

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **27Q210**

School Name: **J.H.S. 210 ELIZABETH BLACKWELL**

Principal: **BONNIE BUTCHER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: _____ School Number (DBN): _____
Grades Served: _____
School Address: _____
Phone Number: _____ Fax: _____
School Contact Person: _____ Email Address: _____
Principal: _____
UFT Chapter Leader: _____
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 718- Fax: 718-642-5705

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)
Bonnie Butcher	*Principal or Designee	
Arthur Zander	*UFT Chapter Leader or Designee	
Kaliopii Tepelidis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Dorr	Member/ Teacher	
Karaline McQuade	Member/ Teacher	
Michael Migliaro	Member/Teacher	
Jasoda Ramnarine	Member/ Parent	
Jeannette Cueto	Member/ Parent	
Stepahnie Morra	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At The Elizabeth Blackwell Middle School, MS 210Q, we engage all of our students in our programs in active and productive activities so that they can achieve high standards of excellence in all academic areas. We offer dance and music as elective classes and also offer a talent afterschool program which includes CHAMPS, martial arts and robotics. At MS 210Q, our strengths include the strategic planning and refinement of units of study aligned to the Common Core Learning Standards (CCLS) and instructional shifts that ensure engagement for all students to promote coherence across the school. School leaders make deliberate and strategic decisions around the use of resources, scheduling, staff and partnerships, to support coherence of the instructional goals.

School leaders and staff also work as a unified team to ensure a calm and respectful learning environment where the growth of students and staff is a priority. Lastly, the administrative team and staff utilize Danielson's Framework for Teaching to ensure all teachers receive ongoing feedback with clear expectations of pedagogy that aligns with professional goals for teachers' growth.

At MS 201Q we accomplished meeting the observational expectations outlined through teacher effectiveness and we have established progressive discipline strategies aligned Positive Behavioral Intervention Supports (PBIS), to decrease student occurrences. One major challenge is the number of suspensions especially during the second half of the school year. We continue to encourage both staff and students to follow the behavioral expectations of the building and to maintain the same high expectations as in previous years. Additionally, due to the increasing number of immigrants to the borough of Queens, our challenge continues to be the growth of our ESL population many of whom have interrupted formal education when they are enrolled. We continue to provide ESL push-in/pull-out services through a free standing ESL program supported by 4 licensed ESL teachers. We also provide professional development to all teachers, which targeted training for teachers of ELLs.

At MS 210Q, the most growth occurred in the area of rigorous instruction. Teacher questioning during the delivery of instruction in order to enrich student participation increased as evidenced by the increase in teacher HEDI levels in Domain 3b. By providing increased professional development in implementing Socratic Circles, Spider Webs and other strategies, students are actively engaged in ambitious intellectual activities and developing critical thinking skills. Because of our Bobcat program through PBIS, the support of our staff for students, our school culture continues to improve towards closing the gap between our score and city wide metrics. Because our teachers are committed to the success and improvement of their craft, they participate in and collaborate in and for professional development for continual improvement. With the creation of the opportunity for professional development on Mondays, teachers have been involved in the planning and nurturing of their growth by developing and delivering the instructional and social-emotional support that assists them in driving student excellence. We are confident that this will be strong area of improvement for the 2014-2015 school year. In the areas of strong family and community ties, our grade 6 teachers implemented student-led conferences to welcome and encourage parental involvement. In addition, the Tuesday parent engagement meetings also contributed to parental and community support. We look forward to focusing and expanding student-led conferences in grades 7 & 8 during the 2015-2016 school year. Lastly, in the area of trust, we continue to focus on sharing the goal of improving student outcomes, preparing students for success in school and beyond by communication to all stake holders school goals and expectations through our school websites, continued parent meetings, programs and special events

27Q210 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1904	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	35	# SETSS	N/A	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2014-15)					
# Visual Arts	38	# Music	34	# Drama	19
# Foreign Language	44	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.7%	% Attendance Rate			92.6%
% Free Lunch	80.1%	% Reduced Lunch			7.7%
% Limited English Proficient	12.7%	% Students with Disabilities			17.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			6.1%
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander			27.6%
% White	4.4%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			0.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.02
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	27.2%	Mathematics Performance at levels 3 & 4			30.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			56.3%
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			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

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.

Data from the 2013-2014 Quality Review note that teachers strategically plan and refine units of study aligned to the Common Core Learning Standards (CCLS) and instructional shifts that ensure engagement for all students and promote coherence across the school. However, for the 2014-2015 school year the state school report indicates that 68% of students did not meet state standards in Math and 70% did not meet state standards in ELA. This is an improvement from last year’s performance. Although the average incoming proficiency of students for ELA is 2.69 and 3.06 for Math student overall progress is approaching target. Hence there is a need to increase the number of students that meet and exceed state standards in both ELA and Math. Furthermore, teachers need to strengthen their common assessment practices to monitor daily student progress in order to make instructional adjustments, offer clear next steps and provide more student self-assessment opportunities.

Part 2 – Annual Goal

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

By June 2016, all teachers will integrate common core aligned formative assessments to evaluate students’ mastery of concepts and provide timely, rigorous progress monitoring resulting in a 3% increase of students scoring at or above proficiency as measured by the New York State ELA, math and science assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will send key personnel to assessment trainings based on aligning formative assessments to CCSS rubric development and progress monitoring thus ensuring an opportunity for turn- keying and monitoring impact. All teachers and paraprofessionals will be provided with opportunities to plan in vertical and horizontal teams to develop assessments for learning and rubrics.</p>	<p>Teachers and paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists, consultants</p>
<p>Teachers of students with disabilities, the lowest third and English Language learners will plan with general education teachers to utilize UDL strategies to ensure these subgroups master the content.</p>	<p>Students with disabilities, the lowest third and English Language learners</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists, consultants</p>
<p>We will have weekly parent communication to provide curriculum updates. Additionally we will provide literacy and math common core materials and training to help parents work with their children to improve their achievement level.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Borough Field Support Specialist, Parent Coordinator</p>
<p>To incorporate trust, the school community is able to comfortably share their feelings, worries and frustrations with other teachers and share decision making based upon effective strategies.</p>	<p>Teachers</p>	<p>September 2015- June 2016</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.

Per session will be needed for staff to conduct parent workshops on weekends and/or after school as well as other activities after school related to the above mentioned action plan. There will be contracted vendor costs and cost of coverages for teacher meetings with Borough Field Support Specialists, Consultants and Guidance Counselors. Technological resources and other relevant instructional materials will be needed.

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	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, all teachers will integrate common core aligned formative assessments to evaluate students' mastery of concepts and provide timely, rigorous progress monitoring resulting in a 3% increase of students scoring at or above proficiency as measured by the January benchmark.

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.

A review of attendance data reflects that currently for the 2014-2015 school year, the average daily attendance is at 93.6%. In addition, there is a Positive Behavior Intervention Support (PBIS) systems which is used to engage and support students behaviorally. There is close interpersonal interaction with students and staff as based upon the “House” structure and advisory, every student is well known by staff. This helps support their academic and social growth. Based upon OORs data and the NYC school survey there is a need to improve the school’s culture as although improvements have been made we still lag our peer group and citywide average. Twenty seven percent of students who took the survey don’t feel safe in the hallways, bathrooms, locker rooms, and cafeteria, 50% of students feel that students don’t treat each other with respect and 35% of students feel that their school don’t offers enough variety of programs, classes, and activities to keep them interested in school. Furthermore, there were 243 level 1-5 incidents from July 2014 to June 2015 with the majority of the incidences occurring in the hallway, classroom, cafeteria, gymnasium, entrance/exit and the school perimeter. Therefore, the entire school community need to respond to students social, emotional and academic development

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, school will implement behavioral supports to foster the social and emotional development of all students resulting in a 5% reduction in the number of suspensions as measured by OORS data report.

