focus on building students' skills in literacy, mathematics, and science in order to help students meet or exceed the common core standards and achieve proficiency on all state and city assessments. The program will target ELLs who scored at the beginning and intermediate levels on the 2014 NYSESLAT or NYSITELL, and/or are a level 1 or 2 on the 2014 State ELA and/or Math assessments. Beginning in November through May, two certified content area teachers, one in literacy, the other in math, will instruct classes two times a week, one and a half hours per session, from 2:25– 3:55. A fully certified ESL teacher will provide additional support by teaching collaboratively with these teachers. In March, the math session will only be held once a week so that science instruction by a certified teacher can begin. Science sessions will be conducted in a fully equipped science lab.

- Classes will meet for 19 weeks, two sessions per week for one and a half hours each.
- Group sizes will be maintained at 15-18 students per teacher. There will be two classes with a total of 30-36 students.
- Classes will be formed by grade level to ensure that students are receiving instruction that is aligned to their specific grade level curriculum.
- Instructional activities will integrate the language skills of listening, speaking, reading and writing and be delivered using a variety of ESL methodologies and strategies that are supported by scientifically based research. Consistent use of scaffolding techniques, building background, activating schema, visuals and graphic organizers, questioning, cooperative learning and frequent opportunities for interaction and discussion will help improve and deepen comprehension and higher order thinking skills. The use of interactive technology involving computers, the internet, and Smartboard will be a major component of all lessons and instruction.
- All instruction will be in English with native language support and will help to further develop the four language skills of reading, writing, listening, and speaking.

The literacy class will target two language proficiency levels. The first level will target newcomers, those who have been in an English Language school system from 0 to less than two years and have scored a Beginners-low Intermediate level on either the NYSESLAT or NYSITELL, and students with an interrupted formal education (SIFE). The Achieve 3000 ELL program, Achieve Language , will be used as the core mode of instruction. This is an online program that is aligned to the Common Core standards and focuses on building English language knowledge, as well as content area knowledge. There is also an emphasis on vocabulary development and building and activating background knowledge. This program also has built in native language supports to help drive English language acquisition.

The second level will target Long-Term ELLS , those who have received six or more years of ELL services, but continue to require them, and students at the high intermediate to advanced levels of English proficiency. Many of these students have received bilingual and/or ESL services for four or more years, but have not been able to achieve proficiency on the NYSESLAT nor meet the state standards on the NYS ELA and Math assessments. Intensive differentiated literacy instruction and direct instruction of reading and writing skills will help these students to meet the rigorous common core state standards. The online Achieve 3000 program, Teen Biz will be used. This program is aligned to the Common Core standards and has been scientifically proven to increase reading comprehension, vocabulary, and writing proficiency that have resulted in a significant increase on high-stakes test scores. The program uses

Part B: Direct Instruction Supplemental Program Information

complex nonfiction texts to improve reading, writing, and analytical skills for students at various learning levels. It does this by differentiating texts based on each student's individual reading lexile and continually assesses and increases the complexity of the text in order to ensure steadily increases in students' ability to read, comprehend, apply and communicate information derived from complex text. Both these Achieve 3000 programs can be accessed at home and ongoing incentives are awarded to students who continue using the program outside of school. A significant correlation was noted between the hours of program usage and lexile level. More hours of program usage/ higher lexile level attained. Our school has been using this program for the last four years because it has resulted in significantly increasing the lexile level for the majority of students using it. There is no cost to the Title III budget for this program, because it was paid for from our Fair Student Funding. The last eight sessions of the literacy class will be direct preparation for the NYSESLAT.

For math instruction, the online Study Island program will be used. It is fully aligned to the common core state standards and is designed to help students master the specific content and skills outlined in the standards in order to be successful on the state math test. The program is designed to pinpoint individual student skill areas in need and then provides targeted instruction through practice, review, and reinforcement that will move their performance to a mastery level. A bonus feature of this program is that students can continue to access the program even when not in school, from home or anywhere else at anytime all day long. The program was recognized with 2014 Best Student Assessment Award.

The science sessions will focus on reinforcing key science concepts and skills, using the inquiry process through labs to conduct scientific investigations and experiments, and helping students better prepare for both the NYC science performance tasks and NYS science exam.

Supplemental textbooks to be used include Empire State NYSESLAT and The NYSESLAT & Beyond, which provide students with question types that parallel those found on the NYSESLAT along with a skill analysis and proficiency charts that track student progress. Math and science resource books (word problems, hands on science activities), as well as general instructional supplies including chart paper, chart stands, folders, markers, notebooks, pencils, etc. will be purchased to support the after-school ELL Program.

As a special culminating activity and integral part of our instructional program, we will take an educational field trip of New York City. As we know, student learning becomes more meaningful when embedded in authentic contexts. We will visit famous NYC landmarks such as Ellis Island, the Statue of Liberty, and Governor's Island. The trip will provide students with firsthand experience related to many aspects of U.S. history that they have been studying, as well as add to their cross cultural experience by exploring and appreciating our city's rich history and culture.

Rationale for the selection of programs/activities: Based on the of results of the NYSESLAT, NYSITELL, NYS ELA, NYS Math, and NYS Science (8th grade), students demonstrated a need for additional support to further develop literacy skills in the English language and support high academic achievement in math, science, and other content areas in order to meet the rigorous common core state standards.

-

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: _

I.S. 126's Title III Professional Development program will focus on making content comprehensible for

Part C: Professional Development

English Language Learners by using instructional supports, aligning instruction to the common core standards, and using data to drive instruction.

Our School-based Staff Development Committee, school's administrators, and network support team have developed a plan for ongoing professional development during the new scheduled PD block and Teacher Teams. Since our professional development is built into the school scheduled time, it maximizes staff participation and significantly minimizes costs incurred to the Title III budget. Title III Teachers will be provided with two additional after school training sessions. Each session will be one hour long.

Topics to be presented during these professional development sessions include:

- . ESL Mandates and Standards
- . The Common Core Standards
- The Language Allocation Policy
- ESL Strategies/Instructional Supports
- Employing student's native language to increase comprehension
- Using assessments to drive instruction
- Questioning Complexity using Webb's Depth of Knowledge
- NYSESLAT Preparation/Test Strategies (ELA, Math, Science, NYSESLAT)

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: _

IS 126's Title III program provides English Language Learners' parents with the opportunity to attend informative workshops about all state assessments, the common core standards, testing accommodations, and promotional policies for ELLs.

- Parent workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two formal workshops and each session will be one and a half hours long. The evening session cost will be paid for from the Title III budget, whereas the cost for the daytime session will not incur an expense from the Title III budget.

Parents will be notified of these events through PTA meetings, phone messenger, school website, Skedula email, PTA meetings, Principal to Parent letter, and flyers translated in the home languages represented in our school to the greatest extent possible.

- The ELL Coordinator, administrators, guidance counselors, or other pedagogues, along with the Parent Coordinator will facilitate the parent workshops.

- Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.

- Parents will be presented with information on all statewide and city assessments and the testing accommodations for ELLs and Former ELLs.

- Parents will be shown the following websites to help them view sample common core ELA and Math questions. <https://www.engageny.org/.../new-york-state-common-core-sample-quest>.

and www.nysedregents.org as well as test prep sites such as www.internet4classrooms.com

- Parents will be informed of all promotional criteria pertaining to ELL students.

- Supplies will be purchased to support the parent workshops.

- Refreshments will be purchased and served to parents who attend the workshop.

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 	-	-
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	-
Educational Software (Object Code 199)	-	_____
Travel	-	-
Other	_____	_____
TOTAL	_____	_____

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 30	Borough Queens	School Number 126
School Name The Albert Shanker School of Visual &		

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 Alexander Angueira	Assistant Principal Kristen O'Brien
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Maria Megaris	School Counselor Sharon Small
Teacher/Subject Area Debbie Pollak/ELA	Parent
Teacher/Subject Area Joanna Ikonomou/ELA/ENL	Parent Coordinator Roselyn Henderson
Related-Service Provider Stephanie Vaughn	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	599	Total number of ELLs	72	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"/>

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	27
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	18

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	29	8	2	25	0	14	18	0	11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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							16	12	16					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							1	3	1					0
Urdu							5	0	1					0
Arabic							2	2	4					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	0					0
Other							2	3	3					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)							4	5	3					0
Emerging (Low Intermediate)							3	2	4					0
Transitioning (High Intermediate)							3	0	7					0
Expanding (Advanced)							17	13	11					0
Commanding (Proficient)							5	5	4					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					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							11	5	14					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	5	1	0	0
7	16	1	0	0	0
8	23	1	0	0	0
NYSAA	0	0	0	0	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	18	1	5	0	1	0	0	0	0
7	12	2	4	1	0	0	0	0	0
8	16	4	3	0	0	0	0	0	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	9	1	10	1	1	0	0	0	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	0	0	0	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	0	0	0	0
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use Pearson's Prentice Hall Literature baseline exam and Achieve 3000 to assess the early literacy skills of our ELLs. The Pearson baseline assesses students' reading skills and determines their individual strengths and needs. Achieve 3000 is used to determine a student's independent reading level and gives us each student's exact lexile score. The insight that the data provides about our ELLs is that most of them have an independent reading level that is at least two grade levels below their present grade. This data is used first by teachers to drive differentiated instruction, match students to books that are slightly higher than their lexile level, and form guided reading groups. Secondly, it informs school leadership about the type of reading intervention programs we need to implement and the lexile level of books we need to order for our classroom libraries and novel studies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After examining the data from the 2015 NYSESLAT the following patterns were noted:
 - In all grades (6-8) most of our students are scoring an overall English proficiency level of Expanding (57%). The Expanding level is equivalent to the former Advanced level, therefore this has been a recurring trend.
 - Both the 6th and 7th grade had the same amount of students scoring at the Commanding Level.
 - The 8th grade had the least amount of students scoring at the Commanding Level; although this is a recurring trend this year, it was only by one student.
 - The 6th grade had the most students scoring on the Expanding Level which is a recurring trend.
 - In regards to the 12 students who scored at the Entering Level, 9 were Newcomer ELLs, the majority here one to two years and 8 of them were identified as SIFE students. The remaining three were ELLs with disabilities in a full time Special Ed. class.
 - Across all grades (6-8) reading and writing were the areas that needed the most improvement. This is also a recurring trend.
- 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 information about our Annual Measurable Achievement Objectives to monitor our students' progress in achieving proficiency in English and see if the data projects our ELL population will meet the AMAO targets set for the current year. Furthermore, the AMAO estimator tool is used to provide us with the data necessary to tailor instruction so that it effectively

meets the needs of specific ELL subgroups. In regards to AMAO 1 and 2, we did not meet the Title III 2014-2015 targets. Although, we did show an increase in the number of ELLs attaining English language proficiency, it fell slightly short of the set target. The data from the ELL Periodic Assessments:

An analysis of data from the ELL Periodic Assessment revealed that overall our sixth grade students did better than our 7th and 8th grade students; the scores ranged from 93% -40%, whereas the 7th and 8th grade range was 90% to 26.7%. Once again, this has been a recurring trend. Students on the Entering and Emerging level got many questions wrong that required knowledge of specific vocabulary. Overall, students across all grades, 6-8, fared well on the writing section of the exam, which is not consistent with our 2015 NYSESLAT results in which writing was identified as an area in need of improvement. This can be easily explained by the vast difference between the two assessments' writing sections. The ELL Periodic Assessment has no actual essay to be written; all questions are answered through multiple choice selection which tests grammar and usage.

