

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q238

School Name:

I.S. 238 - SUSAN B. ANTHONY ACADEMY

Principal:

PETER LEDDY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: I.S. 238 Susan B. Anthony School Number (DBN): 29Q238
Grades Served: 6-8
School Address: 88-15 182nd Street, Hollis, NY 11423
Phone Number: 718-297-9821 Fax: 718-658-5288
School Contact Person: Peter Leddy Email Address: pleddy@schools.nyc.gov
Principal: Peter Leddy
UFT Chapter Leader: Christopher Rasidakis
Parents' Association President: Veraline McLean
SLT Chairperson: Chrisovalantis Gailas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Stacy Price
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murrary
Superintendent's Office Address: 222-14 Jamaica Avenue, RM 217, Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd, Rego Park, NY
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Peter Leddy	*Principal or Designee	
Christopher Rasidakis	*UFT Chapter Leader or Designee	
Veraline McLean	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Stacy Price	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>	
Tatiana Lavega	CBO Representative, if applicable	
Tammy Hendriks	Member/ UFT	
Marites Hondanero	Member/ UFT	
Chris Gailas	Member/ CSA	
Glenroy Brown	Member/ Parent	
Michelle Cole	Member/ Parent	
Debbie Hafeez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Taraa Sewdass	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.

I.S. 238 is a diverse middle school consisting of over 1,520 students in the Hollis section of Queens, New York. I.S. 238 is one of the few remaining large middle schools in the district with an enrollment over 1,000. The school building is ideally located on Hillside Avenue, a major street with multiple transportation options, the school services students from directly in the community, as well as many students from Cambria Heights, Jamaica, and Queens Village. Our mission is to provide quality instruction to learners of all abilities.

As a large school we are fortunate to offer our students a range of classes in the Arts. We have four Art teachers on staff and two music teachers. We recently received 120 desktop computers through the RESO A grant. A Visual & Graphic Arts elective was created using a 30 desktops and two 6th grade Math classes were each given desktops to incorporate technology into Math. Additionally, we used our ELA/Math funds to purchase 130 Ipads, which will be used in sixth and seventh grade ICT & Self Contained ELA classes. Our main challenge is the growth of our English Language Learners, many of whom plateau as Advanced on the NYSESLAT exam and thus becoming Long Term ELLS, and our Students with Special Needs in the area of ELA. In February 2015 we began implementing Read 180 with the Bilingual 6th grade ELA class. We have also seen a rise in the number of special education students from District 75, going from the most restrictive environment to the least restrictive in a large community school.

Our focus this year will be:

1. Increasing student proficiency in ELA and Math
2. Addressing the needs of Long Term ELLS.
3. Integrating ELLs new to the country into the student population
4. Connecting with a larger number of parents of ELLs and SWDs and providing them with resources to better assist their children.

29Q238 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1564	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	54	# SETSS	2	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
# Visual Arts	51	# Music	39	# Drama
				N/A
# Foreign Language	26	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.6%	% Attendance Rate		92.2%
% Free Lunch	80.8%	% Reduced Lunch		10.4%
% Limited English Proficient	13.0%	% Students with Disabilities		15.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.0%	% Black or African American		44.1%
% Hispanic or Latino	25.6%	% Asian or Native Hawaiian/Pacific Islander		25.5%
% White	2.0%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.98	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.3%	Mathematics Performance at levels 3 & 4		19.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		42.3%
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	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

As per the most recent Principal Performance Review an area of improvement was Quality Review indicator 1.2:

Strengthen teacher pedagogy while implementing targeted instructional supports. Increase opportunities for learning extensions and expand the use of questioning and discussion techniques so that all learners are meaningfully engaged in rigorous tasks.

To that end we have provided 6th and 7th grade students with 10 periods of ELA and 10 periods of Math. Students will receive 5 periods of traditional ELA and traditional Math. They will receive an additional 5 periods in ELA and Math titled “What I need” or WIN periods. During WIN periods students will put theory into practice and address issues they need assistance.

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.

1. Improve growth by 10 percent in students with High Level 1 scores in ELA and Math by June 2016
2. Improve growth by 10 percent in students with High Level 2 scores in ELA and Math by June 2016
3. Increase # of students scoring Commanding on the NYSESLAT by 25 by June 2016

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We have provided 6 th and 7 th grade students with 10 periods of ELA and 10 periods of Math. Students will receive 5 periods of traditional ELA and traditional Math. They will receive an additional 5 periods in ELA and Math titled "What I need" or WIN periods. During WIN periods students will put theory into practice and address issues they need assistance. 8 th grade students will receive a total of 8 periods of ELA and Math.	All	9/9/15	Principal, Assistant Principals, Peer Instructional Coaches, Guidance Counselors
The use of READ 180 for ENL students. Use of the MYON Digital Library program. 4 IPAD classroom lab carts to be used in the 6 th grade WIN classes. Use of IXL for Math WIN classes. After school and weekend tutoring for ENL students.	Students with Special Needs, ELL's, and low performing students	10/1/15	Principal, Assistant Principals, Peer Instructional Coaches, Guidance Counselors
Communication through School Messenger phone system, Parent Coordinator emails, monthly Parent Association meetings, backpacked letters home, mailings, and Parent Coordinator monthly calendars. Monthly workshops for parents on education issues.	All parents	9/9/15	Principal, Assistant Principals, Peer Instructional Coaches, Guidance Counselors, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Per session for staff for the Saturday intervention program.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Baseline performance assessments will be given before 10/1/15

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

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

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

Part 1 – Needs Assessment

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

We were below the city average of Support Environment on the Learning Environment Survey, 80% vs. 85%. We continue to have issues regarding the differentiation between what is considered bullying and what are typical discipline infractions. We strive to address issues in their infancy before they become serious infractions.