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>Staff will continue to utilize PBIS supports such as a mentoring program through “Bobcats”, SWISS which identifies the number of incidents, peak times and locations, Respect for All, book buddies with our feeder school and our student council to effectively meet students social and emotional needs. They will also receive training to support staff in the implementation of student supports, classroom management, mindsets and academic and personal behaviors</p>	<p>Students in Grades 6-8, teachers, Paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, Deans</p>
<p>Students with disabilities, the lowest third and English language learners will be actively involved in all of our specialized programs based upon their IEP goals, and /or individual social and emotional needs.</p>	<p>Students with disabilities, the lowest third and English language learners</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, Deans</p>
<p>The school will provide parents with training and information needed to become actively involved in their children’s, social emotional development centered on making the right choices in life.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, Deans, Parent Coordinator</p>
<p>To facilitate an inclusive school environment and incorporate trust staff will be trained in strategies and protocols around changing of mindsets and academic behavior which build relationships ensuring students feel safe and comfortable with them.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, Consultants, teachers</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.											
Per session will be needed for staff to conduct parent workshops on weekends and/or after school as well as other activities after school related to the above mentioned action plan. There will be contracted vendor costs and cost of coverages for teacher meetings with Borough Field Support Specialists, Consultants and Guidance Counselors. Technological resources and other relevant instructional materials will be needed.											
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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016, the school will implement behavioral supports to foster the social and emotional development of all students resulting in a 5% reduction in the number of suspensions as measured by January OORS data report.										
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.

Our 2013-2014 Quality Review report showcase the need for questioning that leads to high levels of student thinking as well as the need for rubrics being uniform throughout the school to facilitate students’ ownership of progress toward their next learning steps. In order to ensure our students are college and career ready we have to ensure they perform on grade level. This is possible with teachers collaborating with each other.

Part 2 – Annual Goal

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

By June 2016, all teacher teams will meet in a professional learning community where they will revise curriculum and modify instruction in order to improve pedagogical practices and student outcomes for Students with Disabilities (SWD’s), English Language Learners (ELLs) and the lowest third resulting in a 3% increase of students within these subgroups scoring at or above proficiency as measured by the New York State ELA, math and science assessments.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Teachers will collaborate each Monday and Tuesday to engage in activities such as analyzing relevant screening and diagnostic data, analyzing student work, formative assessments, UDL strategies, progress monitoring, response to data and shared beliefs on how students learn best in order to encourage	Teachers	September 2015- June 2016	Principal, Assistant Principals, classroom teachers, literacy and math

increased teacher effectiveness so as to increase student learning in math, Ela and science.			coaches, Teacher Center Specialist, Borough Field Support Specialists, consultants
Teachers of students with disabilities, the lowest third and English Language learners will collaborate with general education teachers each Monday and Tuesday to share, revise and adapt instructional techniques, lesson and unit plans based upon students IEP and/or their individual needs	Teachers	September 2015- June 2016	Principal, Assistant Principals, teachers, literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists
Parents will meet on Tuesdays with teachers, to discuss student goals that promote high levels of student engagement and inquiry. The school will also provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and science.	Parents	September 2015- June 2016	Principal, Assistant Principals, teachers, literacy and math coaches, Borough Field Support Specialists, parent coordinator
To understand needs and incorporate trust, teachers will work collaboratively in horizontal, vertical and/or interdisciplinary teacher teams to establish student goals that promote high levels of student achievement in Ela, science and math.	Teachers	September 2015- June 2016	Principal, Assistant Principals, teachers, literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists

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.											
Per session will be needed for staff to conduct parent workshops on weekends and/or after school as well as other activities after school related to the above mentioned action plan. There will be contracted vendor costs and cost of coverages for teacher meetings with Borough Field Support Specialists, consultants and coaches. Technological resources and other relevant instructional materials will be needed.											
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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teacher teams will meet in a professional learning community where they will revise curriculum and modify instruction in order to improve pedagogical practices and student outcomes for Students with Disabilities (SWD’s), English Language Learners (ELLs) and the lowest third resulting in a 3% increase of students within these subgroups scoring at or above proficiency as measured by the January benchmark.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

We believe that students learn best when lessons are differentiated with multiple entry points and tasks that challenge learners for deeper thinking. However, our 2013-2014 Quality Review report highlight the need for questioning that leads to high levels of student thinking as well as the need for rubrics being uniform throughout the school to facilitate students’ ownership of progress toward their next learning steps. Our school quality snapshot indicate that closing the achievement gap for English Language Learners on the English and Math state exams is fair while the movement of students with special needs to less restrictive environments is fair. For the lowest third students, improvement on the Ela state exam is fair and on the math state exam it is poor. In order to ensure ALL our students are college and career ready we have to ensure they perform on grade level. This is possible with teachers collaborating with each other

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, all school leaders will set high expectations that build on teachers’ capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs), Students with Disabilities (SWD), and the lowest third resulting in a 20% increase in teachers improving one performance level as reflected in component 3b questioning and discussion techniques in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers of Grades 6-8 will engage students in higher order questioning and discussion techniques through the use of Depth of Knowledge (DOK), Cognitive Rigor Matrix, Socratic Seminar, and Philosophical Chairs. They will also participate in professional learning communities activities centered on these instructional strategies.</p>	<p>Students in Grades 6-8</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher Center Specialist, Teacher Development Coach, Borough Field Support Specialist</p>
<p>Teachers will scaffold higher order questions for students with disabilities, students in the lowest third and English language learners. These will be included in lesson and unit plans</p>	<p>Students with disabilities, students in the lowest third and English Language Learners</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, teachers of students with disabilities and English Language Learners, SETSS teacher, ESL teacher, ICT teachers, literacy and math coaches, Teacher Center Specialist, Teacher Development Coach, Borough Field Support Specialist</p>
<p>Workshops for parents on Depth of Knowledge (DOK), Cognitive Rigor Matrix, Socratic Seminar and Philosophical Chairs to assist parents in understanding the use of higher order questioning techniques.</p>	<p>All parents of students in grades 6-8</p>	<p>September 2015- June 2016</p>	<p>Teachers and Assistant Principals, coaches, parent coordinator</p>
<p>To understand needs and incorporate trust, teachers will share best practices and conduct inter-visitations. Furthermore, students will build on each other's ideas during class discussions.</p>	<p>Students in grades 6-8 and all teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teachers and students of grades 6-8</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.

Per session will be needed for staff to conduct parent workshops on weekends and/or after school. There will be contracted vendor costs and cost of coverages for teacher meetings with coach. Technological resources, materials based upon DOK, Cognitive Rigor Matrix, and other relevant instructional materials

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

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

Part 5 – Progress Monitoring

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

By February 2016, all school leaders will set high expectations that build on teachers' capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs) and Students with Disabilities subgroups (SWD), and the lowest third resulting in a 20% increase in teachers improving one performance level as measured by the cumulative January ADVANCE data.