Significant Data Results :

Our students fared better on the ELL Periodic Assessments as compared to both the city and district averages; this has also been consistent with past results.

After analyzing the data from the ELL Interim Assessments, the school leadership and teachers are using these results to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs.

The implication for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT, ELA, and other assessments such as, ELL Interim Assessments, NYSITELL, Achieve 3000, Pearson's baseline exam, and teacher-made tests/observations).

We have designed and implemented a program that seeks to provide all English language learners complete accessibility to a rigorous common core standards based curriculum that parallels that of the monolingual settings taking into account their linguistic, academic, emotional, and cultural needs.

All students will be instructed in all modalities in order to move students from the entering level to the emerging, from transitioning to expanding, and from expanding to commanding on the NYSESLAT. To address weakness in the reading and writing modalities of the NYSESLAT, teachers will focus more on using data to target key reading skills in need of improvement and use the NYSESLAT writing rubric to assess works of writing. Consistent and structured use of ELL methodologies, strategies, and standards will help students acquire English language proficiency.

Particular attention will be given to those long term ELLs at the expanding level who need improvement in the reading and writing modalities. Incorporation of a balanced literacy program consisting of both a Reader's & Writer's Workshop (Pearson's Prentice Hall-Pearson's Literature Program) and common core standards-based lessons will maintain a focus on the desired skills. We will target reading and writing for our transitioning and expanding level students. Our data reveals that the highest concentration of long term ELLs are ELLs with disabilities in the 7th and 8th grade who are in full time Sp. Ed. classes. Therefore, we have programmed an RTI class for those students, which implements the Wilson Reading Program. This program was designed for students who have a language-based learning disability. There will also be a focus on NYSESLAT preparation.

4. For each program, answer the following:

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

4. a. Language Arts

• In reference to the ELA exam:

In Grade 6, a total of 26 students took the exam. 20 scored a level 1, 5 a level 2, 1 a level 3 and 0 a level 4

Level 1 =77 %, Level 2 =19 %, Level 3 =4 %, Level 4 = 0%

In Grade 7, a total of 17 students took the exam. 12 scored a level 1, 1 a level 2, and 0 a level 3 or 4.

Level 1 = 63%, Level 2 = 21%, Level 3 = 0%, Level 4 = 0%

• In Grade 8, a total of 24 students took the exam. 23 scored a level 1, 1 a level 2, and none a level 3 or 4.

Level 1 = 96%, Level 2 = 4%, Level 3 = 0%, Level 4 = 0%

All Grade Totals - Level 1 = 88.5%, Level 2 = 10%, Level 3 = 1.5%, Level 4 = 0%

After examining these results, we noticed:

-Across all grades 6-8 most students scored a level 1, and only 1 student scored a level 3, attaining proficiency.

-In grade 8, the highest number of students scored at the lowest level, 1, which is consistent with past results

-Grade 7 had the highest amount of students approaching proficiency (21%).

We believe that a major factor contributing to the majority of our students scoring a level 1 and 2 is that most of our ELLs are newcomers, in an English Language Schools System (ELSS) for two years or less.

4a & b. The implications of these results are that teachers will:

- use only instructional materials that are common core aligned
- . deliver rigorous curricula aligned to the CCLS and infused with the appropriate scaffolds to meet the needs of individual students.
- meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor and provide appropriate scaffolds.
- provide teachers with ongoing PD where best practices will be turn-keyed.
- focus on reading skills and utilize researched based strategies to improve comprehension and writing, so there will be more growth in L2.
- target instruction based on assessment results and student's language proficiency level within smaller grouping.
- focus on the development of academic and content vocabulary. We have currently implemented a program that provides our ELLs daily practice using academic vocabulary. Additionally, we will continue to use Dr. Kate Kinsella's Academic Vocabulary Toolkit (AVT).
- . use Bloom's Taxonomy in order to increase higher order thinking skills
- scaffold instruction and conference more with students.
- . provide students with next steps in remediating the identified area of need
- provide students with a level one and two with after-school and Saturday programs.
- provide more native language support
- increase the frequency of AIS/RTI services in Language Arts during the school day
- assess more frequently in order to monitor comprehension and identify skills not mastered.
- . provide ongoing test-like practice for all city and state exams.
- . provide teachers with more PD on best instructional practices to use with ELLs and SWD and how to use data to drive instruction.
- . closely collaborate with our on site programs, City Year, St. John's Gear Up Program, the Chronic Absentee Committee, and our guidance counselors in order to identify students at risk and discuss strategies for improving academic performance, attendance, and emotional support.

Math- In reference to the NY State exam:

- In Grade 6, a total of 25 students took the exam. 19 scored a level 1, 5 a level 2 and 1 a level 3 and 0 a t a level 4.
Level 1=76%, Level 2=20%, Level 3= 4%, Level 4 = 0%

One student chose to take the exam in their native language, however, only scored a level 1.

- In Grade 7, a total of 19 students took the exam. Twenty-one scored a level 1, four a level 2, and none a level 3 or 4.
Level 1 = 84%, Level 2 = 16%, Level 3 = 0%, Level 4 = 0%

- In Grade 8, a total of 23 students took the exam. 20 scored a level 1, 3 a level 2, and 0 a level 3 or 4
Level 1 = 87%, Level 2 = 13%, Level 3 = 0%, Level 4 = 0%

Two students took the exam in their native language, however they only scored a level 1.

All Grade Totals- Level 1= 79%, Level 2= 19.4%, Level 3= 1.5%, Level 4 = 0%

The results of this data indicated the following:

- The 6th grade had the highest percentage of students approaching proficiency.
- Our 8th grade fared the lowest with 87% scoring in the level one range.
- Across all grades 6-8, most students scored in the level 1 range and only one student met proficiency. Students who were newcomers and took the test in their native language scored in the level 1 or 2 range and did not meet proficiency.

The implications of these results are that teachers will:

- use only instructional materials that are common core aligned.
- use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curriculum and tasks look like
- meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- be provided with ongoing PD, so that best practices can be turn keyed
- . use concrete examples and ongoing opportunities to apply the concepts they are learning
- . provide students with online tutorials, such as Khan Academy, Pearson, and BrainPop.
- implement differentiated instruction within smaller grouping
- increase the usage of manipulatives.
- provide students with a level one and two with after-school programs
- increase AIS service in Math during the school day.
- provide students with more practice using strategies to solve word problems.
- increase the development of academic and content language in mathematics.
- . utilize bilingual math glossaries for grades 6-8
- implement the usage of math journals so students can reflect on their learning.
- . address the different learning styles in lesson planning
- . implement more project based assessments that require higher order thinking skills
- . connect mathematical concepts to the real world

- target instruction based on assessment results within smaller groups
- provide ongoing test-like practice for state and city assessments.
- emphasize the value of collaborative problem-solving in a real world context
- review key concepts daily

Science * This data is based on last year's eighth grade students.

In reference to the NY State Science exam that our students took in the eighth grade, a total of 22 students took the exam. 10 scored a level 1, 11 a level 2, 1 a level 3, and none a level 4.

Level 1=45.5%, Level 2=50%, Level 3= 4.5% Level 4 = 0%

After examining these results, we noticed that only one student (4.5%) of the students who took the exam were able to achieve proficiency. The majority of students 50% scored in the level 2 range.

To best address the specific needs of our ELLs we have implemented McGraw Hill's NY Science Glencoe for our core curriculum. It is aligned to the CCLS and includes an online library of science videos to help teachers with instruction and strategies to use with ELLs and Special Ed. students. Student textbooks include a multilingual glossary of all academic vocabulary, many visuals aids and text features in order to provide support for ELLs. Workbooks and tests are available in Spanish and are used to provide native language support. Unit chapters contain outlines to help ELLs remain focused and in step with the lesson. There is a focus on building conceptual knowledge and academic vocabulary. Many scientific concepts are taught using hands on instruction in the science laboratory. For additional support we use Oxford's illustrated science dictionary.

Instructional practices that our science teachers are implementing are as follows. Teachers will:

- continue to align the school's curricula with CCLS
- meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence
- make frequent use of benchmark and pre and post assessments to identify early on the content knowledge that needs to be mastered
- utilize Native language libraries aligned to the science curriculum
- differentiate instruction within smaller grouping
- break assessments into smaller chunks
- introduce key concepts and academic vocabulary needed to understand content
- Increase hands-on learning through Labs
- conduct experiments using the inquiry process
- utilize visuals and realia
- utilize Graphic Organizers to scaffold learning of concepts
- give clear and precise directions and modeling
- restate key concepts as a summary in the end of each lesson
- review previously taught concepts
- increase the development of academic and content vocabulary in science.
- infuse technology with instruction via Smart Boards, Power Points, and Laptops
- plan trips (nature walks, Planetarium, The Hall of Science) to nurture a greater appreciation/undersatnding of scientific inquiry

c. An analysis of data from the ELL Periodic Assessment showed that overall our sixth grade students did better than our 7th and 8th grade students; the 6th grade scores ranged from 93% -40%, whereas the 7th and 8th grade range was 90% to 26.7%. Once again, this has been a recurring trend. Students on the Entering and Emerging level got many questions wrong that required knowledge of specific vocabulary. Overall students across all grades 6-8 fared well on the writing section of the exam, which is not consistant with our 2015 NYSESLAT results in which writing was identified as an area in need of improvement. This can be easily explained by the vast difference between the two assessments' writing sections. The ELL Periodic Assessment has no actual essay to be written; all questions are answered through multiple choice selection which tests grammar and usage.