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.

Reduce the number of Superintendent Suspensions by 10% for the 2015 – 2016 school year by June 2016

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>· Creation of Saturday Intervention Program for students that have difficulty meeting the schools requirements for conduct and effort</p>	<p>Students that are referred by staff for behavioral issues,</p>	<p>9/8/15 – 6/30/16</p>	<p>Principal, Assistant Principals, Deans, Parent Coordinator, Guidance Counselors</p>

· Classroom management professional development IEP reading professional development for staff.	attendance, and/or lateness		
ENL & Special Education teachers will attend professional development sessions throughout the year on servicing the social and emotional needs of their students	ENL & Special Education Teachers	9/8/15 – 6/30/16	Principal, Assistant Principals, Deans, Parent Coordinator, Guidance Counselors
Providing students with school expectations and communicating those expectations to parents. Informing staff of the issues that occur and the consequences of the actions for the students.	All students, parents, and school staff.	9/8/15 – 6/30/16	Principal, Assistant Principals, Deans, Parent Coordinator, Guidance Counselors

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.											
We were below the city average of Support Environment on the Learning Environment Survey, 80% vs. 85%. We continue to have issues regarding the differentiation between what is considered bullying and what are typical discipline infractions. We strive to address issues in their infancy before they become serious infractions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Compare the number of Superintendent’s Suspensions on January 30, 2015 with the number of Superintendent’s Suspensions at the same point
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.

As per the most recent Principal Performance Review, we did well with our teacher teams (Quality Review Indicator 4.2):

The majority of teachers are engaged in structured professional collaboration on teams. They systematically analyze key elements of teacher work including classroom practice, assessment data and curriculum revision. The principal has supported teacher leaders to facilitate teacher team meetings. The Principal and APs do spot checks of meetings but the teams have autonomy. Teacher leaders set the agendas and track next steps. The principal believes teacher practice is impacted because they take ownership for their own professional growth. Teachers are supporting each other through demonstration lessons and intervisitation

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.

A. Improve instructional practices to increase the number of teachers receiving a HEDI rating of Effective and/or Highly Effective in Component 3C, Student Engagement, by 20%, by June 2016

Improve instructional practices to increase the number of teachers receiving a HEDI rating of Effective and/or Highly Effective in Component 3B, Questioning and Discussion, by 20%, June 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers have 80 minutes of Professional Development every Monday after school, 2:20PM to 3:45PM</p>	<p>Teachers</p>	<p>9/8/15 – 6/30/16</p>	<p>Principal, Parent Coordinator, Assistant Principals, ESL Teachers</p>
<p>Continued implementation of the READ 180 program. Teachers will attend professional development when it becomes available.</p>	<p>ENL teachers</p>	<p>9/8/15 – 6/30/16</p>	<p>Principal, Parent Coordinator, Assistant Principals, ESL Teachers</p>
<p>Parents will be sent home a letter informing them of the program. It will also be spoken about in Parent Association Meetings. Parents will be provided with a monthly newsletter and encouraged to attend the Tuesday after school parent time.</p>	<p>Parents</p>	<p>9/8/15 – 6/30/16</p>	<p>Principal, Parent Coordinator, Assistant Principals, ESL Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Programming the school to allow for 10 periods of ELA and Math, while meeting state requirements for all subjects. Peer instructional coaches are provided a stipend and the school receives a 10% of salary allocation for participating in the joint UFT/DOE Teacher Incentive Fund.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E	X	21 st Century Grant	SIG/SIF	PTA Funded			In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Baseline performance assessments will be given before 10/1/15</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.

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

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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Section 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)	All students	Strategic reading periods – WIN: What I Need Period.	5 classes per week for 6 th and 7 th graders. 4 classes per week for 8 th graders	During the school day
Mathematics	All students	Math enrichment periods using computer based programs such as IXL	5 classes per week for grades 6, 7, and 8.	During the school day
Science	All students	All students are programmed with an additional 45 minutes of Science every week.	Regular class	During the school day
Social Studies	Grades 6 and 7	All students are programmed with an additional 45 minutes of Social Studies instruction every week.	Regular class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, staff recommendations, and as presented by students.	Three guidance counselors, three speech teachers, 1 social worker, and one psychologist, each have a caseload of assigned mandated counselor, related services, and targeted interventions as needed	Services are provided throughout the school day in group sessions and also one to one counseling/intervention	All services are conducted during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The principal utilizes the New York City Department of Education Teach Finder web application which is maintained by the Office of Teacher Recruitment. The site lists candidate qualifications and allows for the filtering of candidates based on the meeting of advanced selection criteria and other categories. We attend DOE hiring fairs, college fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.</p> <p>We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.</p> <p>We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> • Monday 80 minute professional development sessions provided by Assistant Principals, Peer Instructional Coaches, and teachers • Engaging staff in PDs that focus supports for our subgroups

- Deepening teachers’ understanding of using data to focus classroom instructional practice
- Participating in the Middle School Quality Initiative Word Generation Professional Development sessions
- Participating in the English Language Learners Institute sponsored by the NYC Department of Education Office of English Language Learners and Harvard Graduate School of Education
- Creating a structured and research based school Professional Development plan.
- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson’s Framework for Teaching which informs teacher needs and tracks progress

Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

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.