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.

Our school continues to improve in the communication metric under school culture. The majority of parents within our school community indicate that the school keeps them informed about their child’s academic progress. However, we still lag our peer group citywide average. The NYC school survey shows that the majority of parents state that they only communicated with school staff about their child’s academic progress 1-2 times or never; attended a parent-teacher conference 1-2 times or never and attended a Parent Association/Parent Teacher Association (PA/PTA) meeting 1-2 times or never.

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, the school will develop a more collaborative partnership with families and community based organizations resulting in a 5% increase in parent attendance and participation in student led conferences as measured by, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Within their professional learning community, staff will receive training based upon strategies to improve outreach, communication skills and cultural competency so as to build stronger ties between parents and other members of the school community. All parents and teachers will be invited to attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA) to inform and strengthen the parent and school community connection</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, Deans PTA president parent coordinator, consultants</p>
<p>To address the needs of students with disabilities, the lowest third English language learners, and overage students, parents and teachers of these students will be encouraged to participate and attend all scheduled meetings and Tuesday's Parent Engagement.</p>	<p>Parents and teachers</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Guidance Counselor, teachers, deans, PTA president parent coordinator,</p>
<p>The school will use the school website (Schoolwires) which translates in 10 languages, PupilPath to allow parents 24 hour access to student grades, completion of assignments, attendance and punctuality, a monthly school calendar and letters that are translated in the dominant language of the student body: Spanish, Urdu, Bengali, Chinese, Korean, French and an on-line parent survey to promote parent/teacher collaboration</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, deans PTA president parent coordinator, data specialist, programmer, teachers</p>
<p>To incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection</p>	<p>Parents and teachers</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principal, Borough Field Support Specialist, Guidance Counselor, deans, parent coordinator, PTA president, teachers</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.											
Per session will be needed for staff to conduct parent workshops on weekends and/or after school as well as other activities after school related to the above mentioned action plan. There will be contracted vendor costs and cost of coverages for teacher meetings with Borough Field Support Specialists, Consultants and Guidance Counselors. Technological resources and other relevant instructional materials will be needed.											
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	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school will develop a more collaborative partnership with families and community based organizations resulting in a 5% increase in parent attendance and participation in student led conferences as measured by, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys.
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 who are found to be at-risk of failing due to overage, based on poor performance on formal assessments and classwork, homework and projects and students who are not meeting the goals of their IEP. In addition all those students who scored a level 1 or 2 on the Ela state exams.	ELL students use LightSail an online reading program and participate in the puppetry program with Marquis Studios to support vocabulary and reading instruction. All students have access to Myon Reader, a Common Core aligned fiction and non-fiction online library resource that provides differentiated activities and progress monitoring. News Ela is another online resource used to engage students in non-fiction text. Additionally, Straight Ace is a resource used to support literacy in the content areas. Lastly, Classroom Inc. is being used during the after school program on Wednesday to support critical thinking through reading, writing and problem solving.	Teachers work with whole and small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling meet the goals for students that have IEPs and are level 1 & 2 based on the 2014 NYS CC literacy assessment. Students who attend the Title III after school program for ESLs and the Tax Levy programs will have access to their respective program. In addition students will have access to programs on a 24 hour basis.	The afterschool and Title III program meet weekly for two hours. SETSS and ESL teachers also work with small groups of students on reading and writing strategies during the day.

Mathematics	Students who are found to be at-risk of failing due to overage, based on poor performance on formal assessments and classwork, homework and projects and students who are not meeting the goals of their IEP. In addition all those students who scored a level 1 or 2 on the math state exams.	All students use the accompanying computer assisted program to Go Math!. Students also have access to the math component of Straight Ace, which is an online program to support problem solving in math.	Teachers work with whole and small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals for students that have IEPs and are level 1 & 2 based on the 2014 NYS CC math assessment. Students who attend the Title III after school program and the Tax Levy programs will have access to their respective program. In addition students will have access to programs on a 24 hour basis. SETSS and ESL teachers pull-out students who receive services.	During the school day, teachers work with whole and small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals for students that have IEPs and are level 1 & 2 based on the 2014 NYS CC math assessment. Title I and Title III programs meet weekly for two hours. During the school day, SETSS and ESL teachers work with small groups of students on effective problem solving strategies.
Science	Students who are found to be at-risk of failing due to overage, poor performance on formal assessments and classwork, homework and projects as well as students who are not meeting the goals of their IEP.	Students use supplemental reading and hands on science material to enhance skills. Computer assisted programs such as BrainPop and Learn 360 support instruction in this area. Readworks also provides supplemental support with content based text.	Teachers work with small groups of students to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals on the IEP.	Title III Saturday science program supports LEPs during the spring season of 2015 in preparation for the NYS science assessment.
Social Studies	Students who are found to be at-risk of failing due to overage, poor performance on formal assessments and classwork, homework and projects as well as students who are not	Students use supplemental materials to enhance writing skills, build academic vocabulary and critical analysis of informational text. Computer assisted programs such as BrainPop and Learn	Teachers work with whole and small groups to enhance writing and interpretive skills	SETSS teachers work with small groups of grade 8 students during the day complete the required exit projects and performance tasks.

	meeting the goals of their IEP.	360 support instruction in this area. Zoomin, a web-based application supports instruction by providing literacy instruction in the social studies classes through primary source documents.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Dean Referral; PPT Referral	Guidance Counselor Intervention School Psychologist Social Worker Health Services	Group and Individual Counseling, Needs Based: 1. Students not meeting promotional / performance standards. 2. Students experiencing behavioral / emotional / family Issues negatively Impacting on learning. 3. Students who are multiple holdovers. 4. Individual counseling. 5. Provides staff development for staff. 6. Provides referrals for agencies. 7. Makes contact with various sites for parents. 8. Provides referrals for parents. 9. Offers assistance at PPT meetings. 10. Liaison between school and parents. Two full time public health nurses on site. 11. Regional Nursing Director- coordinates services throughout region. 12. Full time Supervising Nurse for each district-monitors Services.	All services are provided during the day for all at-risk students. Students who require health services during an afterschool or Saturday program receive services as required.

			13 Monitor Health needs of all students. 14. Provide First Aid 15. SAPIS Coordinator on-site	
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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.
<ol style="list-style-type: none">1. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all areas.2. Mentors are assigned to support struggling and new teachers3. School Mentoring Plan identifies mentors, mentees and activities to support professional development towards retention.4. The pupil personnel secretary and administration will work closely with the Borough Support Center-HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

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).
<ol style="list-style-type: none">1. School Professional Development committee meets regularly to discuss and collaborate on professional learning activities for staff2. Teachers and paraprofessionals receive professional development during team meetings and professional development activities regularly conducted by the Assistant Principals, Principals, literacy and math coaches, and UFT Teacher Center Specialist.3. Teacher Development Coach provides professional learning cycles to at-risk and non-tenured teachers4. Content specific professional development is scheduled by the Borough Field Support Center for teachers and paraprofessionals5. Teachers receive implementation support from contracted vendor for newly purchased programs6. ESL teachers receive support in effective ESL strategies by attending DOE OELL and Fordham University professional learning offerings7. Principal and Assistant Principals attend scheduled CFN professional development8. Principal and Assistant Principals receive scheduled professional development through the District Talent Coach

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.