Significant Data Results :

Our students fared better on the ELL Periodic Assessments as compared to both the city and district averages; this has also been consistent with past results.

After analyzing the data from the ELL Interim Assessments, the school leadership and teachers are using these results to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs.

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*.]
Not applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?

There are many factors that we use to inform our instructional decisions regarding second language development for our English language learners. The initial factors consist of:

- students' pre-migration experiences (including level of formal education in their home country)
- English language proficiency data
- ELL program selection

Our instructional model for English language development in the ELA class is delivered through co-teaching. The ELA content area teacher and the ESL teacher are paired together, each bringing different areas of subject expertise. The ESL teacher supplements instruction by bringing knowledge of second language acquisition, cultural understandings, and ELL strategies. Collaborative planning is conducted between these two teachers in order to meet students' needs and increase student outcomes. Through ongoing professional development and teacher team meetings, all content area teachers are helped to better understand and meet the educational needs of their ELL students.

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?

We do not have a dual language program.

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

The success of the program for our ELLs is evaluated using the NCLB guidelines.

- Making adequate yearly progress in ELA, Mathematics, and Science
- Annual increases in the number or percentage of ELLs making progress in reading, writing, speaking, and listening of the English language (as determined by adequate scale score gains made in the combined modalities of the NYSESLAT)
- Annual increases in the number or percentage of ELLs attaining English proficiency(Commanding level) by the end of each year, as determined by the NYSESLAT.

In addition, we use the ELL Periodic Assessments to measure students' growth at specific points during the school year and to evaluate how our students are faring in comparison to the NYC average on these assessments.

The Title III AMAO 2 target for 2014-2015 was 15%. We attained a 13% in English proficiency(Commanding Level) based on our 2015 NYSESLAT scores. The last two years, we have not met our Title III AMAO 2 target, and we believe that the quick transition of the NYSESLAT becoming fully aligned to the common core learning standards may have contributed to the decrease in student performance on this exam.

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.

The first steps our school takes to identify students who may possibly be ELLs is to correctly determine the enrollment status to which the student belongs.

I s l f t h e s t u d e n t
i s e n r o l l i n g f o r
t h e f i r s t t i m e i
n t o o u r N Y C p u b l
i c s c h o o l s y s t e m
o r i s r e e n t e r i n g
t h e s y s t e m a f t e r
t w o c o n t i n u o u s y
e a r s o u t s i d e o f
a N Y C o r N Y S s c h
o o l , t h e s t u d e n t
w i l l b e r e q u i r e d
t o c o m p l e t e t h e

e n t i r e E L L I d e n t i
i f i c a t i o n P r o c e s s
s .

Our pupil accounting secretary along with our ELL Coordinator will give a Home Language Identification Survey (HLIS) in the language best understood by the child's parent or guardian. The HLIS form is available in all the languages made available by the DOE and we ensure that an adequate supply is always on hand. It is at this time that our ELL Coordinator, who is highly knowledgeable about the ELL identification Process, will conduct an informal interview with the child and parent or guardian to ensure that the information recorded on the HLIS is accurate and has been thoroughly completed. Both our ELL Coordinator and Assistant Principal of the ELL Department have been fully trained by the Department of Education's ELL Compliance Specialists in the ELL Identification Process so that there is always a qualified pedagogue during the initial enrollment. If the informal interview needs to be conducted in a language that the above personnel do not speak, then another pedagogue who does speak the native language will be called to provide assistance in the interview by translating. If we do not have on site personnel to provide the translation, then we utilize the Department of Education's over-the phone interpretation services, which are available in over 150 languages. Our ELL Coordinator reviews all responses on the HLIS forms and takes into account all information obtained through the interview to determine if the child's home language is one other than English. At this time the ELL Coordinator informs the Pupil Accounting Secretary as to what the appropriate OTELE code will be. If the responses on the HLIS form indicate that the student is a potential ELL, then it is explained to the parent or guardian that the child will be administered within ten days of registration the New York State Identification Test for English Language Learners (NYSITELL). The results of the NYSITELL will be used to determine the student's English proficiency level and service eligibility. Parents are advised that if their child is eligible to receive ENL services, then they need to attend a Parent Orientation so they can be informed about each program available to ELLs. If the parents indicate that it is a hardship for them to return for an orientation, then the ELL Coordinator accommodates their situation by conducting the Parent Orientation at this time. We are fortunate to have in house staff that speak the native languages of the majority of our ELL population, thus making this process possible.

Within ten days of enrollment the ELL Coordinator administers the NYSITELL to the student. If the student obtains a Commanding/Proficient level on the NYSITELL then he or she is not entitled to ENL/Bilingual services. If the student scores below the Commanding level on the NYSITELL then he or she is entitled to ENL/Bilingual services. The writing and speaking components of the NYSITELL are scored by the ELL coordinator who has been fully trained in the administration and scoring of this exam. Students who score below a Commanding level on the NYSITELL and have a home language of Spanish are administered the Spanish LAB by a teacher who speaks Spanish and has been trained by the ELL Coordinator on how to administer the exam. The results of the Spanish Lab are used to assess the student's Spanish language skills. The parents of entitled students are then invited to a parent orientation session where they receive information about the various types of ELL programs available throughout the city. The parents then fill out a parent survey and program selection form where they will select a Transitional Bilingual Program, a Freestanding ENL program or a Dual Language Program.

During the registration of transfer students or readmits, the ELL Coordinator runs a test history to determine if they require ELL services or not. If the parent is present, an informal interview is also conducted to find out about the child's background and schooling. This aids in determining if the student is SIFE or not. If they also happen to be Special Education students, then the IEP will be reviewed to determine eligibility for ENL services.

-- If a student is reentering a NYC public school after having been enrolled in a school outside of NYC and/or NYS for less than 2 years, then the student is not eligible to go through the ELL Identification Process. The student's ELL data will be reviewed by our ENL Coordinator in order to obtain the language proficiency level of the student and accurately determine the continuation of ENL services needed.

If a student is enrolling as a new student in the NYC public school system, but is coming from a NYS public school or had been enrolled in a NYS public school within the preceding two years, our ENL Coordinator along with the Pupil Personnel Secretary will request from the sending school the student's ELL data via the New York State Transfer ELL Data Request Form.

The following key ELL documents will be requested:

- Home language code and a copy of the Home Language Identification Survey
- NYSITELL or LAB-R score and proficiency level
- NYSESLAT score and proficiency level
- SIFE status

Once all of the above information is obtained, our ELL Coordinator will review each in order to determine ELL services and the form will be sent to ELLTransferNYS@schools.nyc.gov.

The data form and ELL related documents will be placed in the student's cumulative folder and inputted into designated ATS screens by our Pupil Accounting Secretary.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or

inconsistency in their formal schooling, the following steps are taken:
(SIFE Identification Process)

1. Our ELL Coordinator will administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the assessment Literacy Evaluation for Newcomer SIFE (LENS) will be administered and reviewed by the ELL Coordinator in order to ensure accurate determination of SIFE status.
- 3- Upon reviewing the results of the LENS assessment, our ELL Coordinator will enter the student's SIFE status on the DOE's data collection systems no later than 30 days from initial enrollment. If required, a modification to the SIFE status can be made up to one year from initial enrollment as per CR Part 154.

SIFE status will be removed once the student scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

For newly enrolled students with IEPs and a home language other than English, our ELL Coordinator and IEP teacher will inform the Language Proficiency Team, so they can review and evaluate all evidence of the student's English language development. They must decide if the student has second language acquisition needs or whether the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. The student's parent or guardian will be present at each meeting of the LPT and, if requested, a qualified translator in the preferred language will also be in attendance. Upon completion of this review the LPT team will make a recommendation either for or against the student being administered the NYSITELL. If it is decided that the student be administered the NYSITELL, then our ELL Coordinator will administer the NYSITELL with any testing accommodations noted on the IEP and the ELL Identification Process will continue as usual.

For any student not recommended to take the NYSITELL, the LPT team will send their recommendation (the Language Proficiency Team NYSITELL Determination Form) along with the evidence used to make this recommendation. The Principal will review all documentation and decide whether or not he is in agreement with the LPT's recommendation. If he is in agreement, then notification of his determination is sent to the superintendent for a final decision. The parent or guardian will also be notified about the determination within 3 days. Within the next 10 days, the superintendent has to make a final decision to whether or not he is in agreement with the recommendation. If he too is in agreement, then the ELL Identification process terminates. Once again, parents will be notified of this final determination and that the ELL Identification Process has been terminated. If the superintendent is not in agreement with both the LPT's and principal's recommendation, then the ELL Identification Process will continue and the student will be administered the NYSITELL with any testing accommodations noted on the student's IEP. Once again, the parents or guardian will be notified of the final determination in their preferred language. The Language Proficiency Team NYSITELL Determination Form will be placed in the student's cumulative folder.

Alexander Angueira - Principal

Kristen O'Brien - Assistant Principal

Stephanie Vaughan - IEP Coordinator/Special Ed teacher

Jim Delgado - School Psychologist

Maria Megaris - ELL Coordinator/teacher

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.

Our ELL Coordinator sends an entitlement or non-entitlement letter to the parents of each potential ELL informing them of their child's NYSITELL score and whether or not he or she is eligible to receive ENL services. The letter is sent to parents in the child's home language within five school days after the scoring of the NYSITELL has been completed. Within the Entitlement Letter, parents are invited to attend a formal Parent Orientation session in September, which we try to coordinate with "Meet the Teacher" night in efforts to increase attendance. Each student is required to sign that he or she received the letter and a copy is kept on file in the ELL Coordinator's office so they can be easily accessed for review.

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).

Early on during the initial enrollment process, when there is a translator available or through the use of the Department of Education's over-the phone interpretation services, our ELL Coordinator will inform parents in their preferred language, that they have a right to appeal the ELL status determined for their child within 45 days of enrollment if they believe a misidentification as an ELL or non ELL may have occurred. A few days later, once the student has been administered the NYSITELL and a determination is made as to whether or not the student is entitled or not entitled to ENL services an entitlement or non-entitlement letter is sent to the child's parents in their preferred language. These letters both notify parents of their right to appeal ELL status within 45 days if they believe a misidentification as to ELL eligibility or not has been made. The re-identification process will be completed within 10 days of request. A second measure we take to remind parents of their right to appeal ELL status determination is during our Parent Orientation. Translators are always present during our parent orientations and we will use the Department of Education's over-the phone

interpretation services when needed.