A Measures of Student Learning Committee was formed in June 2015. The committee will meet three times during the summer and present their selections to the staff at the September 9, 2015 Chancellor’s Conference Day.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	771,030.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	26,744.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,632,247.00		

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. **I.S. 238 – Susan B. Anthony** 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. **I.S. 238** will support parents and families of Title I students by:

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

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

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

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

environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

School-Parent Compact (SPC)

I.S. 238 – Susan B. Anthony, 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 and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>I.S 238 - Susan B. Anthony</u>	DBN: <u>29Q238</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>90</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>0</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: Susan B. Anthony currently has 223 students identified as requiring ESL services. 40% of which have received one year or less of service. Combined with the number of students receiving three years or less of service, 70% of our students have received less than 3 years of service or no service at all. 14% of the students that were administered the 2012 - 2013 NYSESLAT achieved the standard of proficient. 13% of the students that were administered the 2013 - 2014 NYSESLAT achieved the standard of Proficient.

The purpose of the Direct Instructional component of the Title 111 grant at Susan B. Anthony - IS 238 is for this school to develop and offer a rigorous instructional program for ELLs that will lead to these students meeting the requirements for graduation. This program will also have the effect of causing ELLs to make progress towards acquisition of the English language, as measured under the Title 111 AMAO accountability.

Students in grade levels sixth, seventh, and eighth will be serviced using a combination of two of the three possible program activities. Beginner, Intermediate, and Advanced students will be serviced. Services will be delivered using a combination of two of the three possible program activities. There will be a combination of After School and Saturday Programs to represent at least 60% of the total allocation

Students will receive direct instruction from three certified ESL teachers. The instruction will take place after school on Thursdays and on Saturdays.. There will be a total of 15 hours of direct instruction over the two days provided by the three teachers. The after school program will begin on December 4, 2014 and end on April 4, 2015. Instruction will be delivered in English. The total allocation of Title 111 funds for Direct Instruction will be at least 60%. Current per session rates will be used and are as follows:

Teachers - \$51.51

Guidance - \$55.38

Supervisors - \$52.84

The compensation for Direct instruction from service providers under the Title 111 Supplemental Plan will be based on number of days (Thursdays -2:20PM - 4:20PM and Saturdays 9:00AM - 12 :00PM) between December 4, 2014 and April 4, 2015 and the number of hours of instruction.

The curriculum to be used for the Direct Instruction Supplemental Program will address the requirements of the Common Core Learning Standards (CCLS); particularly for English Language Arts. Due attention will be given to the required rigor of the CCLS. The Danielson Framework will be used. The school wide Instructional Focus: "To Improve Student Performance Through Thinking and Writing Across the Curriculum". The Professional Development sessions and Instructional supervision will focus on promoting scaffolding of difficult texts to address the needs and realities of the State Examinations. The computer-based programs that will be used to supplement the instruction, are mentioned below. The assessment aspect of the computer-based programs is of great curricular value. The assessments are built into the programs, are directly linked to the assignments, and are used to provide relevant, timely, and effective (research based) feedback for teachers and students. The curricula of these research based computer programs support differentiation of instruction. Students will be assessed to determine their "Just Right" or current lexile level. Their "instructional level" will then be determined based on their actual lexile levels. This type of curriculum has the potential to bring a guaranteed level of reading success.

Teachers will supplement instruction with the use of Read 180, Cengage Software, and Flocabulary computer application. Additionally, students will also have access to the MYON digital library, that will provide reading materials at their current individual lexile levels.

Part B: Direct Instruction Supplemental Program Information

The person providing the workshop sessions has ESL certification and is the "Lead ESL teacher" at Susan B. Anthony School - IS 238. There are 86 participating teachers. This number includes content area teachers and certified bilingual/ESL teachers who are also the Title 111 service providers. The duration (time) of each session is 1hour 55 minutes. The topics and anticipated dates of each session are as follows:

- a) Content and Language Development Objectives - November 11, 2014
- b) The importance of pre - teaching vocabulary - January 12, 2015
- c) Strategies to use with ESL students in the regular classroom setting - February 9, 2014

-
-
-

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: Our Lead ESL teacher will attend Network PD sessions and also work with the Network ESL person during school hours. The Lead ESL teacher will then turnkey ELL teaching strategies once a month during the Monday Professional Development time for teachers, as per the current Collective Bargaining Agreement, in conjunction with the school Peer Instructional Coaches covering each of the core subjects. The Lead teacher participating in the professional Development will attend the following three workshop (made available through The Department of English Language Learners and Student Support -DELLSS):

- a) Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom - February 6, 2015 (from 9:00 AM to 3:00 PM)
- b) Institute for Languages Other than English (LOTE) Teachers - January 13, 2015 and March 4, 2015 9:00AM - 3:00PM
- c) Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 6-10) - December 9, 2014 from 9:00 AM - 3:00 PM

-
The following three workshops will be presented by the Lead ESL teacher at Susan B. Anthony School - IS 238. These workshops will be held 2:20PM - 3:45PM.