The decision making process followed Chancellor’s guidelines:

1. Principal designated 5 staff members and the UFT designated staff members to form a team
2. After receiving professional development, Principal conducted training session on the purpose, protocols and responsibility of the team
3. Team members attended professional development during the summer of 2014
4. Team members met to examine and decide options for the staff
5. Team members presented selection of appropriate assessment measures to the staff during a professional development Monday in September

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	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.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	943,803.00	x	10,11,12,13,14,16,19,20,21,22
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	32,312.00	x	11,12,14,15,16,19,20
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	9,682,355.00	x	10,11,12,13,14,16,19,20,21,22

¹Explanation/Background:

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[The Elizabeth Blackwell Middle School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[The Elizabeth Blackwell Middle School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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>Elizabeth Blackwell</u>	DBN: <u>27Q210</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</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>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</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: _____ Title III funding offers ELLs the opportunity to participate in an after school instructional program (Math and ELA) (6,7, & 8 grades), a Saturday Science program (8th grade) and an Arts Enrichment program (6, 7, & 8 grade). The after school program is designed to assist ELL students in preparation for the NYS Math and ELA Exams in 2015. Staffing of the program will consist of two classroom teachers (with ESL/ELL training and coursework), one administrator and one certified ESL teacher for small group instruction. The certified ESL teacher will push into the two classes to provide language support within a team-teaching model. The Afterschool will service 2 groups of approximately 30 students in each group on Thursday afternoons from 2:30pm-5:30pm from November to April 2015. Students will be grouped according to grade with no more than 20 students in each class. The program will utilize LightSail reading-web based program. The Saturday Science program will be conducted on 5/3, 5/10, 5/17, 5/31 & 6/7/2015 from 9:00am-12noon with a licensed ESL teacher spending 90 minutes in each of two classes. Teachers will focus on the lab portion of the NYS Science exam. The teachers will also review key Life, Physical, and Earth Science concepts. Students will have access to science glossaries in their native language. The Arts Enrichment program will be contracted through Marquis Studios in the Spring 2015. This Marquis Studio after school program is researched based to increase vocabulary and writing (students create scenes for their puppet show) for English language learners through puppetry creation and story design. This additional program will be staffed by one ESL teacher and one Assistant Principal on Thursday afternoons for 10 sessions from 2:30pm - 4:30pm. The dates and times of the program must still be arranged pending the assignment of the teaching artist.

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: _____ MS 210 is committed to providing professional development for all staff members. The goal is to develop and refine pedagogical practices in conjunction with the Common Core Learning Standards. This refining in the craft of teaching and learning will result in best practices that are coherent, creative and cutting edge in classroom methodologies, focusing on the whole child (emotional, social, intellectual). MS 210 strives to foster student /learners, student /teachers that are intuitive, intellectually refined and introspective. Professional development is also designed to incorporate the breaking and building of ground with parents as partners.

- A Fordham University ELL specialist will be contracted to work with ESL teachers and teachers of ESL students for 5-6 weeks beginning in December. The coach will provide classroom modeling, demo-lessons and on-on-one mentoring for teachers.

All Professional Development below are provided by the following support systems: 1) The office of English language Learners, 2) Fordham University, 3) CFN Network, 4) R-BRN Department study group year long (Compliance, I-Pad/Smartboard training, SESIS, Classroom

Part C: Professional Development

Instruction, Parental outreach, Testing etc.

Calendar of Professional Development Dates 2014-2015 School Year

<u>Date</u>	<u>Workshop</u>	<u>Staff Attending</u>
September	ELL Specialist Professional Development	Victoria Somma
October	ELL Data Professional Development	Victoria Somma
November	Collaborative Strategic Reading	Victoria
<u>Somma</u>		
November	Boistering Advanced Literacy for ELLs	Elena Beissel, A. DiBenedetto, R. Norton, Y. Lebedev

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: Parent Workshops on pertinent topics are held during the school day and after school hours for working parents and they are planned in order of importance. Workshop presenters vary among school staff and could be Mrs. Allman-Manning (Principal), Parent Coordinator (Mrs Flores), Guidance Counselors (Mrs. Abel-Fuller & Ms. Pistone), Technology Teacher (Mrs. Pate-Dixon), ESL teachers (Mrs. Norton, Mrs. DiBenedetto, Mrs. Lebedev, & Ms. Beissel) and Mrs. Victoria Somma (ESL Assistant Principal). Parents are notified as follows: 1. parent letters in home language, 2. school website in home language, 3. school calendar of events, 4. PTA meetings and 5. school messenger in home language.

Parents are afforded opportunities to learn about Common Core State Standards, NYS-ESL standards, instructional strategies, high school information and NYS assessments given to their children through:

- Conducting parent awareness workshops
- Scheduling of parent/teacher conferences twice during the school year
- Conducting a fall open house and spring incoming parent session
- Scheduling workshops on accessing ARIS Parent Link
- Providing progress reports
- School announcement board posts translated

2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.

4. Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services.

5. School website also translates in more than 10 languages.

e. Providing progress reports

f. School announcement board posts translated

2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

Part D: Parental Engagement Activities

3. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.

4. Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services.

5. School website also translates in more than 10 languages.

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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. 	_____	_____
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 27	Borough Queens	School Number 210
School Name Elizabeth Blackwell		

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 Ms. Bonnie Butcher	Assistant Principal Mrs. Victoria Somma
Coach Angela Forte	Coach Karaline McQuade
ENL (English as a New Language)/Bilingual Teacher Elena Beissel	School Counselor Haydee Pistone
Teacher/Subject Area Ana Cabrera/Common Branch	Parent Ms. Poppi Tepelidis
Teacher/Subject Area Ms Oumarou/ ELA	Parent Coordinator Rose Flores
Related-Service Provider Della Furiano	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Ms. Mary Barton	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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	1
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)	1868	Total number of ELLs	230	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input 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	230	Newcomers (ELLs receiving service 0-3 years)	139	ELL Students with Disabilities	60
SIFE	27	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	54

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	123	16	17	49	2	15	58	9	33		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							45	67	49					0
Chinese							3	1	1					0
Russian														0
Bengali							17	10	19					0
Urdu							3		1					0
Arabic							3	2	4					0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian							1	2	1					0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							25	19	23					0
Emerging (Low Intermediate)							9	7	8					0
Transitioning (High Intermediate)							7	8	9					0
Expanding (Advanced)							37	36	42					0
Commanding (Proficient)							48	33	33					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1	0	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							48	33	33					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	36	4	1		0
7	47	2			0
8	52	4			0
NYSAA	7				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	8	20	5	8	1	5			0
7	9	43	2	10					0
8	24	39	5	12	2		1		0
NYSAA	7								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	7	45	12	5					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.
 - Our school uses the Teacher College Reading Assessments to test students on their reading level. Classroom instruction is targeted to address the needs of students according to this assessment. This assessment is given three times throughout the school year to show growth in the reading levels according to Fountas and Pinnell. Fountas and Pinnel is used in the Intermediate and Advanced 6th Grade ESL classes and all of the 7th and 8th Grade ESL classes. The data indicates that many of our ELLs are not reading at grade level and many read on a grade level 2-3 grades below.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSESLAT data shows that the proficiency levels of the ELLs remained the same on 6th grade and decreased on the 7th and 8th grades. The data indicated that ELLs perform better on the "Listening and Speaking" modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency). A review of the NYSESLAT grade level data indicated that the proficiency levels are as follows: Grade 6 had 37 students at the Beginner level, 11 at the Intermediate level, 55 at the Advanced level and 29 at the Proficient level. Grade 7 had 32 at the Beginner level, 17 at the Intermediate level, 23 at the Advanced level and 6 at the Proficient level. In Grade 8, there were 34 at the Beginning level, 21 Intermediate, 31 Advanced and 9 Proficient students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to AMAO 1 ELLs perform better on the Listening / Speaking modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. However, many students' scores have decreased in the Listening section of the NYSESLAT, which could be due to the more rigorous content of the test. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency). In order to address this, the students are required to participate in curricular activities that address four language modalities. The reading and writing modalities of the students are addressed in the ELA classroom through a variety of reading and writing strategies and are often taught through the use of Smartboards. The data can be used to teach different

