

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

30Q204

School Name:

I.S. 204 OLIVER W. HOLMES

Principal:

FAYE ERSTEJN-KOTZER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Oliver W. Holmes School Number (DBN): 30Q204
Grades Served: 6-8
School Address: 36-41 28th Street Long Island City, NY 11106
Phone Number: 718-937-1463 Fax: 718-937-7964
School Contact Person: Clara Purdy Email Address: cpurdy@schools.nyc.gov
Principal: Faye Erstejn-Kötzer
UFT Chapter Leader: Adele Goldberg
Parents' Association President: Ruma Islam and Sara Giron
SLT Chairperson: Thomas Carroll
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sonia Acosta
Student Representative(s): N/A
N/A

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North Long Island City, 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 North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101

Lpender@schools.nyc.gov

Director's Email Address:

718-391-8222

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Faye Erstejn-Kötzer	*Principal or Designee	
Adele Goldberg	*UFT Chapter Leader or Designee	
Ruma Islam	*PA/PTA President or Designated Co-President	
Roslyn Conway	DC 37 Representative (staff), if applicable	
Sonia Acosta	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Thomas Carroll	Member/CFA/CHAIRPERSON	
Mahmuda Akter	Member/Parent	
James Adams	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nury Zambrano	Member/Parent	
Afroza Aktar	Member/Parent	
Sandro Colacito	Member/Teacher	
Baronica Moses Zimmerman	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

IS 204 is a middle school located in Long Island City, Queens. Enrollment has declined over that last years and the school went from over one thousand students to its current register of 500 students. The school's student population is 49% Hispanic, 18% Black, 24% Asian; the remaining 9% of students are white and comprised of other ethnicities. 22% of the student population is students with disabilities and another 20% ENL students. All students are eligible for free lunch. The school's attendance rate is 93.4% and a chronic absenteeism rate of approximately 13%.

IS204 strives to provide a safe environment with social emotional supports that will have a positive effect on students' learning encourages our students to become self-reliant and capable of developing and applying their skills and abilities to succeed in all areas of life. We have high expectations and believe all our students will rise to the challenging rigors of the Common Core. Our school environment recognizes the unique characteristics of each individual, his or her needs, and the importance of providing the guidance and support to grow socially, emotionally and academically.

The administration, staff, and parents collaborate to devise school-wide goals and implement plans that encompass all the ingredients necessary to successfully educate, and encourage our students to become productive citizens and lifelong learners.

Teachers at 204Q receive professional development that is tailored to their needs and teacher leaders collaborate with other schools to improve pedagogy and instruction, as well as share best practices. Another area of strength is that through many partnerships with CBOs, the school has built a strong community in which parents, teachers and the community all work together to support the social and emotional needs of our students.

The school's instructional focus for this school year is to use assessment to adjust curricula and inform instruction thereby including multiple entry points and extensions in all subject areas which will cognitively engage and prepare students for the rigorous CCLS aligned curricula. With the rigorous demands of the Common Core Learning Standards and in an effort to ensure that all students are college and career ready, it is imperative that assessment data is used to appropriately and strategically support all students in order to maximize student learning outcomes.

204Q is committed to helping students expand their knowledge about energy conservation, while reducing the use of energy in their daily lives and exploring alternative, greener resources. Our school was selected to participate in the mayor's "One City, Built to Last" green buildings initiative. As such, the school will have solar panels installed to reduce its energy consumption and partner with Solar One for a curricular component that includes project-based learning components for students. Partnerships resulting from a previous magnet grant continue and include the Intrepid Museum, 'Seeds to Trees', 'Eco-Schools', 'Urban Advantage', 'Solar One', 'Recycle-a- Bicycle' and the 'Community Environmental Center'.

204Q collaborations with its community based organizations links the school to the families and community members of Long Island City/Astoria community. Zone 126, City Year, St. John's University Gear Up, HANAC Inc., and Jacob Riis Settlement provide the I.S. 204 community with programs and activities that lead to families and the community supporting the school. Programs that Zone 126, HANAC, Inc., and Jacob Riis sponsor include athletic events, parent events, Adult ESL classes, violence prevention programs, college trips, career day, and community service.

30Q204 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	593	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	45	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	25	# Music	11	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.7%	% Attendance Rate		93.0%
% Free Lunch	81.8%	% Reduced Lunch		7.0%
% Limited English Proficient	12.8%	% Students with Disabilities		20.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		17.6%
% Hispanic or Latino	48.2%	% Asian or Native Hawaiian/Pacific Islander		24.6%
% White	8.7%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.04	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.59
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.1%	Mathematics Performance at levels 3 & 4		24.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		49.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

State Math scores dropped by -.7%. AYP was not met in mathematics for Black/African America students nor was it met for SWDs. The school currently uses CMP3 as its math curriculum. The math department conducted a review of the curriculum and determined that not all standards were addressed.