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.

To ensure that the parents of our English Language Learners understand all three program choices, we have the following structures in place:

First, we send an Entitlement Letter to the parents of each eligible student in the child's home language with the child's NYSITELL score. This is done no later than five school days from the scoring of the NYSITELL. Outlined in the letter are the three choices of services to which the child is entitled. Within the Entitlement Letter, parents are invited to attend a formal Parent Orientation session in September, which we try to coordinate with "Meet the Teacher" night in efforts to increase attendance. During this orientation, each ENL program, the common core learning standards, program goals and student expectations, and assessments, as well as the modifications given to ELLs for testing will be explained and parents will have the opportunity to ask questions. In addition we offer, at the parents' convenience, one-on-one conferences throughout the school both in the early afternoon and evening, allowing working parents more flexibility to attend. These orientations are conducted with the ELL and Parent Coordinator, with on site translators. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there is not a sufficient number of students to form this class at this time, we will send the parent request to ELL Program Transfers@schools.nyc.gov. If they decline the transfer and choose to have their child remain at our school, then the student will be placed in a Freestanding English as a New Language program. If at some point later on we have a sufficient number of parents with the same home language requesting a bilingual program, our ELL Coordinator will contact all parents who selected the bilingual program and inform them that we can now offer their child this program.

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.

To ensure Parent Surveys and Program Selection forms are returned in a timely manner, we offer parents a variety of options to obtain the information necessary for the completion of these forms.

-During the initial enrollment, if the parents express that it is difficult for them to return for an orientation, then the ELL Coordinator accommodates their situation by conducting the Parent Orientation at this time. We are fortunate to have in house staff who speak the native languages of the majority of our ELL population thus making this accommodation possible.

Next, we send an Entitlement Letter to the parents of each eligible student in the child's home language with the child's NYSITELL score. Outlined in the letter are the three choices of services to which the child is entitled. Within the Entitlement Letter, parents are invited and encouraged to attend a formal Parent Orientation session in September, which we try to coordinate with "Meet the Teacher" night in efforts to increase attendance. During this orientation, each ELL program, state standards and assessments, as well as the modifications given to ELLs for these tests will be explained and parents can ask questions.

In addition, we offer one-on-one conferences throughout the school day at the preferred time requested by the parent. Early evening meetings are also offered on Tuesdays during the contractual Parent Teacher Outreach/Involvement Time. These orientations and meetings are conducted with the ELL Coordinator, Parent Coordinator, and with on-site translators. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education.

During this time, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there is not a sufficient number of students to form such a class at this time, we will send the parent request to ELL Program Transfers@schools.nyc.gov. If the parent declines the transfer and chooses to have their child remain at our school, then the student will be placed in a Freestanding English as a New Language program. If at some point later on we have a sufficient number of parents with the same home language, requesting a bilingual program, then we will contact parents about opening such a class.

The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL program. The original Parent Survey & Program Selection Form will be placed in the student's cumulative folder by the Pupil Accounting Secretary and a copy will be maintained by the ELL coordinator.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained by our ELL Coordinator. If the parent has not returned the form, then the student will be placed in a bilingual program if available or, at a minimum, the mandated ENL services will be provided to the student according to the student's English proficiency level on the NYSITELL. The ELL Coordinator is responsible for entering the parent's program choice in the ELPC screen on ATS. Once the student's program has been determined based on the steps outlined above, our ELL Coordinator sends parents a

placement letter in the parents' preferred language indicating the program in which their child has been placed.

If there are any parents who were not able to attend our ELL Parent Orientations, then our next step is to call the parents and offer them an orientation based on their individual availability. Our ELL Coordinator will keep a phone log of these calls. If the parent still cannot come to the school, we send the forms home and offer them telephone assistance in completing the form once they have received it. When a parent makes a program choice that is not available in our school, the ELL Coordinator first determines if the program is available in the district, borough, or in the city. If there is a space, the parent is offered a transfer through a meeting that is conducted in the parent's preferred spoken language by the ELL Coordinator and Parent Coordinator. If the parent rejects the transfer, we file the denial of transfer form in our yearly parent survey and program selection folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL Coordinator keeps track of all Parent Survey and Selection forms completed and returned. For parents that have not returned their form outreach attempts will be made in their preferred language and documented by the ELL Coordinator. Furthermore, our ELL Coordinator is responsible for making sure the parent choice of program is entered into ATS.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined our ELL Coordinator sends parents a placement letter in the parents' preferred language indicating the program in which their child has been placed. The student signs that he/she has received the placement letter and a copy of the letter is maintained on file in the ELL Coordinator's office so they can be easily accessed for review.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original ELL-related documents are filed in each student's cumulative record and copies of each document are kept on file in our ELL Coordinator's office so they can be easily accessed for review.
ELL key documents include:
 - Home Language Identification Survey
 - Parent Survey and Selection Form
 - Program Placement Letter
 - Entitlement letter (newly identified ELLs)
 - Continued entitlement letter (continuing ELLs)
 - Non Entitlement/Transition Letters (to parents of students who have exited ELL status.)
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.
-To ensure that all our ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT), the ELL Coordinator is responsible for monitoring and verifying ATS reports such as the NYSESLAT Eligibility (RLAT) and Admission reports throughout the school year. In addition, the ELL Coordinator collaborates with the IEP teacher to make sure that the NYSESLAT testing schedule provides for all testing accommodations that may be required for ELLs with Individual Educational Plans (IEP). All teachers involved with the administration of the NYSESLAT have been fully trained by the ELL Coordinator. The Testing Coordinator and/or ELL Coordinator always attend any Regional Testing Meeting pertaining to the NYSESLAT to ensure that proper testing procedures are followed, required information on answer documents is complete and accurate, and all testing materials are secure and properly returned. The ELL Coordinator creates a testing schedule in accordance to the NYS administration schedule for the NYSESLAT in order to ensure all components of the NYSESLAT have been administered within the testing date range inclusive of any Make-Ups.
In addition, the NYS suggested sequence of test sessions is followed: Administration 1—Listening/Reading/Writing Session 1, Administration 2—Listening/Reading/Writing Session 2, Administration 3- Listening/Reading/Writing Session 3
Results of this exam are evaluated annually in order to determine whether or not the student continues to be eligible for ESL services, monitor student's individual progress in obtaining proficiency in English and to drive instruction. The RNMR data report is used to identify progress in the modalities of speaking, reading, writing, and listening.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
As soon as school begins, our ELL Coordinator reviews the current NYSESLAT and ELA data in order to identify ELLs still entitled to ELL services and Former ELLs who have exited ENL status but require two years of transitional ENL support. Once these students are identified, a continued entitlement letter in their home language or a non entitlement/transitional support letter is prepared for each student. Next, these letters are distributed to parents by each student's ELL teacher or ELL Coordinator during our school's Meet the Teacher night. The ELL teachers and ELL Coordinator are able to address any further questions parents may have and translators are always present during our annual Meet the Teacher night. The DOE's over the phone interpretation unit will be used when needed. Parents are required to sign at the bottom of the Continued Entitlement Letter in order to substantiate receipt of the letter. Copies of both these letters along with a receipt of letter log will be collected and maintained in the ELL Coordinator's office so they can be easily accessed for review.

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).

In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice is Freestanding English as a New Language. Parents are selecting ENL services for their children. So far, for this current school year 2015-2016, we've had two newly enrolled ELLs entitled to services and the parent choice of program was Freestanding English as a New/Second Language. Our last school year, 2014-2015, we had three newly enrolled ELLs, two of whom selected the ENL program and one who selected the Transitional Bilingual Education program. The parent who selected the Transitional Bilingual program chose to transfer her child to a school in our district which had her choice program available.

If a parent chooses a program that is currently available in the school, we immediately place the student in that program. If the parent chooses a program that is not currently available in our school, the ELL Coordinator will inform the parent that the selection is not currently available at our school and provide the parent with the following two options:

- o Keep the student enrolled at our school in an available program

OR

- o Transfer the student to a different school where the parent's selection is currently available. Our ELL Coordinator will contact the Office of Student Enrollment in order for them to coordinate the transfer. While the school awaits the transfer, the student will be placed temporarily in an ENL program in our school until the transfer is complete. Students placed in ENL program due to the unavailability of a bilingual program will be counted toward the minimum threshold for opening a bilingual program.

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.
 - 1. a & b. We have a Freestanding ENL Program which currently consists of three classes, one on each grade level (6-8). Classes are heterogeneous and travel together as a group (Block model). Our organizational model is departmentalized with an ELL teacher co-teaching in the ELA seventh grade class. Both our sixth and eighth grade ELA classes are taught by a dually licensed ELA/ELL teacher. In addition, our sixth and seventh grade social studies teacher who services our ELLs is dually licensed in Social Studies and ESL.
 - Students who scored at Expanding/Advanced Level and Transitioning/Intermediate Level on the 2015 NYSESLAT will receive 180 minutes of ENL integrated instruction per week while in a ENL/ELA and/or other content area class. Either a co-teaching model is used, where one teacher is fully certified in ELA or another content area and the other teacher is a fully certified ESL teacher or a dually certified teacher in both ESL and a content area will be utilized.
 - Students who scored at the Entering/Beginning or Emerging/Low Intermediate levels on the 2015 NYSESLAT will receive 360 minutes of ENL instruction per week. 180 instructional minutes will be delivered in a Stand-Alone ENL class taught by a fully certified ESL teacher. The remaining 180 minutes of instruction will be delivered in an integrated ENL class using a co-teaching model where one teacher is fully certified in ELA or another content area and a fully certified ESL teacher or a dually certified teacher in both ESL and a content area will be utilized.
 - Our Commanding Level students will receive 90 minutes of integrated ENL services per week for two additional years upon initially attaining a Commanding level on the NYSESLAT.
 - All ENL classes, both integrated and stand-alone will provide home language support.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*

Not applicable.

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

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

2. To ensure that the mandated number of instructional minutes is provided, the Assistant Principal of the ELL Department along with the ELL Coordinator analyze each individual ELL's NYSESLAT level to ensure from the very beginning of the school year that the mandated number of instructional minutes is provided according to CR Part-154 requirements.