learning strategies, such as using background knowledge, making inferences, using graphic organizers and summarizing. Students are exposed to a variety of E.S.L. materials, some of which include NYSESLAT and ELA test prep materials, High Point books, Milestones books, True Stories in the News books, Side by Side books, etc. E.S.L classroom libraries, listening centers and other hands-on materials, such as educational language themed games, are also available for ELLs. Teachers will use the data to differentiate instruction in their pedagogic practices to meet the individual needs of the ELL students, such as grouping according to specific needs. For example, assignments can be differentiated for small group activities, homework assignments and projects. According to the AMAO 2, there is a need to assist our long term ELLs and those ELLs that have scored Commanding on the NYSESLAT. Through differentiated instruction and an increase in technology used in the classrooms, the needs of these students will be targeted.

4. For each program, answer the following:

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

A. As the beginner ELLs become more accustomed to the school and the use of the English language in the classroom, their confidence level increases and then student progress increases. ELLs are faring better in tests taken in their own language as opposed to tests taken in English.

B. School leadership and teachers use the ELL Periodic Assessments to identify and group students according to their sub-skill achievements in all content areas. For example, ELLs excel in Math over ELA. The ELL child needs more intervention in Reading and Writing and vocabulary development in both Math and ELA. Instruction is driven by the data provided from the ELL periodic assessments. Lesson are differentiated according to that data.

Students' native languages are used for a variety of purposes. ESL students have access to bilingual dictionaries and glossaries which can be used in all of their content area classes in order to learn new vocabulary words. Spanish language textbooks are available in science, social studies and math to assist ELLs in understanding the content. The ESL and school libraries provide literature in Spanish, Chinese and Bengali. When possible, newcomers are paired with students who speak their native languages for translation purposes. Students are also given opportunities to access their home language on websites such as Rosetta Stone.

Based upon the results of the periodic assessments we have learnt that students are struggling in grammar and comprehension. Additionally, the critical thinking skills, citing textual evidence and claim/counterclaim are difficult to learn due to the language barrier. However, we use the home language to introduce the skills by means of spanish dictionaries and web based programs.

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

The school uses data to guide instruction by providing Academic Intervention Services for struggling students. We provide professional development to all staff members that specifically addresses the needs of English language learners. Teachers provide small group instruction or one on one conferencing during lunch tutorials and during the afterschool title III program. Additionally they

use high-quality research-based instruction that is differentiated for ELLs. Teachers also maximize student potential by sharing insights into the student's home life, family background, and interests that affect decision-making

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

1. Students' native languages are considered in instructional decisions. The RPOB report is used to identify students' native languages and teachers are given access to these reports. ESL students have access to bilingual dictionaries and glossaries which can be used in all of their content area classes in order to learn new vocabulary words. Spanish language textbooks are available in science, social studies and math to assist ELLs in understanding the content. The ESL and school libraries provide literature in Spanish, Chinese and Bengali. When possible, newcomers are paired with students who speak their native languages for translation purposes. With the use of available data and resources, content area teachers can teach in such a way as to build their students' English language skills.

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).

Assessment tools that are used to evaluate student progress are portfolios, the NYSESLAT and city and state test scores. The number of ELLs that increased one level on the NYSESLAT exam and those ELLs that passed the NYSESLAT exam are included in the school's AMAO report. Student progress is also evaluated on the school's AYP data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The initial identification process is as follows:

These are the steps for the initial identification of the students who may possibly be ELLs at this school which includes screening , initial assessment, program placement and annual assessments: The first step is upon registration the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ENL Teacher. Translation and Interpretation services are provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish and Bengali, Urdu, Arabic, Albanian and are available for translation. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services unit will be contacted. Next, the ENL teacher will determine the new admits’ home language and if they are eligible for NYSITELL and then the Spanish LAB-R if needed by conducting an informal interview in native language and English. Then the parents are informed about their options upon the three program choices – ESL , Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Afterwards, the ENL Teacher will assist the Pupil Accounting Secretary in the input of the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs. Every September, the ESL Teacher & Data Specialist print out ATS reports – RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminate to the entire staff that provide instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual students and across the grades 6 to Grade 8.

The data includes proficiency levels, the scale scores for listening/speaking and reading/writing and NYSITELL scores. Teachers of ELLs use the NYSESLAT data to differentiate classroom instruction. All beginning and intermediate students receive 360 minutes of ESL instruction per week and all advance students receive 180 minutes of ENL instruction per week as per CR Part 154 instructional requirements. The Data Specialist will provide the data to the teacher of ELLs who students take the Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

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).

The SIFE status of students will need to be determined within 30 days of enrollment, which we can modify up to 12 months of initial enrollment. Historically we have had SIFE students that consists of interrupted and/or inconsistent education. Once a SIFE scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices, personal language information, family and home background and educational history.

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).

1. The ENL teachers refer to the RLER for NYSESLAT eligible students and the RLER for LAB-R eligible students to identify which students are designated as ELLs and need to take the NYSESLAT exam. The ENL teachers (Mrs. Biessel, Mrs. DiBenedetto, Mrs. Lebedev) conduct NYSESLAT test prep and administer the test (which consists of four parts, Speaking, Listening, Reading and Writing) as per the dates required by the New York City Department of Ed. Parents are also notified of the impending test. In consultation with Ms. Adragna, Assistant Principal, students with IEP’s are identified

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

The ESL teachers (Mrs. Biessel, Mrs. DiBenedetto, Mrs. Lebedev) send home the entitlement and non entitlement letters to parents and guardians based on the results of the current school year’s NYSESLAT scores. At the inception of registration, parents are interviewed by a pedagogue, at which time parents are given the Parent Survey and Program Selection form. The ESL teachers collect the Continued Entitlement letters and they are kept on file in a binder in the ESL room. The ESL teachers are responsible for the process of

collecting and storing the letters. The parents of the students who do not return the forms are contacted through School Messenger or home visits.

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

Parents are informed orally and in writing of the appeal process during the initial intake interview by the Assistant Principal and/or the ENL teacher and after they make the selection process. Translated copies of letters informing them of their right to appeal the ELL status within 45 days are filed and kept in a binder in the main office and also with the ENL teachers.

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.

At the time of registration (to ensure that this process is completed within 10 school days) parents and guardians are shown the Parent Orientation video by one of the ENL teachers. Based on the video, parents are asked to choose one of the three programs. The three program choices are Transitional Bilingual Education, Dual Language and ENL. During the orientation, the ESL teacher and/or the AP of ELLs also provide information on content standards, common core learning standards, curriculum, assessments, school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language programs. The orientation is in the language of the parents and if no teacher is available to translate the Translation and Interpretation Unit is contacted. If a parent chooses a program that is not currently offered at our school, all possible options are explained thoroughly. Our school currently offers a free standing ENL program.