Part 2 – Annual Goal

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

The math department will make curricular adjustments based on a variety of available math assessment data that will inform lesson planning to provide appropriate scaffolds and extensions to allow all students to master the more rigorous CCLS aligned curricula. As a result, by June 2016, students will show a 6% increase in the end of year math MOSL assessments as compared to the October math MOSL 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?</i></p>
<p>Math department team will review each grades curriculum and determine areas of strength and deficits of students.</p>	<p>All students</p>	<p>October 2015</p>	<p>Math department teachers and math lead teacher and principal</p>
<p>Math leads will collaborate with teachers from other schools to incur resources through which the curriculum can be supplemented and enhanced to meet the needs of all learners.</p>	<p>All students</p>	<p>Beginning late October 2015 and as needed throughout the 2015-2016 school year</p>	<p>Math department grade leads</p>
<p>Effectiveness of the enhanced math curriculum will be assessed by the math department team and administrators by analyzing student work and assessments</p>	<p>All students</p>	<p>Ongoing throughout the 2015-2016 school year</p>	<p>Math department teachers and principal</p>
<p>Additional revisions and modifications to the math curriculum and to individual teacher lesson plans will be made on an ongoing basis throughout the year as needed based on trends identified in unit assessment and student work.</p>	<p>All students</p>	<p>Ongoing throughout the 2015-2016 school year</p>	<p>Math department teachers/teams</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Math CCL Standards for each grade, computer hardware and software, supplemental textbooks, per session/per diem for teachers and coverages</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 Feb. 2016, 50% of the math curriculum will be revised as measured by monitoring activities including curriculum maps, student work, and observations from administrators of classroom implementation.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

On the school’s NYC school survey report the school scored an 83% which was below the citywide score of 85% for middle schools. 22% of students reported that they did not feel safe in the hallways, bathrooms, and cafeteria and only 31% of teachers would recommend the school and 33% feel that the school tries to develop student’s social skills.

Part 2 – Annual Goal

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

By June 2016 there will be a 6% reduction of dean referrals from approximately 465 referrals in 2014-2015. This will be accomplished by promoting students’ social emotional growth through advisory classes, push-in guidance lessons, PBIS, additional student activities in collaboration with CBOs, and infusing opportunities for students to display academic and behavioral indicators for college and career readiness into curricula.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Classes will be selected to pilot advisory classes and debate classes which will incorporate teachable moments.</p>	<p>Advisory classes: 725, 635, 821, 725, 821, 723, 623, and 720</p> <p>Debate classes: 633, 837, 726, 635, 637, 822, 630, 737, 623, 725, 831 & 636</p>	<p>Classes selected in September Classes conducted throughout the 2015-2016 school year</p>	<p>Advisory and debate teacher, AP, principal</p>
<p>St. Johns Gear-Up will provide an advisory teacher with additional material to inform the advisory curriculum. In addition, Gear-Up will also have a staff member trained in advisory lessons in order to push-into classes periodically with the classroom teachers.</p>	<p>Advisory classes and debate classes: listed above and in-house</p>	<p>Throughout the 2015-2016 school year</p>	<p>St. John's Gear-Up project coordinator, advisory teacher, school counselor, AP/principal</p>
<p>We will conduct a parent survey to research what types of workshops we can provide that focus on social/emotional learning.</p>	<p>All parents</p>	<p>Throughout the 2015-2016 school year</p>	<p>Parent Coordinator, Guidance Counselor, Deans, Sapis Counselor, and CBO's</p>
<p>Debate teacher will collaborate with ELA and Social Studies departments and advisory teacher to infuse teachable moments into the debate curriculum that is aligned to CCLS aligned ELA and Social Studies curricula.</p>	<p>Teachers</p>	<p>Throughout the 2015-2016 school year</p>	<p>Debate teacher, ELA and SS department teams, advisory teacher, school counselor, AP</p>

Part 4 – Budget and Resource Alignment

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

Teacher and teacher team participation, Gear-Up resources, additional meeting time. A variety of curricular resources and books and or videos

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 February 2016, there will be a reduction of 3% dean referrals as a result of additional social-emotional learning for students.

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

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

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

Part 1 – Needs Assessment

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

The school receives a well-developed in curricula on their spring 2015 QR. However, the school did not meet AYP in math for Black students or SWDs and in ELA for black students or white 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, teacher teams will revise math and ELA curricula based on disaggregating item skills analysis and other unit/benchmark assessment data and analyzing student work products.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams will base their curricular changes based on data and include modifications and multiple entry points for all students.</p>	<p>All students</p>	<p>Throughout the 2015-2016 school year</p>	<p>Administration TDepartment teachers, leads, and admin</p>

Curricular changes will be assessed by teacher teams via student assessments, student work, and teacher reflection.	All students	Throughout the 2015-2016 school year	Department teachers, leads, and admin.
Teacher lesson plans will reflect modifications of curricula as well as formative and summative data.	All students	Throughout the 2015-2016 school year	Department teachers, leads, and admin.
Teachers will collaborate with teachers from other schools to share best practices and acquire additional material with which to supplement curricula.	All students	Throughout the 2015-2016 school year	Department teachers, leads, and admin.