Students with Expanding level and Transitioning level on the 2015 NYSESLAT will receive 180 minutes of ENL intergrated instruction per week while in a ENL/ELA and/or other content area class. Either a co-teaching model is used, where one teacher is fully certified in ELA or another content area and the other teacher is a fully certified ESL teacher or a dually certified teacher in both ESL and a content area will be utilized.

Students with Entering or Emerging levels on the 2015 NYSESLAT will receive 360 minutes of ENL instruction per week. 180 instructional minutes will be delivered in a Stand-Alone ENL class taught by a fully certified ESL teacher. The remaining 180 minutes of instruction will be delivered in an intergrated ENL class using a co-teaching model where one teacher is fully certified in ELA or another content area and the other is a fully certified ESL teacher or a dually certified teacher in both ESL and a content area will utilized.

-Our Commanding Level students will receive 90 minutes of integrated ENL services per week for two additional years upon initially attaining a Commanding level on the NYSESLAT.

All ENL classes, both intergrated and stand-alone will provide home language support.

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.

3. The program model includes two components:

Language Arts instructional component – the Language Arts instructional component is delivered through instruction in English Language Arts (ELA) and English as a new language (ENL).

Content Area instructional component - the content area instructional component is delivered through instruction in English using ELL methodologies and strategies.

Instruction is designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

Instructional Methods:

All ELL students receive the same rigorous common core standards-based curriculum as monolingual students, and all instruction follows the Reader's/ Writer's Workshop model. A literacy-rich school environment immerses students in a variety of language experiences where classroom discourse and interactions are well-designed to enable ELLs to develop communicative strengths in language arts. In all content areas there is a strong focus on academic language instruction so that students can successfully perform CCLS tasks such as citing evidence, persuading, and engaging with complex informational texts. Ongoing assessment and feedback guide learning. To make content comprehensible and enrich language development all lessons are inclusive of mini lessons, read alouds, think/pair share, turn and talks, independent reading/writing journals, interactive reading/writing, graphic organizers, skills and guided practice, phonemic awareness, fluency, academic vocabulary and text comprehension strategies. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended and leveled questioning using Webb's Depth of Knowledge (WDOK), accountable talk, debates, and non-fiction reading and writing. Some methodologies used to carry out the lessons are scaffolding, TPR, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

4. To ensure that ELLs are appropriately evaluated in their native languages, we follow New York State regulations such as:

-Newly enrolled students who have Spanish indicated as their home language and do not test out on the NYSITELL, the Spanish Lab is administered.

- NYS testing accomodations for our ELLs and SWDs are always arranged for and alternative language editions of state tests are ordered as necessary.

-Translators for the lower incidence languages that our ELLs speak as well as bilingual dictionaries/and glossaries are always provided.

For ELLs that are also identified as having disabilities, the Committee on Special Education (CSE), as per state policy (CR-Part 154), will develop an individualized education program that considers the language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support

the student's participation and progress in the general education curriculum. Any re-evaluation made by the CSE will require a bilingual assessment.

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

5. Aligning curriculum and instructional materials to the Common Core standards ensures that our students are being taught and assessed on what they are expected to learn and know. The alignment process helps teachers think critically about the curriculum, instruction and assessments as they work to ensure that their students meet the rigorous Common Core Learning Standards. They also provide a clear and focused progression of learning.

The administration of the ELL Periodic Assessments, once in the Fall and later again in the Spring, serves in providing teachers with detailed information about their students' strengths and weaknesses in each of the four modalities and helps them plan individual and group instruction.

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

Differentiated Instruction is always planned for to better meet the learning needs of each individual student. The following assessments will be used to differentiate instruction as well as to determine the learning targets and the short-term goals for individual students.

- The NYSESLAT scores
- NYSITELL scores
- ELL Periodic Assessments
- Wilson Program Assessments
- Pearson Baseline and Benchmark Assessments in ELA
- Content area baseline and benchmark assessments, Performance Tasks, tests, quizzes
- Achieve 3000
- Portfolios
- The New York State ELA, Math, and Science test scores
- Teacher Observations & Conferencing Notes

The instructional plans we have in order to differentiate instruction for our specific ELL subgroups are as follows:

SIFE students are immediately identified by reviewing the responses on the HLIS form and SIFE questionnaire, results of the LENS assessment if administered, running the SIFE Students Report (RSFE) and BESIS data collection, as well as student work. For newly enrolled ELLs, the Home Language Survey (HLIS) is used. These students are placed in an age appropriate class and the ELL Coordinator informs their teachers that they do not have adequate literacy skills in their native language (L1) to transfer over to the second language being learned (L2). Next, they are assessed in both literacy and math skills in order to determine their academic abilities. Assignments and tests are then modified to meet their particular learning needs thus enabling them to achieve academic success. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Students will receive academic intervention services in a smaller group setting during the school day which will focus on literacy and math skills. They will also be highly encouraged to participate in our Title III after school program and given an application in their parent's preferred language. The instructional programs we have selected to use for intervention are Wilson, Academic Vocabulary, Achieve 3000, and BrainPop. The literacy programs used with these students focus on the development of phonological awareness, fluency, reading comprehension skills, and overall literacy skills in the modalities of Reading, Writing, Speaking, and Listening. Our goal is to provide these students with the support necessary to have them "catch up" to grade level. Diagnostic reading and writing assessments will be ongoing and reviewed collaboratively by the students' Language Arts, ENL, and AIS teacher in order to develop a more prescribed plan of intervention.

Newcomer ELLs who are in this country three years or less, have been placed in an age appropriate Block Class, which means the travel together as a group. They receive at a minimum 180 minutes of instruction in an intergrated ENL class and by a fully certified ESL and ELA teacher. All other instruction is departmentalized and conducted by fully certified teachers who have received professional development in ENL strategies or by dually licensed teachers who hold both an ESL and content area license. There is a focus on using scaffolds, visuals and graphic organizers to support instruction and vocabulary development. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Since it is required from NCLB, that all ELLs who have been in the U.S. over one year take the English Language Arts (ELA) exam we have aligned the ENL curriculum to the ELA curriculum. Participation in our Title III after school program is highly encouraged and students are given an application in their parent's preferred language.

For our Developing ELLs who have been receiving services for four to six years, we will focus on the development of their cognitive academic language proficiency (CALP) and metacognitive skills by utilizing Bloom's Taxonomy to demonstrate

critical thinking. Students will work collaboratively on challenging activities which will involve the use of higher order thinking skills. Ongoing assessments will be utilized to identify learning targets and plan for intervention strategies that will be utilized to address weaknesses. Participation in after school and Saturday programs is highly encouraged.

Our long-term ELLs are usually proficient in listening and speaking but fall short in attaining proficiency in the reading and writing modalities on the NYSESLAT. Many of these ELLs have IEPs and it is their learning disability that prevents them from being able to achieve proficiency. Instruction for our long term ELLs focuses on reading comprehension strategies, writing skills, and academic vocabulary development. Academic intervention services in ELA will be scheduled at least two times a week and assessment data will be monitored closely in order to identify skills in need of improvement. The 2015 NYSESLAT scores, Years of Service Report (RYOS) and ELA Assessments are used to identify these students. Participation in after school and Saturday programs is highly encouraged.

Former ELLs are identified using the RLAT report. These students either scored at the Commanding Level on one of the two most recent administrations of the NYSESLAT or a level 3 or 4 on the 2014 or 2015 ELA exam. Former ELLs who have a Level 3 or higher on both the state ELA and Math exams are placed in a monolingual grade appropriate class, and if possible, in one composed of children who have had similar experiences. These students will all receive 2 periods/90 minutes of ENL instruction in an Intergrated ENL class in order to continue to receive support in their language development and academic progress.

Former ELLs with an ELA or Math state score below a level 3 are programmed into intergrated ENLclasses with Expanding/Advanced ELLs, therefore continuing to receive ELA instruction from both an ELA and ESL teacher 4 periods a week/180 minutes which exceeds the instructional time mandated. The progress of all former ELLs is monitred and collaboration between teachers ensures that the academic needs and social well being of this particular group of students is being met. Any student identified as needing additional academic services, is encouraged to participate in after school and Saturday programs as well as our Title III program.

Testing accommodations are always provided to all former ELLs as per NYS Testing Accomodations for former ELLs.

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.

Once a written appeal has been made by the student's parent, the re-identification process will have to be completed within 10 school calendar days. If the Committee on Sp. Ed. (CSE) must be consulted, then the process has a maximum of must 20 school calendar days to be completed. The following steps are followed during a re-identification process:

- The Re-identification Team consisting of the Principal, Assistant Principal of ELLs and Sp. ED, the ELL and Testing Coordinator, IEP teacher, and the Pupil Accounting Secretary will review all documents related to the initial or reentry identification process.
- The team will review the student's work in English and in the home language if available.
- The team decides on whether the student should be administered the NYSITELL if the original determination was that the student should not be administered the NYSITELL.
- If a decision has been made to aminister the NYSITELL, then it will be administered by our ELL Coordinator, who has received training by NYC's DOE Office of ELLs in the administration of the NYSITELL.
- The team reviews the results of the NYSITELL if was now administered or a school-based assessment to evaluate the student's abilities in listening, speaking, reading and writing in English.
- The team will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
- The team will inform the principal of their findings and recommendation.
- The principal determines whether to change the ELL status or not.
- Written notification of the decision is sent to child's parents in their preferred language.

If the recommendation is to not change the ELL status, no further actions are required.

If the recommendation is to change the ELL status, then the parents must sign and return the notification they were sent acknowledging the principal's recommendation to change the ELL status.

- All relevant documents and principal's recommendation are sent to the superintendent for review and final decision.
- The superintendent has 10 school days from receipt of documentation to inform the principal and the student's parents in their preferred language of his decision.

If the decision is to not change the ELL status, no further action necessary.

If the decision is to change the ELL status, the student's program must immediately be modified accordingly.

All notifications and relevant documents will be placed in the student's cumulative folder and copies will be kept on file in the ELL Coordinator's office so they can be easily accessed for review.

Teachers will closely monitor the students re-identified as either an ELL or non-ELL in order to determine within 6 to 12 months after the superintendent's notification of decision, if there were any adverse affects on the student's academic progress. If there are any areas of academic need identified, then targeted instruction will be provided to address those areas.