If the parent chooses the bilingual program, we inform the parents that their names will be put on a waiting list and that when we have 15 students that speak the same language on that waiting list (in 6th grade, or a combination of 7th and 8th grade student names) that the school will open a bilingual class for that language. Furthermore, personnel reaches out to schools that offer bilingual education programs on behalf of the parents. Parents and guardians who were not able to view the Parent Orientation video are invited to attend a Parent Orientation Session, view the Parent Orientation video, and receive information on the different programs available. (Transitional Bilingual, Dual Language, Freestanding ENL). This is conducted within ten days of admission.

During parent engagement, Teachers, along with the Assistant Principal and the parent coordinator continue to reach out to parents who have previously chosen TBE/DL programs to update them on the status of the program availability.

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.

The ENL teachers send home the entitlement and non entitlement letters to parents and guardians based on the results of the current school year's NYSESLAT scores. At the inception of registration, parents are interviewed by a pedagogue, at which time parents are given the Parent Survey and Program Selection form. The ENL teachers collect the Continued Entitlement letters and they are kept on file in a binder in the ENL room and a copy is given to the Assistant Principal. The ENL teachers are responsible for the process of collecting and storing the letters along with the Assistant Principal. The parents of the students who do not return the forms are contacted through School Messenger or home visits. Appointments are also scheduled during parent engagement. Meetings with parents discussing this take place during parent teacher conferences.

If the parent does not return the form within 5 school calendar days, the student is placed in ENL. We document this and include all the attempts that were made by the parent coordinator, the AP of ELLs and the Pupil Accounting Secretary to gather initial parent selection preference documentation. The parent choice is inputted into the designated screen in ATS (ELPC). The parent's first choice is entered even though the choice is not offered at MS210.

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

The school consistently calls homes of students who have not completed parent survey and program selection forms.

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

The ENL teachers distribute placement letters to notify parents of placement.

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

The ENL teachers collect the Continued Entitlement letters and they are kept on file in a binder in the ENL room. The ENL teachers are responsible for the process of collecting and storing the letters. The parents of the students who do not return the forms are contacted through School Messenger or home visits. All ELL documentation for each child is kept in a binder in the ENL room as well as in the Assistant Principal's office and all paperwork is filed in the student's cumulative folder.

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.
- The RLER report is used to identify the students that are NYSELAT eligible. The ESL teachers (Mrs. Beissel, Mrs. Brown, Mrs. DiBenedetto, Mrs. Lebedev, and Mrs. Norton) use this data to ensure that all ELLs that are eligible to take the NYSESLAT are administered the NYSESLAT exam. The test coordinator (Mrs. Urena) creates the NYSESLAT schedule to ensure that the eligible ELLs are administered all four components of the NYSESLAT. After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a trend towards Freestanding ESL program with very few parents requesting the Bilingual program. After parents have reviewed the Parent Orientation video, approximately 98% of them choose the ESL program.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ENL teachers and the AP of ELLs individually meet with the parents or guardians of English language learners once a year, in addition to parent-teacher conferences, Tuesday parent engagement, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. If a school translator is not available Translation Services is contacted. All agendas and sign in sheets are filed and stored with the AP of ELLs. The ENL teachers distribute all parent notification letters. ENL teachers along with the Assistant Principal meet during parent engagement to discuss letters distributed. Parent coordinator also reaches out to parents if there are any concerns.
- Continued entitlement letters are sent to parents of students who continue to be entitled to ELL services based on the NYSESLAT results. The letters are sent no later than September 15 of the school year in which the student continues to be entitled. These letters are sent in the preferred language of the parent. Whenever we receive articulating ELLs the ENL teachers and the AP of ELLs review the student records and place them in the correct program. in order to provide program continuity.
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).
- The school provides free standing ESL classes as per the majority of the parent choices. To date, 10 parents (including all 3 grades) have chosen a bilingual program and the names of the students have been added to a wait list. If there are enough students to open a bilingual program the school will implement it at that time. Teachers commincate with parents during parent engagement and parent/tecaher conferences to inform parents of any changes or new developments to ensure they are aware of the program offerings.

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]).
- Freestanding ENL program.
Instruction for the ENL students is delivered through a push-in model where ENL teachers push-in to the content areas such as ELA, Math, Science, and Social Studies. Students are grouped according to NYSESLAT levels where entering and emerging students receive 180 minutes of standalone ENL and 180 mintues of integrated ENL/ELA. Expanding and Transitional students are grouped together and receive 180 mintues of ENL/ELA or other content areas. The Commanding students receive 90 minutes of ELA/ENL or other content area.
 - TBE program. *If applicable.*
N/A
 - 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)?

The ELA instruction is in English and is supported by ESL methodologies. Textbooks appropriate for ELL instruction are used by the teachers (such as Code X, True Stories in the News and Side by Side). The teaching methods are in alignment with the Common Core Learning Standards. Explicit ENL, ELA, and HLA instructional minutes are delivered through push-in, pull-out, small group, and full class instruction.

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.

The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboards) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries. ESL teachers provide content area teachers with instructional materials and methodologies during co-planning. These methodologies help to enrich language development for ELLs. In the Push In Model, content area teachers provide the mini lesson and the ESL teacher provides vocabulary development and works with small groups during independent work time. We utilize the Destination Reading and Destination Math programs on laptops. Core content is delivered in each program model through push-in, pull-out, small group, and full class instruction. Students in the ENL self-contained model receive all instruction in English across all content areas with native language support (e.g. bilingual dictionaries, and content area glossaries, technology and buddy system). ENL methodologies and scaffolding are also used in all content areas such as ELA, mathematics, science and social studies. An ENL teacher pushes into these classes and the self-contained special education classes that contain ENL students.

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

Through the ESL teachers, the ELL's are appropriately evaluated in their home language throughout the school year.

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

The ELLs are appropriately evaluated in four modalities throughout the year using formal and informal assessments such as: Informal: classwork, share outs, medial summaries Formal: LAB-R, NYSELAT predictive, NYSITEL pilot test, NYSESLAT, Teacher's College Reading Assessment, essays and writing projects. All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teacher in the ENL program implements scaffolding in each lesson: Modeling/Contextualization/Text Representation and Metacognition. The ENL program embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in everyday life situations. They will demonstrate their academic rigor in some of the following ways: making connections to texts, learning experiences, prior knowledge, use of language in discussions, group work, presentations, understand the multiple meanings of words, collect, analyze and organize information and perform multi-step tasks.