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.											
Math CCL Standards for each grade, computer hardware and software, supplemental textbooks, per session/per diem for teachers and coverages											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 Feb. 2016, teacher teams will have revised two units in ELA and math based on assessment data 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Our current observation trends indicate that our teachers need support in Danielson’s Domains 1e, 3b, 3c, and 3d. Furthermore, based off of this year’s initial planning conferences, the teachers professional goals focus on Danielson’s Domains 3b, 3c, and 3d. Approximately 87% of teachers received a rating of effective or highly effective for their 2014-15 overall ratings. After analyzing the student performance from the 2014-15 school year we observed a trend and disconnect between student scores and overall teacher ratings. Therefore, our focus is to deepen academic rigor in planning and instruction to ensure every student makes progress. We will deepen academic rigor through observation feedback, professional development, instructional cabinet, and adjusting the curriculum to meet the needs of our 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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will show improvement in at least one Danielson component as measured by Advance data from June 2015 as a result of timely next steps and targeted PD provided by supervisors.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly monitoring of reports from the Advance and Teachboost Systems.	All Teachers	SY 15-16	All administrators
Use of data from Advance to identify trends and compare calibration of administrators.	All Teachers	SY 15-16	All administrators
Monitor the progression of next steps and teacher implementation of recommendations/ improvement.	All Teachers	SY 15-16	All administrators
Plan and deliver targeted PD to teachers as indicated by observation data trends.	All Teachers	SY 15-16	Administrators and instructional leads

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.											
Advance, Teachboost , district teacher development and evaluation coach, lead teachers, per session/per diem for teachers attending PD											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 Feb. 2016, 40% of teachers will show improvement in one Danielson component, as measured by Advance data from the June 2015.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Teachers are using pupilpath to communicate with parents and enable parents to monitor their children’s progress and communicate with parents in their preferred language. Parents need to have input regarding the topics of workshops they would like and workshops also need to be more geared towards academics and providing parents with strategies for helping their children. Other than the learning environment survey, parents were never asked to voice their opinions through a survey. Moving forward, parents will be surveyed on various workshop topics.

Part 2 – Annual Goal

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

By June 2016, there will be a 25% increase in parent workshop opportunities focused on instruction and academics from the previous school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent ESL classes</p>	<p>Parents who are not native English speakers</p>	<p>Twice a week throughout the 2015-2016 school year</p>	<p>CBO</p>
<p>Pupilpath trainings</p>	<p>All parents/guardians</p>	<p>Throughout the 2015-2016 school year</p>	<p>Vendor, teachers, parent coordinator, administrators</p>
<p>Workshops focusing on different content areas for parents on who they can support their children</p>	<p>All parents/guardians</p>	<p>Throughout the 2015-2016 school year</p>	<p>Teachers, parent coordinator, school counselor, administrators, school psychologist</p>
<p>Parent learning walks and student led conferences</p>	<p>All parents/guardians</p>	<p>Throughout the 2015-2016 school year</p>	<p>Teachers, students administrators, school counselor</p>

Part 4 – Budget and Resource Alignment

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

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 February 2016, there will be a 15% increase in parent workshop opportunities focused on instruction and academics from the previous 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 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)	Students in the bottom 1/3 on ELA state exam, students that represent groups that did not meet AYP, students that are levels 1 and 2, students that show significant deficits in the baseline MOSL assessments, L2 stalls,	In-class scaffolds for tasks, independent reading with writing component, Literacy program, debate class	Small group, tutoring, in-class	During the school day
Mathematics	Students in the bottom 1/3 on math state exam, students that represent groups that did not meet AYP, students that are levels 1 and 2, students that show significant deficits in the baseline MOSL assessments	In class scaffolding of tasks, embedded released state exam questions into unit assessments	Small group, tutoring, in-class	During the school day
Science	Students that show significant deficits in the baseline MOSL assessments	Urban Advantage, project-based learning, Intrepid, Women in Science Field Trips (Gear Up),	Small group, tutoring, in-class	During the school day, after school, and some weekends
Social Studies	students that show significant deficits in the baseline MOSL assessments	In class scaffolding of tasks, debate class, DBQ's, Project Based Learning	Small group, tutoring, in-class	During the school day
At-risk services (e.g. provided by the Guidance Counselor,	Students that are referred to PPT, students that are	Advisory, bullying prevention, attendance check-in,	Class, individual or small group	During the school day

<i>School Psychologist, Social Worker, etc.)</i>	failing subjects, students that are overage, students that are chronically absent or late students that are suspended (recidivists)	social skills, study skills, organization skills		
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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 school's HR Director to ensure that the candidate holds a valid NYS certification in the needed license area. The BEDS survey is reviewed by the Principal and the HR director who works 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 • We have established a partnership with a local college to support the grooming of student teachers in our search for HQT candidates. • We interview HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool. <p>We have established a rigorous interview protocol that includes demonstration lessons, interviews, and review of the New York State certification/licensing.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • BFSC and Central PD sessions are attended and turn-keyed to the staff. • Teachers collaborate with lead teachers from other schools. • 80 minute PD blocks each week for teachers and paraprofessionals. • PD team meets regularly with the administration to discuss and plan professional development for staff based on staff needs. • Teachers are provided with curriculum maps, instructional resources and professional learning opportunities. • Individualized PD plans are created for teachers, based on their needs, to ensure improvement. • Coaching and mentoring are available for teachers who require additional support.