- d) Content and Language Development Objectives - November 11, 2014
- e) The importance of pre - teaching vocabulary - January 12, 2015
- f) Strategies to use with ESL students in the regular classroom setting - February 9, 2014

-

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

Part D: Parental Engagement Activities

Begin description here: _____ Parent engagement activities will be provided by the parent coordinator and bilingual Guidance counselor for the school according to the following schedule:

- a) PTA "Welcome Back" Meeting - September 10, 2014 (6:30PM)
- b) Parent Workshop "Back to School Basics" -September 11, (8:30AM)
- c) DTYCTS"Dads Take Your Child To School" Initiative Breakfast - September 16, 2014 - (7:30AM)
- d) Parent Teacher's Conference #1 "Family Night" - September 18, 2014 (5:PM - 8:00PM)
- e) Parent Workshop: "(ESL & Bilingual) High School information Forum"- October 16, 2014 (6:30PM)
- f) Parent Workshop: "(Spanish) High School Information Forum" - October 28, (6:30PM)
- g) "American Red Cross with/Susan B. Anthony's Blood Drive, (Spanish & Bengali)" - November 4, 2014
- h) Parent Workshop: David Flood (Motivational Speaker) - November 6, 2014 (6:00PM - 8:00PM)
- i) "Mobile Breast Cancer Screening - Spanish/Bengali". November 26, 2014 (9:00AM - 5:00AM)
- j) "Winter Holiday Family Show" (Date to be announced)
- k) (Year long plans for additional parent engagement activities are "in the making")

The school uses the Resources available for translation and interpretation services as far as possible. Translators are also available to attend our meetings from the Translation and Interpretation Unit, upon request.

Many parents of ELLs are ELLs themselves. The focus of the parent engagement portion of the program will be to educate the parents on what their children are currently learning in their classes, what is covered during the after school program, the progress of their children, current learning strategies, ways to assist their children with their school work, and information regarding local programs that can assist them and their children with obtaining citizenship, the new deferred action policy, health services, etc... Separate parent workshops will be conducted by a bilingual guidance counselor and staff for parents of bilingual and esl students. Example: Two workshops for the High School Admissions process and the Specialized High School Admissions Test will be conducted in October 2014 for Bilingual Parents. Parents will be notified through backpacked letters sent home with students, mailings, direct phone contact by school staff, and messages delivered through the School Messenger system.

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. 	_____	_____

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.
<ul style="list-style-type: none">• 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 29	Borough Queens	School Number 238
School Name I.S. 238 - Susan B. Anthony		

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 Peter Leddy	Assistant Principal Chrisovalantis Gailas
Coach Arabelle Lacroix/AP	Coach type here
ENL (English as a New Language)/Bilingual Teacher Cornelia Toma	School Counselor Betty Robles
Teacher/Subject Area Carlos Gonzalez/HLA	Parent Veralie Mclean
Teacher/Subject Area Mary Curley/ESL	Parent Coordinator Jennifer Boone
Related-Service Provider Ms. Alvarez	Borough Field Support Center Staff Member type here
Superintendent Lenon Murray	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	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	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)	1502	Total number of ELLs	231	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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							1	1	1					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	216	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	3
SIFE	30	Developing ELLs (ELLs receiving service 4-6 years)	151	Long-Term (ELLs receiving service 7 or more years)	15

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							96	103	126					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							32	41	44					0
Chinese														0
Russian														0
Bengali							17	11	13					0
Urdu														0
Arabic							2	4	2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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)							14	22	17					0
Emerging (Low Intermediate)							5	8	11					0
Transitioning (High Intermediate)							41	29	27					0
Expanding (Advanced)							3	5	11					0
Commanding (Proficient)							18	9	11					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	140	180	84	29	0
7	158	210	48	22	0
8	249	157	51	8	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	152		130		105		52		0
7	186		188		60		24		0
8	255		160		59		8		0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Along with baseline assessments, past performance data on NYSESLAT and teacher generated assessments, our school uses data provided via the MSQI diagnostics to gauge literacy competencies and develop subsequent instructional strategies to implement in the classroom. This data provides information to be used in grouping scenarios, what literacy tools to use and the content that the students will be exposed to. Also, various data and sources of information (student work) may be used during common planning time or as an inspiration for professional development topics.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students that are classified in bilingual setting perform lower on these exams compared to their counterparts because of the dependency of their home language (Spanish) and infrequent assimilation to the English language. NYSITELL scores are usually on entering level since the students have no real background knowledge or familiarity at all with the English language. There is however an improvement compared to their spring NYSESLAT scores. Nonetheless, we see that a lot of students entering the school system do not know any English at all.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school is able to use the aforementioned information for programming purposes (WIn classes), also targetting certain groups via Schoolnet to gather data, including the Group function on STARS/Skedula to create various reports for analysis. We also use that data as a basis to send teachers for Professional Development, also guiding our in house PD agendas. The data reveals that regarding student performance on State exams, especially amongst the high scoring students (on NYSESLAT) is not as high as we would like it to be, and there needs to be a motivating drive to challenge these students more in preparation for these exams.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a) Students are showing improvement in the test scores as the year progresses, and while scores on exams in the home language are better, there is still an indication that students are not at their appropriate reading level, even in their home language.
- b) School leadership are using the scores to use in professional communities as an entry point to brainstorm possible intervention strategies, such as the introduction to various technological applications, field trips, glossaries, etc. to provide opportunities of English Language familiarity.
- c) The School is learning that more literacy focused exercises need to be provided. The home language is used to provide information, mainly direction to the students and their families.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
Not applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?
Staff takes into consideration the entry level of the students, their respective home language, various diagnostics for subsequent intervention both as a class, and on a more personal one to one setting. A newly revised ENL curriculum is used along with formative assessments (Schoolnet for example) to gauge the progress of student's language acquisition in comparison to their starting entry level. ATS reports are used to gather valuable information for instructional planning (SIFE status, Home Language, NYSESLAT score, State exam scores, etc).
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
According to the improvement of students' scores on the NYSESLAT, predominantly the amount of students that succeed on their score to be declassified from ELL status. Mainly, quantitative data is used to make an evaluation on progress on the success of a program. Also, many informal discussions during common planning time meetings amongst the ENL department regarding the progress of students in terms of their ability to speak the English language and lose their dependency of a bilingual program. Here is where we also note what would be required to improve our programs throughout the year and the following year.