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

1. Instruction is differentiated for ELL subgroups, including newcomers, former ELLs, special needs and long term ELLs.

- a. SIFE students are placed in the appropriate classes and also receive small group instruction. They attend the extended day and

after school programs and may also receive resource room services. Teachers build supportive environments that respond to the immediate social cultural and linguistic needs of SIFE students. A supportive environment may include: bilingual staff from the student's home country, a staff member highly trained in cross-cultural communication and instructional methods that are designed to accelerate the academic achievement of SIFEs.

b. Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total Physical Response) is also utilized. Some newcomer ELLs are serviced with small group instruction. Beginner ELLs may also be given different tasks to complete during a lesson, such as looking up words in their bilingual dictionaries, match pictures to vocabulary words, illustrate a word or write a sentence when other students are doing more complex language related activities. Intermediate and Advanced ELLs may complete more complex tasks such as write an original ending to a story, or compare and contrast two different stories.

c. Many ELLs receiving service for 4-6 years are serviced with small group ESL instruction.

d. Long term ELLs are supported in literacy development across the content areas, regardless of subject matter content.

e. ELLs identified as having special needs are placed within appropriate classes and programs. Some receive resource room services while others are in self contained Special Education classes. Many of these students are serviced with small group instruction. The special education teachers use the same textbooks as the general education classes, however they supplement their instructions with resource materials from various books, internet sources and teacher made materials. Students who are doing well in certain classes are mainstreamed into general education classes. They get assistance with any difficulties during small group instruction (50 minutes). SEC reports as well as IEP are scanned by the teachers as well as Assistant Principal.

Assistant Principal informs related service providers of the needs of the students, as well as group sizes. Students are scheduled into mandated services by the related service providers.

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.

N/A

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?

We had ELLs with special needs whose IEP recommends ESL instruction receive their mandated hours (360 minutes for Entering and Emerging, and 180 minutes for Expanding and Transitioning or 90 minutes for Commanding) based on the NYSESLAT and/or NYSITELL results. They receive self contained ESL classes as well as ICT setting in a mixed ability grouping along side their general education peers . The ENL teacher record "First Attendance Reporting system for ESL and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) is provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities. Teachers of ELL-SWDs use the same textbooks as the general education classes, however they supplement their instruction with resource materials from various books, internet sources and teacher made materials. They also incorporate ESL strategies such as the use of graphic organizers, choral reading and visuals. The teachers also have access to bilingual glossaries and use supplemental language development materials such as visual word identification cards.

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?

ELL-SWDs are placed within appropriate classes and programs. Some receive resource room services while others are in self contained Special Education classes. Many of these students are serviced with small group instruction. The special education teachers use the same textbooks as the general education classes, however they supplement their instruction with resource materials from various books, internet sources and teacher made materials. Students who are doing well in certain classes are mainstreamed into general education classes. They get assistance with any difficulties during small group instruction. SEC reports as well as IEP are scanned by the teachers as well as Assistant Principal. Assistant Principal informs related service providers of the needs of the students, as well as group sizes. Students are scheduled into mandated services by the related service providers. Some of the ELL- SWDs are mainstreamed for content area classes to maximize the time spent with non-disabled peers.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

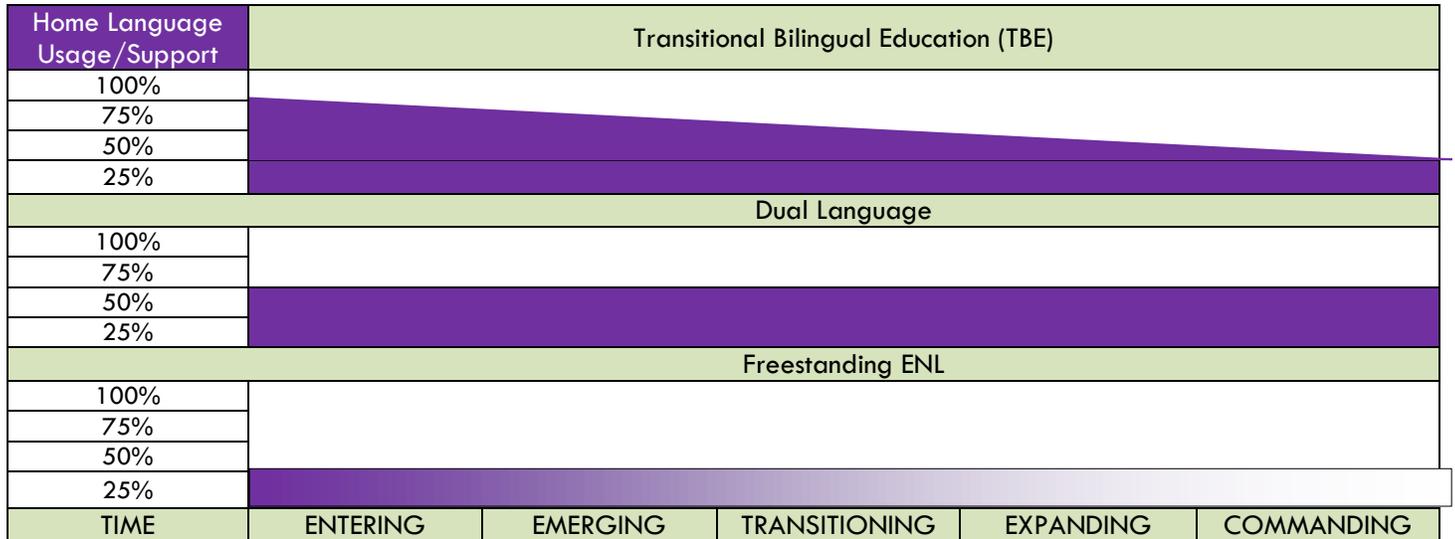


*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. There is targeted intervention for ELLs in ELA /Math and other content areas : Peer to Peer Intervention (All Content Areas), Advisory, Tittle III afterschool AIS program (ELA Math), Saturday Academy (Science Prep) and Title I afterschool AIS program. The courses are supported by ESL Certified Teacher and Content Area teachers. Intervention is individualized and based on student data. Vocabulary is taught together with content area using direct instruction, information from context, morphology, knowledge about multiple meanings and from cognates to infer word meaning. Destination Math is utilized to help ELL's to develop basic math skills and Destination Reading and Destination Math are used to supplement the ELA Curriculum. The Lincoln Center Literacy Through the Arts theater program is used to enhance the listening, speaking, reading and writing skills of the ELLs.

The 8th grade ELL classes are scheduled for six periods in Science as opposed to five. The additional period is built into the teacher's and classes schedule as a double period. During this double period block, ELL students participate in inquiry based science labs in preparation for the NYS intermediate Science exam. During the spring semester an ELL Saturday instructional program is conducted for the 8th grade ELL students. The instructional focus for this program is to prepare our ELL students for the upcoming NYS intermediate science exam. This program concentrates on the Performance Test of the state exam (which consists of tasks at three stations) and the written test part of the state exam (which consists of multiple-choice and open-ended questions). All classes are conducted in English, students receive word-for-word glossaries.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the data from year to year the Destination Math and Destination Reading programs have attributed to a 10% increase in modalities.
12. What new programs or improvements will be considered for the upcoming school year?
We plan on incorporating more technology by purchasing more laptops for the ESL department to be used in small group instruction.
13. What programs/services for ELLs will be discontinued and why?
The Rosetta Stone program has been discontinued due to a lack of funding.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Every child at MS 210 and that includes all ELL students, are informed of all extra-curricular activities via a notice backpacked, School Messenger, school website, PTA meetings, Parent Teacher conferences, and Back to School night. Activities offered are extended day, after school, CHAMPS, physical education programs, student council, and Beacon. Additionally, ELLs are programmed for in school curricular activitie, such as PBIS activities and Movie Night.
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.
The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries. The teachers also utilize document cameras in conjunction with the projectors in order to utilize the variety of materials available to the students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All ESL students have access to bilingual dictionaries and glossaries in English and their native languages. These resources can be used in all their content classes. The ESL teachers provide vocabulary in both English and in the ELLs native language. There are Spanish Language textbooks available in content areas such as Science, Social Studies and Mathematics to assist the ELL students in learning content in their native language and English. Besides English, the school library provides literature in Spanish, Chinese and Bengali.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and resources correspond to ELLs' ages and grade levels.
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).