Chart 1: 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?

Our ELLs identified as having special needs are always afforded equal access to the same general education curriculum as students without disabilities. However, instruction depends on the students individual educational plan (IEP). All teachers and providers who work with these students are given access to the Special Ed. Student Information System (SEGIS) where they can view a copy of the student's IEP as per the Standard Operations Procedure Manual for Special Education. All teachers work collaboratively to implement a rigorous common core standard based learning environment that focuses on academic achievement, and language development. Teachers modify and adapt curriculum when necessary in order to meet individual student needs. Lessons are interactively taught using a SMARTBOARD along with visual aids, graphic organizers, and manipulatives to assist students in learning. Students receive additional academic services in Reading and Math. The Wilson Program is used as a reading intervention program with students needing more intense literacy instruction to further develop their language skills. Instruction is conducted in a very small group setting consisting of no more than six students.

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?

9. The goal for our ELLs with disabilities is to afford these students equal access to learn within the least restrictive environment.

Therefore, to begin with, we created parallel schedules where general education and special education teachers are providing instruction in the same content area during the same periods, thus maximizing mobility between settings. All instruction is aligned to the Common Core Learning Standards and the Intergrated Co-Teaching Model (ICT) is used to deliver instruction to the majority of these students. The general education content area teachers, special ed. teachers, related service providers, inclusive of the ESL teacher, guidance counselor, IEP teacher and School Based Support Team, all work together to provide the recommended services, accommodations, modifications, and support in accordance with students' IEPs. Student performance is continuously measured and used to differentiate instruction as needed. There is a strong emphasis on using technology to foster literacy acquisition and it has proven to be very successful.

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	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 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(uu) of this Title. All programs must be provided during the school day.					

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



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

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.

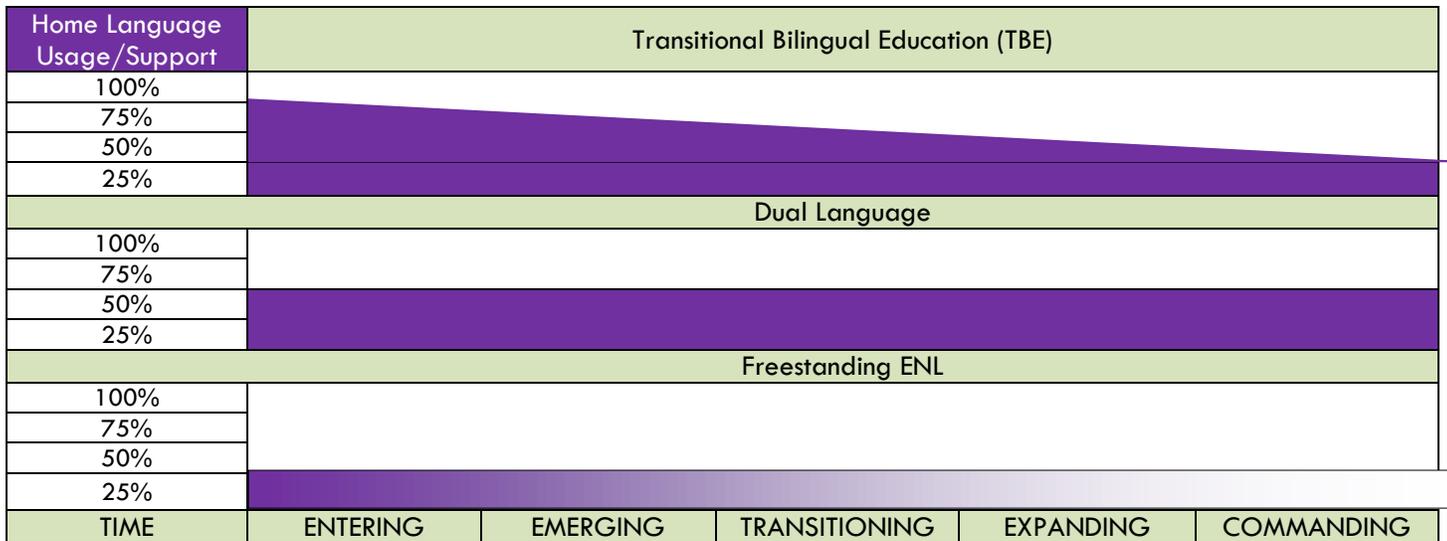


*Note: “other approved services” does not apply to New York City at this time.

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.

10. Our targeted intervention programs supplement regular class instruction during and after the school day, as well as Saturday during the fall and spring.

Interventions During the School Day:

- City Year Program - instructors from diverse backgrounds with college degrees provide academic Push-in services in Language Arts and Math classes. In addition to the academic component, they work to improve attendance and/or behavior skills for students in need of this support. Many City Year instructors are bilingual and can offer home language support to many of our students. These services are conducted Mondays-Thursdays from 7:30-5:45PM.

- Extra ELA Instruction – Students are programmed with three additional periods per week (45 min. per period) in ELA. Pearson's Prentice Hall Literature is used for ELA instruction, which is aligned to the Common Core Learning Standards and is research-based. Every unit has leveled reading selections to differentiate instruction based on students' reading levels and there is a focus on both academic and content related vocabulary. In addition, there is an audio/video component which is utilized throughout lessons using Smartboard technology, and native language support in Spanish for every selection.

- AIS/RTI Reading Programs:

- Wilson Program - For all Sp. Ed ELLs in a self contained class. Instruction is conducted in a very small group setting. The program targets students in grades 2-12 with word-level deficits who are not making sufficient progress through their current intervention and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability.

- AIS services are provided once a week. Each class is divided into three groups to facilitate small group instruction and to focus more precisely on the specific learning needs of each group of students.

- Extra Math Instruction – Students are programmed with three additional periods per week (45 min. per period) in Math. The Connected Mathematics Project 3 (CMP3) program is used for instruction. This program was selected to be used in grades 6-8 through out the entire NYC and is fully aligned to the Common Core Learning Standards. It is designed to help students develop an understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics.

- Chronic Absentee Program- guidance counselors meet weekly with students identified as having been chronically absent or late. Strategies and action plans to be implemented are discussed. In addition the Chronic Absentee Program Committee meets monthly with parents to inform them of their child's progress and discuss strategies that may help. Personnel from various community outreach services are also present to offer parents information about the support programs available to them.

After School Intervention Programs:

- Achieve Now Academy - will be implemented on Wednesdays, Thursdays and Saturdays in the fall and spring in order to prepare our students in ELA and Math for the upcoming 2016 NYS exams.

- Title III after school program- consists of two classes; one targeting the English literacy needs of ELLs and ELLs with disabilities who have been in the U.S. for three years and have a NYSESLAT score of Entering or Emerging, the second class is composed of ELLs who have been in the US for 4 or more years and have a NYSESLAT score of Transitioning or Expanding. The Study Island program which is a web based program is used for math instruction and Achieve 3000 which is also a web based program is used for the main literacy program. The Achieve 3000 program is fully aligned to the Common Core Learning Standards, and has been scientifically proven to accelerate reading comprehension (using non fiction texts), vocabulary, writing proficiency and performance on high stakes tests. Reading passages are matched to each student's individual Lexile™ reading level. The program provides native language support for Spanish speakers. Supplemental instruction is also given in the content areas of math and science. The science teacher is fluent in Spanish, therefore is able to provide our Spanish speaking students home language support.

- YMCA- This program has an open enrollment and services our students everyday from 2:20 - 5:30. In the first session of the program, students receive small group tutoring or homework help and in the second session students choose from a variety of extracurricular activities to participate in. These activities include Creative Writing, Mad Science, Rhymes & Poetry, Flag Football, Arts & Crafts, Dance and Leadership Team. The majority of the YMCA instructors come from diverse backgrounds and speak a second language, therefore they are able to provide many of our students with home language support and are more responsive to the cultural needs of our students.

- City Year- This program has an open enrollment and services our students Monday-Thursday from 2:20-5:45. Students receive small group tutoring or homework help. They also help identified students in improving their behavioral skills. Many of the City Year volunteers come from diverse backgrounds and speak a second language, therefore, can often provide students with home language support.

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

11. The program we have created and implemented for our ELLs has proven to be effective in meeting both the content and language development of our ELLs. The success of our ELL program can be contributed to the following factors:

- using literacy programs and materials that are fully aligned to the common core learning standards, scientifically based, and infused with technology.
- having both a fully licensed content area teacher and the ESL teacher or a dually licensed ESL/content teacher provide instruction to our ELLs
- a focus on academic language development and the English language skills needed to access content
- modifying assignments and assessments in different content areas for ELLs at different stages of language development
- providing native language support
- setting instructional goals aligned to the grade-level expectations of the common core standards
- assessment of progress toward these goals which helps teachers guide instruction
- ongoing monitoring of student performance data
- additional academic intervention services tailored to target students' individual needs.
- teacher teams consisting of content area teachers and both ESL and Special Ed. teachers that are highly qualified to provide insight and best practices in second language acquisition.

The evaluation of our program's success is measured using both summative and formative data and is in accordance to the NCLB guidelines.

- Annual increases in the number or percentage of ELLs making progress in reading, writing, speaking, and listening skills as determined by adequate scale score gains made in the combined modalities of the NYSESLAT and the NYC ELL Periodic Assessments.
- Annual increases in the number or percentage of ELLs attaining English proficiency (Commanding Level) by the end of each year, as determined by the NYSESLAT

We fared above the city average in our ELL Periodic Assessments which is consistent with past results.

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

In June of 2015, we were considering implementing The Wilson Reading Program for all our self contained ELLs that were struggling in reading and had a lexile level that was more than four grades below their grade level. We were successful in implementing the program at the start of this year.

We were also successful in making the following improvements from last year to this year:

- expanding our Arts Department to include chorus (now we offer students art, drama, computer music, and chorus)
- all teachers have a common grade level planning period
- having three Lead Teachers to share their best practices and support the professional development of their colleagues.
- applying the theory of Growth Mindset in our instructional practices

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

- Our Writing Matters Program was paid for by a grant, which unfortunately expired and we do not have enough funding to reinstate it at this time. However, we will continue to use the Writing Matter's material to supplement our ELA curriculum.
- Presently we are trying to secure funding to continue the Achieve 3000 program, but the continuation of the program is budget pending.