Part IV: ELL Identification Process

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

- 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 school determines the home language based on their responses to questions on the HLIS and interviews with the student and their parents, providing translation services where needed. Subsequently, identification is based according to performance (cut score) on the NYSITELL. Time is allocated for the ENL teacher teams to interview the student, administer the NYSITEL and subsequently scan and record their scores and provide that information to the programmer. Parent letters/brochures are sent out inviting them to come in to discuss their program options where there are language stations set up for parents to come according to their home language. Pedagogues are available for Spanish and Bengali translation, and various videos are uploaded in a parent's respective home language. The Spanish Lab is administered to Spanish speaking ELLs at the end of the school year in an appropriate testing environment with a proctoring/testing schedule.
- 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).
Based on the HLIS, parent interviews and prior school work, or age-appropriate informal, culturally sensitive informal screeners an initial SIFE determination is made. Subsequently, the oral interview questionnaire is administered in the appropriate language and then the initial SIFE status is indicated in the DOE's data collection systems. For SIFE identification we administer the oral interview questionnaire, and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).
- 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).
After initial steps to identify students that are ELLs are taken, students that are identified and have an IEP then have NYSITELL eligibility determined by the LPT which is comprised of Mr. Gailas (school administrator), Ms. Toma (certified teacher), Mr. Coleman

(director of special education) and the student's parent or guardian. The LPT determines whether a student should take the NYSITELL, considering all prior identification steps, the student's history of language use, results of evaluations the student conducted, both formal, mandated and informal, as well as input from the CSE. The determination by the LPT is then sent to the Principal for further review. Any required interpretation or translation services for the parent is provided and there is the use of ERPG for SIFE identification process. The aforementioned is performed within 20 school days along with their ELL service placement of pushin or pull out depending on a student's program.

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 school provides letters that are sent home(downloading appropriate letters). Also, there will be translators available both centrally provided by the DOE and with the help of staff members, along with the assistance of technology to assure the correct communication is relayed to the parents, including a phone call home when necessary. Parents also come in for an interview where they sit with the staff and there is a presentation along with a Q&A session.
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).
The school provides letters that are sent home(downloading appropriate letters). Also, there will be translators available both centrally provided by the DOE and with the help of staff members, along with the assistance of technology to assure the correct communication is relayed to the parents, including a phone call home when necessary. Parents also come in for an interview where they sit with the staff and there is a presentation along with a Q&A session. A letter is backpacked to the parents in their home language along with a phone master message informing the parents of this process. The ENL teaching team (Ms. Curley, Ms. Toma and Ms. Goldstein) facilitate the parent information sessions. Record keeping is maintained by the aforementioned ENL team along with collaboration with our pupil personell secretary.
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.
The school provides letters that are sent home(downloading appropriate letters). Also, there will be translators available both centrally provided by the DOE and with the help of staff members, along with the assistance of technology to assure the correct communication is relayed to the parents, including a phone call home when necessary. Parents also come in for an interview where they sit with the staff and there is a presentation along with a Q&A session. The letters that parents receive are printed in their own language and the presentation is in their own language. When a new program becomes available, there is also the same aforementioned outreach. When a parent survey is not returned and it is determined that a student is an ENL the bilingual program is the default placement. The pedagogues explaining this information to parents is Ms. Curley, Mr.Gonzalez and Ms. Toma.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The school makes every effort of outreach to personally communicate with the parent, primarily starting with a phone call home. An appointment is set where the parent comes in and meets with the appropriate staff to go thru this process of the survey and form completion. Teachers regularly monitor and outreach to parents that need to come in but for reasons not at the school's control have not been coming for the orientation. Letters are stored in a student's permanent record and the ENL team (Curley, Toma) is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The secretary responsible for enterign all appropriate information, including the corresponding certified staff involved in the program review and check that all necessary forms from parents are returned so the data could be entered and evaluated. Ms. Curley collects the forms and subsequently stores them (student record). The parents are provided an orientatin video in their language and an invitation letter in their language and translators are available upon request
9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are sent home in parent's language by using the Home Language ATS report to decipher the language of each student's letter (Mr. Gailas, Ms. Toma and Ms. Curley are responsible) for this correspondence.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The appropriate certified staff files (Ms. Curley) this information, along with the secretary in charge of data input (Ms. Monroe). Primarily students and/or parents bring in this information to school, but also a lot of information is retained when parents come in to meet with this aforementioned staff. Ms. Toma and Mr. Gailas also assist with this process. Original copies are placed in a student's file.
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.