Newly enrolled ELLs are invited to a Summer Enrichment program before the beginning of the school year. Additionally, potential incoming 6th grade students are invited in June to a Meet and Greet Orientation.

19. What language electives are offered to ELLs?

Spanish foreign language is offered to our ELLs.

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.)
Professional Development days target ESL teachers and ELL support staff with best practices methodology. ESL teachers, content area teachers of ELLs and Assistant Principals attend workshops on ESL strategies and methodologies. For professional development for subject area teachers please refer to the Calendar of Professional Development dates below. All other school personnel that service the ELLs attend professional development within their departments. An ESL consultant through Fordham University will continue to work with ESL licensed teachers and teachers of ELL students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional Development days target ESL teachers and ELL support staff with best practices methodology. ESL teachers, content area teachers of ELLs and Assistant Principals attend workshops on ESL strategies and methodologies. The Professional Development Plan for all ELL personnel consists of Differentiated Instruction for ELLs, Content Area Support for ELA and Math, Common Core and Literacy and MathTasks for ELLs .2. The staff is provided with weekly departmental meetings and school wide meetings on Common Core and College Readiness, RTI and Interdisciplinary literacy. 3.The school administration also provides workshops in the following areas: Social Dynamics of the Whole Child, Creation of SMART Goals for Students, Symptoms and Signs of Child Abuse, Examination of Students Social and Academic Strengths and Weaknesses. 4. ELL Training will be provided by the Borough Field Support Center and provide OELL Trainings in the following areas:: Supporting ELLs in the Content Area Classroom, Academic Language for ELLs, and Differentiated Instruction for ELLs. An ESL consultant through Fordham University will continue to work with ESL licensed teachers and teachers of ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
School staff are supported by school leadership and guidance counselors in several ways. First, the guidance counselors assign ESL students to classes after consulting with the assistant principal in charge of ESL. The guidance counselor periodically meets with staff to discuss how students are progressing in each content area. The guidance counselor works closely with the parent coordinator to inform parents of students academic progress, or lack thereof. The guidance counselors attend ESL department study groups to keep informed of the NYC promotional guidelines for ELLs. Beginning in the 7th grade, guidance counselors visit classes to discuss high school choices with students and teachers. The guidance counselors, parent coordinator and teachers work closely with the students to facilitate the high school application process to ensure the best high school choices for the ELL students. The ESL Department attends and conducts ongoing workshops during the school year for all staff.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
In order to meet the professional development requirements staff receive specific ENL professional learning activities on select Mondays during Professional Learning and on select Tuesdays during the Other Professional Work. In addition, staff attend ENL meetings offered by the Borough Field Support Centers and the NYCDOE central office. The agendas, and sign in sheets are kept on file in the main office with the Principal secretary and/or the Payroll Secretary for those who attend outside workshops.

C. Parental Involvement

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

1. 1. Parents are afforded opportunities to learn about Common Core, NYS-ESL standards, instructional strategies and NYS assessments given to their children through:

1. Conducting parent awareness workshops
2. Scheduling of parent/teacher conferences twice during the school year
3. Conducting fall and spring open houses for parents.
4. Scheduling parent workshops on accessing ARIS Parent Link, Pupil Path (online gradebook)
5. Providing progress reports through Pupil Path
6. School announcement board posts

The initial identification process is as follows:

Translation and Interpretation services are provided for parents/guardians. We have staff in our school that read, write and speak Spanish and Bengali, Urdu, Arabic, Albanian and are available for translation. If they cannot provide translation services the Translation Unit is contacted. Also, in the event that they are not available during Parent Teacher's conferences and other parent meetings we secure translation services from a DOE vendor.

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

All ENL-related documents needed for annual individual meetings are kept in the student's cumulative record. Additionally, we store records in a ELL Folder of Critical Documents which contains these documents in the main office. These records include dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs).

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about pupil path, the high school application process, school programs and items of concerns.

Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services. School website also translates in more than 10 languages. Translation and Interpretation services are provided for parents/guardians. We have staff in our school that read, write and speak Spanish and Bengali, Urdu, Arabic, Albanian and are available for translation. If they cannot provide translation services the Translation Unit is contacted. Also, in the event that they are not available during Parent Teacher's conferences and other parent meetings we secure translation services from a DOE vendor.

There is a yearly greet the teacher meeting and the following workshops/meetings: Content Area/Curriculum Meetings, Student Expectations, Course Offerings and School Leadership Team Meetings open to all parents and teachers in the school community. Parent Teacher Conferences and Principal's Address are on a monthly basis. The Cross Island YMCA Beacon is the Community Based Organization which is housed at MS210. It provides Defensive Driving, Health and Physical Fitness (Aerobic Classes), CPR Training, Entrepreneurship and Financial Literacy for the parents. The needs of the parents are evaluated through the use of PTA surveys and the Environmental Survey by the DOE and parental suggestions. Internet bullying workshops, parenting workshops, PotLuck, Movie night, Summer Reading Challenge, Student of the Month are also additional activities that are used to encourage parents to be actively involved.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

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

The school evaluates the needs of parents through conferencing

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

Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services. School website also translates in more than 10 languages.

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: Elizabeth Blackwell

School DBN: MS 210

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)
Ms. Bonnie Butcher	Principal		7/21/15
Mrs. Victoria Somma	Assistant Principal		7/21/15
Ms. Rose Flores	Parent Coordinator		7/21/15
Mrs. E. Biessel	ENL/Bilingual Teacher		7/21/15
Ms. Poppi Tepalidis	Parent		7/21/15
Ms. Ana Cabrera	Teacher/Subject Area		7/21/15
Ms. Oumarou	Teacher/Subject Area		1/1/01
Ms. Angela Forte	Coach		7/21/15
Ms. Karaline McQuade	Coach		7/21/15
Ms. Haydee Pistone	School Counselor		7/21/15
Ms. Mary Barton	Superintendent		7/21/15
	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: **27Q210** School Name: **MS210**
Superintendent: **Mary Barton**

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 HLIS survey is used to identify both ELL students and the languages spoken in the school building. This survey is administered by our ESL teachers. This data, along with the Place of Birth Report ensures that all parents are provided with appropriate and timely information in a language they can understand. Also, the Department of Education conducts a yearly parent survey to express their opinion of their children's school

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

Spanish, Bengali, Urdu, Arabic

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.)

Newsletters- Monthly
Calendars- Monthly
Parent-teacher announcements- Quarterly
After school information-as needed
New York State testing dates-as needed

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
Open school night
Parent engagement-Tuesdays

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.

All of the Department of Education written notices are translated into the student's native languages. The staff works together to ensure that both written and oral translation services are provided to parents in a timely manner. An outside contractor provides translators for oral translation during state tests.

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.

Several members of staff provide interpretation services as well as over-the phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

Information for over the phone interpretation service and how to use translation services will be distributed to staff at staff conferences and via email.

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 will fulfill Section VII of the Chancellor’s Regulations in the following ways:

- Sending home NYC Department of Education letters in the student’s native language
- Providing oral translation services in person and by 3-way conference calls, when necessary

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)

Through the parent survey and conferences the school will gather feedback from parents on the quality and availability.