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

14. All ELLs are afforded complete and equal access to all school programs and receive all city and state mandated services that they are entitled to. All instruction is grade appropriate, rigorous, and aligned to the common core learning standards. Students identified as being at risk because they scored a level 1 or low 2 on the state ELA and/or math test, as well as all newly arrived ELLs receive supplemental academic services as well as enrichment activities both during the school day and after school through the following programs:

- City Year
- Title III
- YMCA
- Achieve Now Academy-which offers NYS ELA and Math Test Prep
- St. John's Gear UP for our 8th graders
- Specialized High School Test Prep
- Soccer Team
- Basketball Team
- Guitar
- Debate Team
- Chess Club

Our administration works collaboratively with our special program providers to ensure that there are no scheduling conflicts and that our ELL students have the opportunity to participate in all school activities while still receiving all mandated services. In order to

ensure that our ELLs are afforded equal access to these programs we provide written notices for these programs in their native languages to the greatest extent possible.

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.

Some instructional materials used include:

- Leveled classroom libraries in all genres, including content and grade specific core curriculum bilingual libraries
- Pearson's Prentice Hall Literature Program (Inclusive of support in Spanish for every selection) used in Intergrated ELA/ENL classes

- Getting Ready for the NYSESLAT & Beyond textbooks

- A New Beginning - ENL textbook for students in ENL Stand-Alone (Entering & Emerging English proficiency levels and SIFE ELLs)

- Smartboard

-Google Earth

- Connected Mathematics Project 3(CMP3) and teacher created math supplement activities

- Access Newcomers - for Newcomer and SIFE ELLs

- Access- American History (7&8 Grade), American Journey (8th Grade), maps & atlases,

- Access Science (6,7,8) Science Labs & Kits, Scott Forsman science books,

- Study Island, Achieve 3000, BrainPop, (BrainPop ESL for newcomer and SIFE ELLs) are all online programs used in the Title III

after school program.

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

16. Native Language support is delivered in the following ways:

- content specific Spanish bilingual libraries that are alligned to our curriculum

- our ELA curriculum program is inclusive of Spanish language support for every selection

- textbooks with a spanish glossary

- translation dictionaries

- 6-8 grade content glossaries for ELA, Science, Math, and Social Studies (available in 9 languages from the NYS Dept of Ed.)

- language buddies

- graphic organizers in the native language

- Google Translator

- explicit teaching of cognates and false cognates (Spanish)

Our ELL teachers, bilingual guidance counselor, paraprofessionals, City Year tutors, counselors, and other staff members speak many of the languages representative of our students and encourage multilingualism. Having a classroom environment that is socioculturally supportive will allow students to develop linguistically, academically, cognitively and socially.

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

17. All resources and required services support and are alligned to the Common Core State Learning Standards and the grade specific core curriculum in all content areas. All teachers of ELLs utilize curriculum maps and pacing calanders particular to the content area they are teaching.

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).

To assist newly enrolled ELL students before the beginning of the school year we conduct several orientations to our school. In May, our principal visits each of our feeder schools to introduce himself and our school to future incoming sixth graders. At this time he invites all fifth graders and their parents to a special orientation to our school. Flyers about the event are distributed in many languages. At the orientations students and accompanying parents are introduced to administration and sixth grade faculty, informed about differences they will encounter between the elementary school set-up they are accustomed to and that of our middle school, view performances or works from our Arts department, watch a video clip of special school events, tour the school, and are given the opportunity to meet with sixth grade teachers to discuss instructional practices and view artifacts. In house translators are present during these orientations. In the beginning and throughout the school year we conduct ELL Parent Orientations, Meet the Teacher Night, and a September parent orientation breakfast. Throughout the year we hold ELL individual parent meetings, Parent Workshops, and ongoing ELL Parent Orientations for new ELLs who enroll throughout the school year. The Parent Coordinator, Administrative team, and sixth grade guidance counselor always partake in school orientations and events. The ELL Coordinator conducts all ELL parent orientations. Students' individual ELL teacher will conduct the one-on-one ELL meetings.

19. What language electives are offered to ELLs?

At this time, due to budget constraints we can not offer a foreign language class to all our students. Currently all our sixth grade students inclusive of our ELLs and Special Education students, receive foreign language instruction in Spanish, two to three times a week. In the seventh grade, only the top seventh grade class receives foreign language instruction in Spanish. For our seventh and eighth grade students, only those in the two top classes continue to receive foreign language instruction in Spanish. In the future, if

our budget increases we plan on hiring another foreign language teacher in order to be able to offer all our students a language elective.

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)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Our school has formed a professional development committee which consists of the administration, eighth grade guidance counselor, lead teachers, ELL coordinator, special education teacher, and at least one teacher from the different content areas. The PD committee conducts a needs assessment survey in order to determine the areas that teachers, guidance counselors, paraprofessionals, and other school related personnel require professional development in. Based on these results and CR Part 154.2 mandates that 15% of total PD hours for all teachers will be ELL specific and 50% for ENL and bilingual teachers, the PD committee coordinates professional development sessions that are scheduled on every Monday and meet the requirements of CR Part 154. Professional development sessions include information that address the needs of English language learners and students with disabilities. Since a major portion of our intergrated ENL services as well as our ICT use the co-teaching model, there are PD sessions that focus on best practices for co-teaching strategies, scaffolding, and intergrating language and content instruction. Our Administration along with the PD Committee keep a record of these workshops along with staff members that were in attendance..
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?
 2. Professional development sessions offered to all teachers of ELLs will focus on intergrating language development and content instruction, making content comprehensible for English Language Learners, aligning instruction to the common core standards, and using data to drive instruction.

Topics to be covered during these professional development sessions are:

 - . ENL Mandates-The New Commisioner's Regulation Part 154 (
 - . Aligning instruction to the Common Core Standards
 - . Intergrating language and content instruction
 - The Language Allocation Policy
 - ELL Strategies and Best Practices
 - Valuing Cultural Differences (Presented by St. John's Gear-Up Program)
 - Employing student's native language to increase comprehension
 - Using assessments to differentiate instruction and ELL and Special Ed. testing accommodations
 - Test Strategies
 - NYSESLAT Preparation
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. We have several structures in place to support staff in assisting ELLs as they transition from elementary to middle school and then from middle school to high school. These structures are as follows:
 - Open House days are scheduled throughout the school year so fifth grade elementary school students and their parents can visit and obtain information about our school before actual enrollment in order to facilitate adjustment and reduce anxiety.
 - A partnership between our guidance counselors and the guidance counselors of our incoming and exiting students, in efforts to ensure proper program placement. Pertinent information is shared with administrators, teachers, and any other necessary school personnel.
 - St. John's University Gear Up Program is available to our 8th grade students with the goal of enabling academically and/or economically disadvantaged students to graduate middle and high school and pursue post secondary education. A series of special assemblies are held to assist 8th grade students and their parents with planning for the future. The program provides support to students through mentoring, counseling, and tutoring. In addition, they provide ongoing teacher training and professional development.
 - For our eighth grade ELLs, our guidance counselor who is bilingual in Spanish, offers a series of workshops to parents and students on the high school application process. Being able to explain the many aspects of the HS process in Spanish is a huge benefit for our Spanish speaking parents, who compromise the major preferred language of our parents. In addition, the guidance counselor arranges transportation and accompanies students and their parents to NYC's High School Fairs. Individual appointments are welcomed for any parents that need more assistance or information in regards to high school requirements or selection.
 - . Counseling Sessions - these sessions are conducted one-on-one or within a small group setting with the child's guidance counselor, and the focus is to assist and guide students with personal and social concerns. For our Spanish speaking ELLs, counseling is inclusive of native language support and cultural understanding.

All school personnel work collaboratively to foster an environment that is welcoming and supportive.
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.

In order to ensure that the professional development requirements of CR Part 154.2 are being met, the PD Committee along with administration produce a monthly PD calander, which is distributed to all teachers and all other staff members; the calanders enable them to easily track specific PD given and calculate the total hours of all ELL-specific professional development. Attendance for all PD sessions given at our school is taken by a member of administration and then filed in a PD binder which is located in the main office for easy access if needed to be reviewed. For any approved PD sessions that a staff member attends outside of our school, confirmation of registration and agendas must be submitted to our payroll secretary and then are also filed in the PD binder. The PD binder also helps teachers, and paraprofessionals in identifying their individual PD activities in order to assure they are meeting NYS PD requirements for maintaining certification.

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?

1. In addition to parent-teacher conferences and parent orientation meetings, our school provides the parents of our ELLs the opportunity to meet individually with designated staff members in order to inform them of our ELL program goals and discuss various aspects of their child's academic progress relating to language development. These individual meetings will be offered throughout the school year during our Tuesday Parent Engagement time. The focus of these meetings will be to inform parents of the goals of our ELL program, our expectations for students, and language proficiency assessment results. The following data will be used in discussing each child's language development:(NYSESLAT, NYSITELL), ELL Periodic Assessments, ENL report card grades and any language needs their child may be experiencing in the content areas (academic vocabulary/Tier 1,2, or 3 words). Translators will be available during these meetings to the greatest extent possible and the DOE telephone interpretation services will be used when needed. Parents will be provided with a data profile sheet for their child, which will be used as a tool to guide student led conferences. Parents and translators will sign in for attendance purposes. An Interpretation of any necessary key documents or information will be made available in the parents' preferred language to the greatest extent possible. The ENL Coordinator will keep a record of all parents attending.

2. (Response to #2 below, written here since template will not allow for response to be written below)

Each ENL teacher and the Assistant Principal of the ELL Dept., will keep a record of each individual meeting they conducted, inclusive of parent sign in sheets, translation personnel if required, and a log of parent outreach attempts. Once all meetings have been conducted, all parent sign in sheets and logs will be collected by the ELL Coordinator and maintained in one central location so they can be easily accessed for review.

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.

3. Our school provides the parents of our English language learners ongoing opportunities through out the school year to attend activities and informative workshops. To help increase parent involvement, these activities and workshops will be provided during the day and/or evening to accommodate different schedules. Parents will be notified of these events and activities through a monthly Principal to Parent newsletter that will be sent home in the various languages of our parent community, informing parents of school events that they can attend. In addition, we will post a calendar of these events on our school website and use our phone messenger system to communicate with parents and update them on school events

Surveys will be administered to parents by our Parent Coordinator who will collect them and analyze the results with the PTA, and School Leadership Team(SLT) so that all topics for workshops will be driven by parent interest and need. Parental attendance at workshops will be encouraged with raffles and prizes. Bilingual staff and parent volunteers, as well as interpreters contracted from the DOE and Translation Unit will be utilized during these workshop to decrease the language barrier and improve communication between the school and our parents.