As with any state exam, there is a schedule made to include all accommodations and provide the appropriate testing environment for students to take this exam, taking into consideration that the 6th grade is separate from the 7th -8th grade exam, including all the new components of the NYSESLAT. The RLAT is used to determine NYSESLAT eligibility and the programmer, Mr. Gailas programs the students in rooms conducive to this examination. The testing program isolates three rooms where students are to take each component of the exam with a proctor in place. Administrative directions are given and described to the proctors prior to administration and there is a verification that the listening component could be administered appropriately. That week, there are make up dates for absent students that are individually called for administration of the exam by Ms. Curley, Ms. Toma, Ms. Kim and Ms. Goldstein.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Either via a letter sent home or oral communication in their home language. Ms. Toma, Ms. Curley and Mr. Gailas collectively work as a team to assure distribution.
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).

Parents have usually leaned towards choosing ENL/Bilingual services (Spanish) and the program models have aligned with parent requests. If a parent's program choice is not currently available in the school, the school must inform the parent that the selection is not available at the school, provide the parent with the appropriate options (accommodate with current conditions or provide an alternative setting to meet parent/student needs. Administration (Mr. Gailas) with collaboration of ENL team members (Ms. Curley Ms. Toma) review parent programs and when thresholds of parents requests (15 or more parents) the principal is notified.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The programmer, Mr. Gailas, looks at RLAT report to group students in each grade that scored entering and emerging to be placed in a particular standalone section taught by ENL licensed teachers for two units, and then students entering with a Transitional Expanding level for a subsequent section to allocate an ENL licensed teacher for integrated model. Students that scored a commanding are placed in a section as to easily place an appropriately licensed teacher to Push in for half a unit a week.
 - b. TBE program. *If applicable.*
Bilinguals travel together for a majority of their schedule, allowing for a team of teachers to plan collectively with the same population. Based on their scores on the state exams, students are placed in stand alone classes taught by a certified ENL teacher for literacy skills and/or the aforementioned professionals push-in students' classes, focusing on literacy
 - c. DL program. *If applicable.*
not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Based on the aforementioned ELL identification process and the placement of the individual based on their proficiency score on the state exam, there is a comprehensive list made placing students in their respective designated category. The schedule has embedded pathways and classes allowing the students to receive their respective units of study as designated on charts 5.1 and 5.2 below with the staff that is best able to meet their needs. The following levels as of 2015-16SY, students that are entering or emerging receive at least 180 minutes of standalone and integrated ENL/ELA, transitioning and expanding students receive at least 180 minutes of integrated, commanding students receive at least 80 minutes of integrated ENL/ELA.
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.

Providing visual and auditory resources to aid in content comprehension is a useful tool, along with the option of using glossaries to transate written text. Meetings with the literacy coach are also common, including weekly professional development opportunities. Dictionaries, record players and smart boards are resources used. Content is delivered via a curriculum that was formed by the ENL department in the school, using various grouping strategies and scaffolding and journal writing. There is also native language support for students in the bilingual program with teacher collaborating to discuss how cultural influences can affect student behavior, literature that is used during instruction and student grouping.

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

Professional learning communities and planning meetings to discuss past/future planning, along with analysis of formative and summative assessments

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

Formative assessments include assessments from Schoolnet. Informatl assessments include carefully planned assesemnts (both oral and written) planned and produced by the teacher, all with the lense and mindset of the NYSESLAT along with the written state curriculum for language acqasition. Informal assessments are weekly and formal assesments that are used to compile data for spreadsheet analysis (three/four times per year).

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

Firstly, students are placed in their appropriate course schedule to allow for the best opportunity for language development. Based on proficiency level, teams are created to allow an easier planning process for the teachers. Based on their baseline assessments, students from each subgroup are provided a course of action for language acquisition, via audio books, reading software, small group instruction, various manipulative, etc.

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.

By trying to place students in a program that will allow the transition of this student to be as smooth as possible, and this is done by the programmer looking at the program and then having a personal discussion with the student explaining the change to note any problems or concerns the student may have. Also, during specific periods in the program designed for enrichment the students' skill level in literacy and math will be assessed to make any necessary adjustments. This process is perfromred within the first two weeks of school to ensure the acaemic progerss of the child is not hindered. The initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. After the initial parent choice is documented in ELPC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent choice, after capture of initial parent choice, can be made on the BNDC screen. The staff responsible for this process is Ms. Curley with the assistance of Ms. Toma and Ms. Goldstein Parents may appeal the process with a letter written to the principal, at that point the principal follows the required protocol.

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?

Constant resources provided by our administrator/literacy coach, including collaboration in various workshops designed by administration to support their needs Concept maps, word walls, Socratic seminars and various instructional strategies are constantly being shared and composed by the ELA department in conjunction with our ENL teachers. Various software like REad 180 is also used..