There is teacher resource center and professional library to promote promising and effective practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers and Administrators examine data, trends from assessments, and classroom observations to select instructional materials and Measures of Student Learning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	321433.00	X	Sections 5: A, C, and E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	Sections 5: D and E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,108,191.00	x	Sections 5: A, B, C, and D

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[IS 204Q]**, 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. **[IS 204Q]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>IS 204</u>	DBN: <u>30Q204</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</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>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: _____ The English Language Learner morning class provides ESL services to ELLs from 7:15 to 8:00 a.m. four mornings a week beginning in November and running through May for a total of 23 weeks for a total of 92 sessions of 45 minutes each. The two classes target long term English Language Learners as well as SIFE students. The instruction is provided by two licensed ESL teachers (one of the licensed ESL teachers is dually certified in English Language Arts. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Using ELA content specific workbooks (ie. inferencing skills, identifying main idea, etc.) the teachers create small groups of students whose needs in ELA and ESL are similar and provides instruction based upon the skill. The morning program is designed to hold up to 20 at risk students from across all grade levels. The assessment tools being used are Achieve 3000, the NYCDOE ELA MOSL and Math Baseline Assessment as well as teacher created assessments and daily low inferencing tools. A rich program of after-school activities take place three days a week (Tuesday - Thursday). These services are provided by the CBO City Year Program and Beacon Literacy Program. These programs range from academically oriented to sports oriented. ELL's are encouraged to participate at all levels and many take advantage of these programs.

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: _____ To assist the title III teacher's with monitoring the progress of the students in the title III program, the Title III teachers meeth with the AP to look at student data and plan for the instruction of their ELL's, which includes differentiation, grouping, writing interventions for ELL's and NYSESLAT Test Preparation. Additionally, teachers use common planning (once a week) built into their programs to share best practices and to plan collaboratively.

Teachers participate weekly in lesson studies to improve their pedagogy and to differentiate their instruction to meet the varous needs of all English Language Learners. These professional development workshops take place every Monday afternoon for 50 minutes and have been ongoing since the first week of the school year. These professional development sessions will continue until the end of the school.

Every Title III service provider attends weekly common grade meetings (40 minutes in length) where the teachers have the opportunity to discuss student progress, strenghts and areas for improvement. The Title III teachers are then able to use this information to target and adjust their instruction during the morning program.

Additional professional development workshops are conduced Monday afternoons by the lead teachers (content certified: ELA, Math, Social Studies and Science) through the school year. Topics include but are not limited to, Translanguaging, the ESL Classroom, Building Academic Vocabulary for English Language Learners, Cooperative Learning Classrooms, Setting Student Goals and Differentiating

Part C: Professional Development

Instruction to reach all ELL's . All teachers including the Title III service providers attend these professional development workshops. Each session is 50 minutes in length.

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: _

1. The parent coordinator conducts weekly meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as possible.
2. The ESL coordinator conducts parent workshops for ELL parents regarding standards based instructional activities.
3. Translators are provided at all meetings to help parents in their native language.
4. Parents are notified through backpacked flyers, monthly calendars and the school phone message system.
5. ESL classes are offered to parents during the day through ZONE 126 (a parent outreach CBO) and at night through the after school BEACON program.

Part E: Budget

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

Allocation Amount: \$ _____

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. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 204
School Name Oliver Wendell Holmes		

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 Faye Erstejn-Kotzer	Assistant Principal Thomas Carroll
Coach	Coach Shana Baron
ENL (English as a New Language)/Bilingual Teacher Christine Szkambara	School Counselor Tina Lambos
Teacher/Subject Area Kiriaki Spanopoulou	Parent Sonia Acosta
Teacher/Subject Area type here	Parent Coordinator Mario Arciniega
Related-Service Provider Sophia Nikolidakis	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

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	3	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	1
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)	488	Total number of ELLs	71	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	71	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	31
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	29	5	7	29	1	19	13	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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							20	16	13					0
Chinese														0
Russian														0
Bengali							8	9	9					0
Urdu									1					0
Arabic							2		1					0
Haitian														0
French														0
Korean														0
Punjabi									1					0
Polish														0
Albanian								1						0
Other							1	1	2					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)							1	7	6					0
Emerging (Low Intermediate)							0	3	2					0
Transitioning (High Intermediate)							3	3	4					0
Expanding (Advanced)							18	12	12					0
Commanding (Proficient)							7	4	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	2			0
7	15	2			0
8	16	5			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	10		8						0
7	11		5		1		1		0
8	11		11		2				0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELL's on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data the ESL department has worked with teachers across subject areas to infuse ESL methodologies in their pedagogy to address these needs. Eighteen percent of our ELL population are long term ELL's. To accommodate their needs with language acquisition they are invited to our early morning and after school literacy program. Portfolios are created for all ELL's to ensure that students are making progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students are more successful on the listening and speaking modalities and struggle with reading and writing modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- 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](#).]