-St. John's University's Gear Up Program is establishing a Parent Action Committee (PAC) designed to provide parents with many different services and tools to help them support their child's academic lives.

There upcoming workshops include:

- Nov. 24th - High school transition and selection
- December 9th - Supporting your child through early adolescence
- January 20th - Middle School Academic Success
- February 10th- Planning for College
- May - 7th and 8th grade students and their parents, as well as their teachers will take a trip to tour St. John's University

Many other activities hosted by St. John's University are also in the process of being confirmed.

Attendance at PTA meetings will be encouraged through Student Awards Ceremonies, raffles, and refreshments.

-We will continue to implement Skedula/Pupil Path, which is an online resource for parents. All parents will be able to log in and see their child's progress in all subject areas, assignments posted by teachers, attendance and latenesses, as well as anecdotal reports, which the program is able to translate when requested.

Our school will further encourage school-level parental engagement by:

- holding an annual Title I Parent Curriculum Conference
- implementing an annual school wide multicultural fair along with a student film festival
- . planning educational trips to take place throughout the year. (Venues will include: The Hall of Science, Museum visits (MOMA), Socrates Park, Lincoln Center, and Broadway Performances)
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation in the School Leadership Team, 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; offering instructional materials for parents
- hosting events to support men asserting leadership in education for their children
- 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
- providing school planners/folders for regular written communication between teacher and the home
- . conducting a workshop on: the common core standards, student expectations, and NYC school discipline code, all statewide and city assessments
- . parents will be shown the following websites to help them view sample common core ELA and Math questions:
<https://www.engageny.org/.../new-york-state-common-core-sample-quest>. and www.nysedregents.org, as well as test prep sites such as www.internet4classrooms.com.

- . providing childcare and refreshments to parents who attend the workshops
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
4. We partner with several Community Based Organizations (CBOs) and agencies which provide workshops and services to our parents. They are listed as follows:
-St. John's University's Gear Up Program - is establishing a Parent Action Committee (PAC) designed to provide parents with many different services and tools to help them support their child's academic lives.
There upcoming workshops include:
 - Nov. 24th - High school transition and selection
 - December 9th - Supporting your child through early adolescence
 - January 20th - Middle School Academic Success
 - February 10th- Planning for College
 - In May - 7th and 8th grade students, their parents, and teachers will be taken on a tour of St. John's UniversityMany other activities hosted by St. John's University are in the process of being confirmed.
-Zone 126: This organization provides every child from the Astoria and Long Island City Zones ongoing "from cradle to career" academic and social support to ensure these students achieve the post secondary education needed to thrive in a 21st Century world.
 - The NYC DOE Office of Continuing Education - offers free adult ENL classes at our school site. They also inform parents of other free adult education classes available through their agency such as: Adult Basic Education, Career and Technology, and GED Preparation
 - . Steinway Clinic – Has a therapist from the center available weekly to assist students and families in need
5. How do you evaluate the needs of the parents?
5. As previously mentioned, at the beginning of each school year a Parent Needs Survey is administered to parents. The Parent Coordinator, along with the PTA and School Leadership Team analyze the results so that all topics for workshops are based on parent need and interest. Parents, the Parent Coordinator, administrative team, guidance counselors, and teachers work collaboratively to identify any other matters that need to be addressed during PTA meetings, parent teacher conferences, and through workshops.
6. How do your parental involvement activities address the needs of the parents?
6. We always strive to provide quality workshops that will meet the diverse needs of our parent population. All parent workshops and meetings revolve around the dissemination of pertinent educational information, mandates, planning for High School and college, and the well being of the family. Translation and Interpretation services are made available to the greatest extent possible.

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.

School Name: The Albert Shanker School of V**School DBN: 30Q126**

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)
Mr. Alexander Angueira	Principal		9/18/15
Mrs. Kristen O'Brien	Assistant Principal		9/18/15
Mrs. Roselyn Henderson	Parent Coordinator		9/18/15
Mrs. Maria Megaris	ENL/Bilingual Teacher		9/18/15
	Parent		9/18/15
	Teacher/Subject Area		1/1/01
Ms. Joanna Ikonomou-ELA & ENL	Teacher/Subject Area		9/18/15
	Coach		1/1/01
	Coach		1/1/01
Ms. Sharon Small	School Counselor		9/18/15
	Superintendent		1/1/15
	Borough Field Support Center Staff Member		1/1/01
Ms. Stephanie Vaughn	Other _		9/18/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q **School Name: The Albert Shanker School of Visual**
Superintendent: Dr.Philip Compo

Before you begin, please check the following:

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

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

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

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

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

The data and methodologies used to assess our school's written translation and oral presentation needs consist of the following:

- Parent Preferred Language forms- which asks parents in what language they prefer to receive all written and oral correspondence
- Student Registration Form – at this time an informal interview helps us determine the language needs of the parents
- Home Language Identification Surveys (HLIS) - Part III of the survey asks the parents to identify the preferred language in which they would like to receive verbal and written communication from the school.
- The Language Allocation Policy (LAP) Part III ELL Demographics which contains a breakdown of ELLs by grade in each language group
- Home Language Aggregation Report (RHLA)
- Parent Orientations
- Parent/Student Ethnic Identification Surveys
- Emergency Cards- parents' language preference is requested
- PTA meetings

This data is recorded and maintained on ATS, cumulative files, student emergency cards, and parent language surveys. Our school uses this collected data to provide notices and information in these preferred languages to the greatest extent possible so that parents can always be informed of school events and policies.

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Bengali, Arabic, and Urdu as the second largest translation groups. We share the findings of our school's written and oral interpretation needs during our staff meetings, PTA Meetings, SLT Meetings, and Parent Workshops.

The Major Home Languages are broken down as follows:

English ---- 244
Spanish---- 200
Albanian---3
Arabic---17
Bengali ---- 80
Chinese ---4
French---2
French- Haitian Creole---1
Greek---3
Hindi---2
Hungarian---3
Japanese---3
Korean---2
Loma--- 1
Macedonian---1
Mandarin---1
Nepali---3
Philipiino (A.K.A.)---4
Portuguese---4
Punjabi---3
Romanian---1
Russian---1
Serbo-Croatian---3
Telugu---1
Tibetan---1
Turkish---1
Urdu---10
Vietnamese---1

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.)

The written translation services our school provides are primarily for correspondence to parents and include the following:

- Translated Bill of Rights and Responsibilities
- Student Registration Form
- Blue Emergency Cards
- Translated Home Language Identification Surveys
- Parent/Student Ethnic Identification Surveys
- Parents' Preferred Language Forms
- ELL Parent Orientation
- Special Forms- lunch forms, health forms

All of the above documents are distributed upon student registration or at the beginning of the school year.

The following documents are distributed at various times throughout the school year as needed.

- Workshop information
- After School Applications inclusive of the Title III Application
- Monthly newsletters and calendars
- Special Forms (lunch and health)
- Permission slips/consent forms
- High School information
- Promotional Criteria
- Promotion in Doubt Letters
- Testing and SES information
- Legal, disciplinary, and safety matters

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.

The formal face-to-face meetings our school usually conducts throughout the school year consist of the following:

- Meet the Teacher Night (held in September)
- Parent Teacher Conferences
- ELL Parent Orientations
- New student and parent interviews to begin the ELL identification process during the completion of the Home Language Inventory Survey (HLIS)
- ELL individual annual meetings
- PTA Meetings
- School Leadership Team (SLT) Meetings
- Language Proficiency Team Meetings with Parents
- High School information Workshops
- Promotional Criteria info sessions
- Testing and SES information
- Legal, disciplinary, and safety hearings
- Student attendance meetings

Formal face-to-face meetings specific to our students with special needs are as follows:

- New Student and Parent Enrollment Interviews
- Initial Counseling Meeting
- Manifestation Determination Review (MDR)
Behavioral Intervention Plan and Functional Behavioral Assessment

Common informal interactions that may require interpretation services are phone calls to parents by teachers, guidance counselors, deans, assistant principals, attendance teacher, and nurse.

Whenever possible school staff will provide oral interpretation services. If necessary, an outside vendor will also be utilized as well as the over-the phone translation services provided by the NYC Dept. of ED.

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 plan to provide written translation of all critical parent letters. The Translation and Interpretation Unit will be used to provide our school with all its translation needs if there is no translated document already available.

All school requests for translation will be made by the school secretary to the Translation and Interpretation Unit as far in advance as possible. The secretary will complete a Translation Request Form, attach any documents to be translated and email them to translations@schools.nyc.gov. Once the Translation and Interpretation unit assesses our requests and emails us back with an estimated completion date, we can plan to distribute the material to parents in need of these translated documents.

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.

To meet the interpretation needs of our parents and students, we utilize our bilingual staff members, and the Community Organizations working within our school such as City Year, St. John's Gear Up, YMCA, and Steinway Clinic. There is an extra advantage in using in-house staff since they service our students and therefore have personal knowledge of students' specific needs, The over-the phone translation services provided by the NYC Dept. of ED. are also utilized when needed.

During parent teacher conferences our on-site bilingual paraprofessionals and City Year staff members are assigned to various classrooms throughout the building. We inform all teachers of the availability of our on-site translators as well as the oral translation services available through the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator will attend training sessions or partake in online training by the T&I Unit on language access requirements. This information will be turned over to the administrative team and all school staff during one of our Monday professional development sessions. In addition, the Language Access Coordinator along with administration will distribute to all teachers and other school staff, the "I speak..." card which includes the phone number for over-the-phone interpretation and any other Language Access materials provided by the T&I unit throughout the school year.

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

To ensure that parents are fully informed of their Language Access Rights, translated versions of the Parent Bill of Rights and the Parents' Guide to Language Access will be given out early in September during our Meet the Teacher Night. Parents will also receive a Language ID guide and a demonstration on how to use it.

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)

Throughout the school year, we will distribute parent surveys about the availability and quality of translated materials and interpretation services they received. The Language Access Coordinator will review these surveys in order to evaluate the quality of the language assistance we provided to our parents. We will share these findings with our staff and the language and interpretation unit as well as any outside vendor we may have used.