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?

One ESL teacher is assigned for SWDs to eliminate confusion and lack of communcation. Firstly, SWDs IEP was looked at to assure they receive appropriate services, then an individual schedule was made by the teacher in collaboration with the administrator to assure the student is Pulled out and/or Push In the courses that will provide the least interruption to their academic growth and curricula. There is flexible programming where students are able to interact with other co-classmates outside of their core classes, especially durning physical education and the arts. There are WIN periods that allow for parallel transition based on performance on skills assessments. The criteria used to place ELL's in ICT classes is based on their IEP reports on SESIS, subsequently looking at ther ENL entry level and assigning the appropriate pull in or push out. At times, our ENL pedagogues teach the aforementioned WIN classes.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

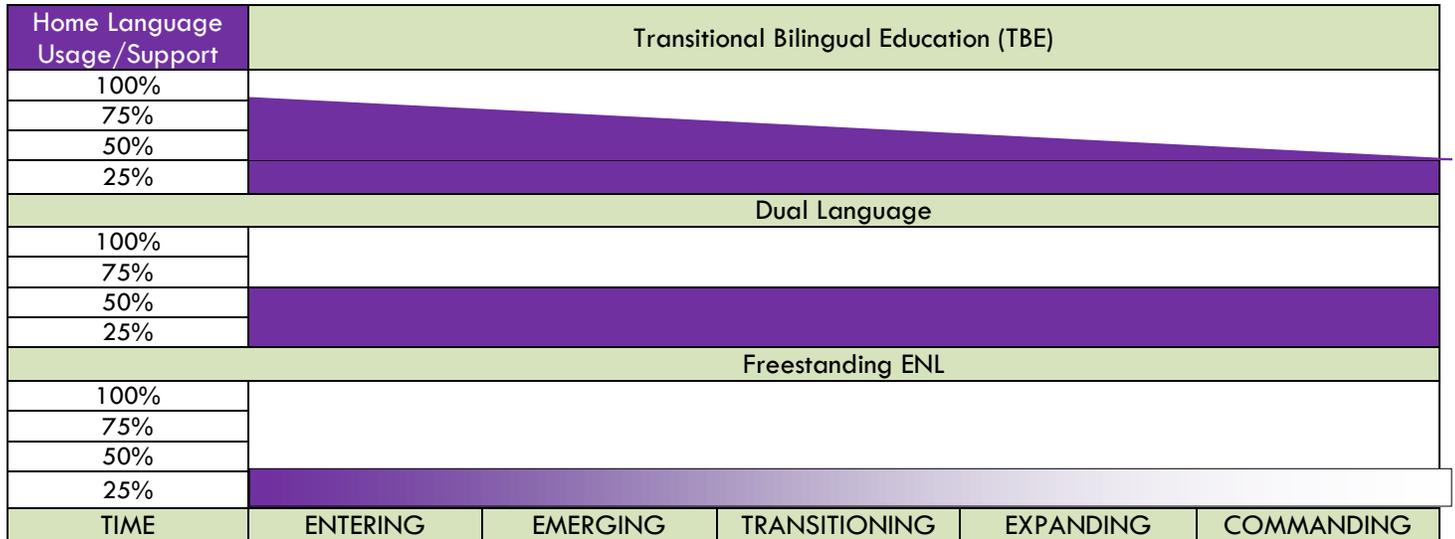


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs were divided into two ESL classes, placement being placed on the NYSESLAT score in June 2015 with emerging, entering students in one section and transitioning and expanding in another section. The students who were identified as "commanding" based on the NYSESLAT are being pulled out by an ESL teacher twice a week. Students that are ELLs and have an IEP are also being pulled out by an ESL teacher. The Bilingual program is also taught by the same group of teachers to promote common planning, integrating "What I Need" periods in math and ELA to provide further support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Students were placed in section to provide a homogenous environment so teacher planning could meet all the students' needs. Also teacher scheduling to allow for common planning periods between the grade to discuss curriculum. There is also flexibility in certain enrichment courses for students to move from one course to another based on performance in literacy and/or math allowing for meeting the needs of student growth.
12. What new programs or improvements will be considered for the upcoming school year? WIN periods were integrated within the grade to allow the possibility of movement from one WIN section to another if there is student growth in literacy. Double blocks were also integrated to provide better support. Also, the interview process and informing of the parents of the services will be catered more to meet parents needs to assure there is clear communication and comprehension. This program is based on our literacy scores, particularly on MSQI initiative exams and the state exam for ELA (20%).
13. What programs/services for ELLs will be discontinued and why? Nothing was discontinued because the population of ELLs entering the school as 6th graders remained constant, particularly the students that are bilingual. No data available to provide since there was no termination of programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All students receive communication and access to all forms related to any program. There is no identification of a student's status at all upon requesting or applying for a particular school program. These programs include Sports and Arts, the Chorus club, the talent show, the debate team, school sponsored trips, prom and any activity organized by the school/administration. ELLs are invited by permission slips/invitations sent home in their respective language when indicated. ELLs fully participate by attending these aforementioned events.
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. Smart boards, tablets are used to support ELLs. Also, dictionaries are available as well as the opportunity to order new texts for the school to better support the ENL program. There are audio recorders and film projectors available as well. Also, we are in the process of having a translation link to our school phone for ELLs to communicate in their language if they or their parents need to communicate and are having difficulty to do so in English.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? A strong effort is made to communicate with parents over the phone by trying to find individuals that speak their home language. Also, if we are aware that a particular piece of written communication needs to be translated, we accommodate that request. There is home language support via the use of various translation tools (phones, audio books, glossaries). There is also concentration on journal writing and grouping of students in their home language, but having various levels of proficiency within each group. Scaffolding using prior knowledge and familiarity with their home language is also employed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. The ELL Policy Reference guide is used extensively by the programmer and the teachers in the department to support any decisions made to better meet the needs of our population and accommodate them. The cohort of pedagogues teaching the ELLs meet during common planning time meetings to discuss services and supports necessary for the various grade levels along with administration. They are urged to visit ShopDOE to purchase any materials that after planning and discussion is determined to be a useful tool in educating our students. Guidance counselors are given reports and urged to have group meetings with our ELLs, along with the presentation of various Health topics, including HIV/STIs in their language. There is also a life skills coach available when needed.
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). There is orientation at the start of the school year to allow new students the opportunity to familiarize themselves with the school before school starts. There is also plenty of outreach and planning by our Parent Coordinator (Ms. Boone) to parents to promote a harmonious academic year. New students that are enrolled also meet with guidance counselors once they are enrolled. There are also various Literacy contests designed and implemented by our Literacy Coach (Dr. Lacroix). There are also various events