Data specialists disaggregate a variety of student data and provide teachers with information on student progress. Students are targeted during teacher teams and ENL strategies and methodologies are used to scaffold tasks for students. Students are also invited and encouraged to attend after school and early morning literacy programs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Students are placed in classes with teachers or paras who may be able to support the student in their language as necessary. iPADS and glossaries are used to support students while they are acquiring the English language. Go Math material that was purchased has an online component that translates the text for students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We look at individual student progress and how many students improve on the NYSESLAT and in each modality as well as ELA state exams and school unit assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When a new student registers in IS 204, the parent is given the Home Language Identification Survey (HLIS) as part of their registration packet. At that time, a licensed pedagogue trained in the intake process assists the parent in filling out the form. Translators are provided when necessary. After the parent fills out the HLIS, an interview is conducted by a trained pedagogue. Based on the results of the HLIS and the interview, the home language is entered into ATS by the pupil accounting secretary. If a language other than English is indicated as the home language the NYSITELL is administered within the first 10 school days by a fully trained pedagogue and used as an initial assessment. This assessment is used to determine eligibility for ELL services. After administering the NYSITELL, the test is hand scored by a fully trained pedagogue using the cut scores indicated on the NYSITELL memorandum to determine the level of proficiency. These results are documented and kept on file at the school. For any students whose home language has been identified as Spanish the Lab-R in Spanish is administered if necessary. For any students requiring ELL services, parent orientation and placement is done within the first ten school days of enrollment. In order to ensure that all of the appropriate new admits are tested the RLER is generated through ATS. This report identifies any new admit eligible for the NYSITELL administration. The ESL coordinator administers the NYSITELL and LAB-R as necessary and conducts the parent orientation.
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).
Through student and parent interview and an oral SIFE questionnaire in the home language and well as a math assessment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT which includes the school psychologist, principal, a SWD teacher, and ESL coordinator review the IEP and determine whether the student's disability impacts language acquisition. The team reviews the similarities of learning disabilities and language acquisition in the ELL Policy Guide in their determination. The review is completed and discussed parents (with translation services) within 20 school days of student enrollment.
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.
To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSITELL data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSITELL exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the parent workshop, the parents are informed of their right to appeal the ELL status in their home language. Entitlement letters are distributed by the ESL coordinator. Once the letters are signed they are kept in student cumulative record folder.

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.

If a student is identified as eligible to receive ELL services as determined by the NYSITELL, an invitation to the Parent Orientation meeting is sent home to the parents or guardians of these students. This Parent Orientation meeting with all material in the parents' home language is conducted by a fully trained licensed ESL teacher. Interpreters are also made available during this meeting. During the orientation parents are instructed to sign in, take a parent orientation agenda, a parent survey/program selection form and a parent brochure. All of these documents are given to the parents in their native language. Information regarding the number of minutes of service required under CR 154 for students at the entering, emerging, transitioning, expanding as well as commanding proficiency is provided. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT exam, they will receive a Continuation of Services upon receipt of the test scores. Parents are informed that research shows ELL students who stay in one continuous program perform better academically than those who switch between programs. An explanation of federal funding under Title III and the availability of supplemental services. After all of the information is provided to the parents, the parents are given the opportunity to view the Parent Orientation video in their native language. After the video presentation, parents fill out the parent selection forms, trained ESL are made available to make sure that all forms are filled out correctly and are collected. Identification and placement are conducted within the first ten school days. This process is organized and conducted by the school's ESL Coordinator. When a parent survey is not returned, the ENL program is the default placement.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that Parent Survey and Program selection forms given in the parents' preferred language, are returned we make every attempt to reach out to those parents who have not returned the form. We do this through backpacked flyers, phone calls and registered letters if necessary. Outreach and makeup sessions are conducted by trained ESL pedagogues to ensure accurate completion and collection of the forms. During these makeup sessions all areas as indicated in question 2 are addressed. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the HLIS and parent interview.

The ESL coordinator collects all forms and places them in the student cumulative folder and maintains a copy in the ENL binder. If forms are not returned, the ESL coordinator follows-up with the parents.

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

To monitor the timely return of the Parent Survey and Program Selection forms given in the parents' preferred language, our ESL coordinator keeps record of when each form is returned. If forms are not returned the ESL coordinator and parent coordinator make phone calls to get the parent into the building.

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

All letters are translated into preferred languages and delivered to the students by the ESL coordinator.

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

All documents are reviewed at the beginning of each school year. The ESL coordinator gathers all forms from the student files in the main office, makes copies and places them in the current school year's ESL binder. The HLIS, entitlement letter, and survey are all placed in cumulative record folders.

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 ELL students receive the NYSESLAT annually, the ESL coordinator prints out the RLER report from ATS to verify which students are eligible to take the NYSESLAT exam. The ESL coordinator creates a testing schedule with the ESL coordinator to ensure that every eligible ELL student is administered all four components of the NYSESLAT. A checklist is created and maintained to make sure that all are tested in all four components.

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

To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSESLAT data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSESLAT exam and are backpacked home with the child. For any new admits into the school who receive the NYSITELL and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement. The ESL coordinator is responsible for distributing and collecting documents in the parents' preferred language and ensures that the choices made by the parent on the program selection are honored.

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).

After being provided with all the information, parents overwhelmingly choose ESL/ENL services for their children since they do not want their children having to travel to other schools for other programs in addition to having to adapt to a new environment and culture. Additionally, parents have stated that they prefer immersing their children in the English language will help their students acquire the language more quickly.

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.
Students are placed in classes on their NYSESLAT scores and mandates of CR-Part 154. There is also one class per grade that has ESL classes taught by certified ESL pedagogues, programmed into their school day. A push in model for ENL is implemented into content area classes (including special education classes) to fulfill time requirements and support students,
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels All students were placed in classes based on the required number of minutes as per CR-Part 154 requirements for each level so that ESL teachers can push-into classes and also provide ESL classes.
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.
ESL teachers and content teachers have an opportunity to collaborate during teacher team time. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides and graphic organizers are used to infuse ESL strategies into content areas. Technology aides, such as the Interactive Activ board were added to classrooms to aid in instruction as well as glossaries and ipads. Student to student discussion is also encouraged during all classes to promote speaking and listening skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
through formative and summative assessment data; unit tests, projects, MoSL tests, presentations, overall student portfolios.
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

SIFE students are offered and have priority in participating in extended day activities which include academic classes to increase literacy and mathematics. Scaffolds are used throughout the school day.

Chart	<p>All ENL students' NYSESLAT, MoSL, and various assessments are disaggregated and used to determine scaffolds for tasks and based on level and progress of their language acquisition. Students (newcomer and developing) that receive stand alone ESL classes receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Teachers meet during common planning to discuss specific instructional needs and accommodations (extended time, use of glossaries, etc). Literacy is developed in individual, guided and group instruction. Former ELLs are given their accommodations and their scaffolding is designed as needed based on language needs and or skill deficits.</p> <p>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.</p> <p>N/A</p> <p>8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?</p> <p>All students including ELL/SWDs are required to meet the mandates of of CCLS aligned curricula. Teachers certified in ESL and content teachers modify and adapt curricula and instruction based on student's needs and as per their IEP goals and recommendations. Tasks are tiered and differentiated to provide multiple entry points for all students to access the curricula. When required, an alternate placement para has been utilized to meet the mandates of students requiring bilingual instruction as per their IEP.</p> <p>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?</p> <p>Students were grouped in classes based on their IEP needs and NYSESLAT scores. Teacher programs were designed to accommodate students needs in the least restrictive environment and ensure that all mandates were met. As an example, ICT classes have students that are designated ICT as per their IEPs, but also require ENL services.</p>
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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.