(multicultural night, dances, trips) that are planned including ELLs and in some cases exclusively for ELLs (Ms. Helton, Ms. Rahman, Ms. Lugo, Mr. Gailas plan various trips).

19. What language electives are offered to ELLs?

Piano, Chorus, Art, Computer Design, French, Spanish

20. For schools with dual language programs:

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

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
There will be specific Professional Development designed for ELL personnel based on their responses to surveys or conversations, including but not limited to opportunities to attend PD outside of school, as well as constant integration with literacy and our administrator/literacy coach responsible for literacy integration. ELL personnel include the pedagogues, the guidance counselors, administrators and the cohort of teachers for ELLs, including any related Special Education staff and Support services (speech, psychologists, etc). Professional development is planend by Dr. Pembroke and Mr. Gailas (administrators).
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?
Peer instructional coaches during the 2014-2015 conducted various Professional Development related to the common core learning standards, and based on communication, feedback and observations, further such workshops will be offered as needed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Besides what was already mentioned, curriculum wise there is an emphasis based on assuring students learn and are comforatble with the pre-requisite skills necessary to be successful as the progress throughout middle school, and this is focused mainly in the 6th grade as the enter the school.
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.

A Professional develoment calendar will be made to assess hours and requirements, as well as the filing of Agendas and attendance sheets kept by administrators.

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?
ENL department staff coordinate meetings with parents to come to school and meet with the child's teachers and/or assistant principal. The language preferred is identified prior to make any necessary arrangements.
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.
Records are filed by staff that take part in the meetings, usually the child's teacher(s).
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator does a fantastic job in providing outreach and various opportunities of parental involvement and fostering the relationship between the school community. Also, mailings are sent home to parents via students. When requested that a particular parent wanting to participate in such activities requires certain accommodations, every effort is made to meet them. For example, during a HS Application process workshop, there were four individuals speaking foreign languages to accommodate the preferred language needs of our parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parent Coordinator fosters and oversees such partnerships and the organizations that provide such services vary from year to year based on their availability.
5. How do you evaluate the needs of the parents?
By listening carefully when they communicate and by organizing requests to assess the progress on efforts made to accommodate parents and provide subsequent feedback.
6. How do your parental involvement activities address the needs of the parents?
Activities are planned with the mentality of thinking of what the student will need moving forward and subsequently what does the parent need to know in order to better meet that child's needs. These activities vary based on if the student is a 6th grader or an 8th grader for example, or if a parent/student just moved to this country, etc.

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.
Doctor Lacroix, our ELA/Literacy assistant principal has formulated in conjunction with the ENL department a revised curriculum to support our teachers in instruction to better serve our students. The document is extensive thus it could not be attached here, but available for reference at any time.:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q238**

School Name: **I.S 238 Susan B. Anthony Academy**

Superintendent: **Lenon Murray**

Before you begin, please check the following:

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

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

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

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

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

Based on HLIS survey responses, interviews with the parents, ATS reports such as RELC and ELPC, paying attention to ELL/LEP flag indicators in ATS and other data repositories.

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, Arabic, Bengali, French-Creole, Urdu, English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters, Calendars, Announcements related to various activities (usually pertaining to 8th graders and HS application/graduation)

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.

Individual meetings organized by ENL personell with students' parents, Parent-Teacher conferences, Various workshops organized by Parent Coordinator, Curriculum Night organized by Guidance counselors.

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 requests made to translate documents will be addressed to the best of our ability using staff members capable of translating, members of the community, but mainly various technological devices that will provide that service in a timely manner.

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

The implementation of the technology made available to use for translation services via phone, the availability of individuals to be present when a translator is requested (staff members in school or parents of our community)

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.)

Feedback provided to the professional development committee will allow for planning to provide any and all necessary professional development to the staff to better meet their needs.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

Parent survey including notations taken during any personal meetings had between parents and staff or administration.