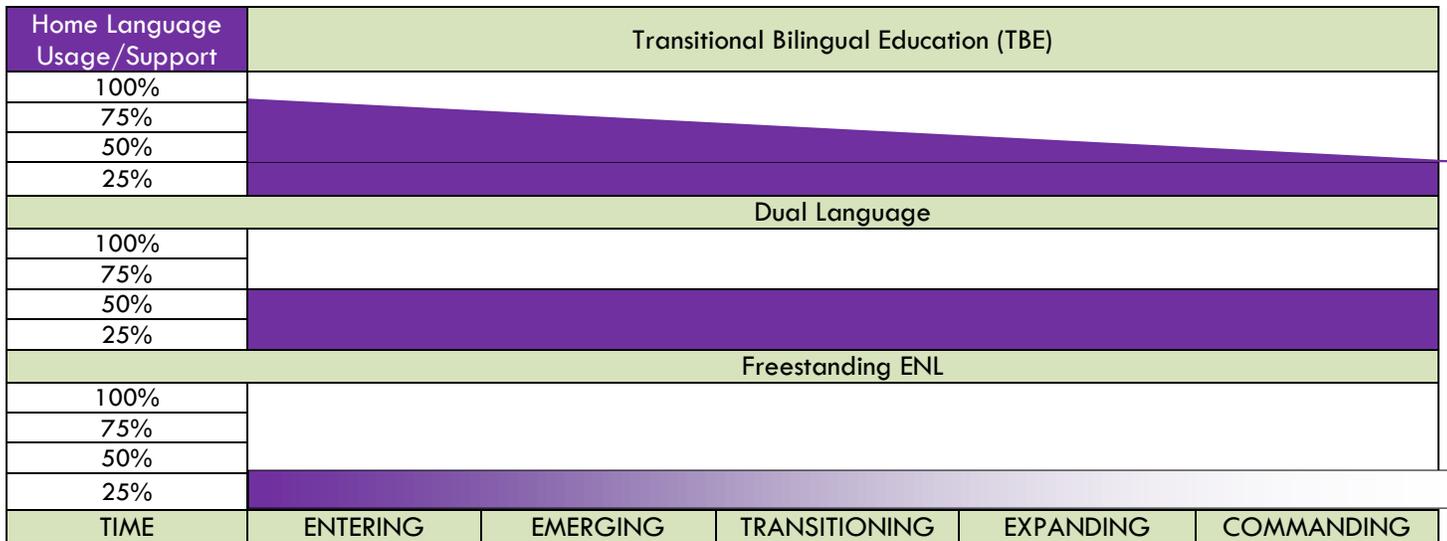


*Note: “other approved services” does not apply to New York City at this time.

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. Teachers are collaborating to supplement CMP3 with Go Math which contains a translated online version to support students if needed. Morning and after school literacy programs are offered to targeted ELL students. Science Bits is a technology based online experiment program that ESL students will receive. Social Studies and ELA teachers are collaborating with ESL to ensure that ESL methodologies are infused into ELA and SS instruction to support students in meeting the CCLS.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In September an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers (including formative and summative assessments in ELA, Math, Social Studies and Science) throughout the school year to track student progress. Data is reviewed on a weekly basis during team teacher meetings. All teachers received a list of all ENL students and a student data profile sheet including disaggregated ELL data of the four modalities. The ESL coordinator and School counselor provided PD for all staff on the new CR-Part 154 mandates and strategies for supporting ELLs. Teachers review formative and observational data daily to inform instruction. Summative data and end of unit data is reviewed by teacher teams. Currently, teachers have selected ENL students through their inquiry cycle to track for progress.
12. What new programs or improvements will be considered for the upcoming school year?
Dual Language, a Debate class to encourage discussion, vertical programming, incorporating language objectives in the the learning target or focus question.
13. What programs/services for ELLs will be discontinued and why?
Currently all ESL programs are in place.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL Students are afforded equal access to all school programs. All ELL students receive the same cluster classes as all other students in the school; art, music, health, foreign language. ELL students are also invited to participate in various enrichment programs. These programs provide ELL's with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, baseball, Literacy club, Teen Thursday, City Year, St. John's Gear Up, Title III morning program, national junior honors society and recycling club. During parent engagement activities, the programs are presented to the parents and applications are distributed. Approximately 70% of our ELLs participate in the aforementioned programs.
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.
A variety of instructional resources are utilized during the school day. Ipads, dictionaries and glossaries are used to support language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL's. Every classroom is equipped with an interactive white board to aid in instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in our ESL program through independent reading. Our students have the opportunity in social settings such as lunch and extended day programs to speak in their native language. Additional support is given through the use of buddy learning partners as well as our staff members who speak many of the same native languages as or ELL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All school resources and materials are developmentally and age appropriate for middle school students and aligned to CCLS. Services, curricula and daily instruction are tailored to meet the cognitive demands of our ENL students.
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 hold an orientation day. During this day, parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we will offer a two week bridge program to all of our incoming sixth graders. Students who participate in the bridge program are assessed to further inform curricular adjustments and scaffolds that will be included into curricula. The students also have the opportunity to meet other incoming sixth graders as well as develop their language skills in a social and more relaxed academic setting.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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.)
Contractual staff development hours and days (Mondays 2:20 - 4:00) are utilized to provide all staff with the necessary ELL professional development as well as election day and the Chancellors day. Our Assistant Principal attended a CRP-154 PD on Saturday, October 17, 2015 and our peer collaborative teacher attended a ENL PD on September 2, 2015. On November 3, 2015 our ENL coordinator and guidance counselor provided a CRP-154 PD for the staff which included paraprofessionals, teachers, ESL teachers, special educators, school psychologists, AP's, principal and speech teacher. In addition, our Assistant Principal and ENL coordinator have been attending ongoing "Dual Language" PD's that took place in October and December of this year. When available, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which includes PD to support ENL students in accessing Common Core standards, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff. Other support staff such as our secretaries, school aides, and parent coordinator are aware of our ENL students and are provided with the guidelines of CRP-154.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In October 2015 and December 2015 our assistant principal and ENL coordinator attended a "Dual Language" PD in which they turn-keyed to teachers of ELL's. In addition, the Queens North Borough Support Center sent an ENL Specialist to work with our teacher of ELL's in September 2015. During this PD the ENL Specialist discussed the requirements of CRP-154 and provided the teacher of ELL's with best ENL practices. On November 3, 2015 our ENL coordinator shared best ENL practices with teachers of ELL's.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school assists incoming ELL students in the transition from elementary to middle school by opening our doors for an open house/orientation. Our school also invites elementary students to participate in a grade bridge summer program. Additionally, we will be meeting with main feeder elementary schools to gather valuable data on incoming ENL students and their needs in order to ensure they are supported as soon as they enter and are correctly placed. In order to support the ELL student's transition from middle school to high school, the guidance department offers High School open houses, interschool visitations, information meetings, and small group counseling. Our guidance counselors receive outside training throughout the school year in order to assist ELL's as they transition.
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.
Since the school has a significant ELL population and many teachers teach ENL students, all teacher teams and Monday professional learning opportunities infuse ELL strategies and methodologies for supporting these students. This is beneficial in that while strategies may be learned that have been identified as helping ELL students, these strategies can benefit a variety of learners. All records for PD activities are maintained by lead teachers and the AP.

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?

All meetings have translation/interpretation services as needed. During SLT and PTA meetings data and supports for ELLs is discussed with parents. We have ESL classes for parents and teachers always include information regarding ELLs and how parents can support their children with the rigors of the curricula. The teachers share strategies that they use with the students and how instruction is scaffolded. Additionally, during Student Led Conferences, students assess their own goals and show their language development progress and share assessment results in all content areas. Since many staff members speak many of the languages represented in our school they are available to assist parents and clarify questions they may have.

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. The parent coordinator of IS 204 schedules weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, PupilPath, CCLS, Special Education services, ELL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs. Additionally, Pupil path translates all teacher/parent correspondence into the parents' home language and back to English for the teachers. Phone messenger/Blackboard connect communicates with parents in their home language as noted in ATS.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through Zone 126 and the Beacon Program our ELL parents/guardians can register in English classes during the school day or at night. These CBOs also provide parent workshops such as college planning, financial planning, HS applications, Adolescent Development.

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

Parent needs are determined through surveys, personal requests, evaluations at the conclusion of workshops, PTA, SLT, meetings, phone calls and e-mails, the parent coordinator organizes the data and parent requests. The data is used by the SLT to decide which workshops will be provided. When a staff member is not available to translate, the translation and interpretation unit is utilized.

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

Through the aforementioned activities in the question above, the school addressed the needs of the parents.

D. Additional Information

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

Paste response here:

School Name: Oliver Wendell Holmes

School DBN: 30Q204

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)
Faye Erstejn-Kotzer	Principal		12/16/15
Thomas Carroll	Assistant Principal		12/16/15
Mario Arciniega	Parent Coordinator		12/16/15
Sophia Nikolidakis	ENL/Bilingual Teacher		12/16/15
Sonia Acosta	Parent		12/16/15
Christine Szkambara	Teacher/Subject Area		12/16/15
Kiriaki Spanapoulou	Teacher/Subject Area		12/16/15
Shana Baron	Coach		12/16/15
	Coach		1/1/01
Fotina Lambos	School Counselor		12/16/15
Philip Composto	Superintendent		12/16/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q204 School Name: IS 204
Superintendent: Dr. P. Composto

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 school uses the HLIS and parent interview to determine the preferred oral and written languages for parents of new admits. We also use ATS Home Language reports (for students that are list-noticed to the school or transfer as well as feedback from parents and school anecdotal data. Our parent coordinator makes arrangements for translations during parent workshops, parent information nights, meetings and award ceremonies. The LAP team review the data periodically to ensure that surveys and parental contacts are translated in all languages represented by our families.

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

Spanish, Bengali, Arabic , Mandarin, Urdu, Thai, Hindi, Albanian, Yonba, and English.

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.)

Monthly calendar
Parent teacher conference announcements
Extracurricular registration forms
Invitations
Phone messenger announcements
Pupil path communications/emails

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.

Parent teacher conferences (Fall 2015 and Spring 2016)
Awards Night (Quarterly)
Parent workshops (weekly)
Back to School (September 2015)
PTA meetings (monthly)
SLT (monthly)
Tuesday parent engagement time
Student Led Conferences (by appointment)
6th Grade orientation (September 2015)
Summer school orientation (Summer 2016)

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.

In house staff will translate documents if needed. NYCDOE translation services will be utilized when documents are deemed critical or sensitive. Pupil path translates correspondences between teachers and parents.

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.

In house staff translates during parent meetings or phone conferences if needed. The translation and Interpretation unit is used to provide oral translation during evening school events including parent teacher conferences.

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 LAC will provide the staff with the necessary information needed for the teachers to utilize translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the converted languages is posted in the main lobby. .

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)

The school will use a variety of methods to gather feedback from the parents:

1. Parent survey
2. SLT meetings
3. PTA meetings
4. Parent workshops
5. Tuesday afternoon parent engagement time