

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q250

School Name:

I.S. 250 THE ROBERT F. KENNEDY COMMUNITY MIDDLE SCHOOL

Principal:

TARA MRWIK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Robert F. Kennedy Magnet School of
Community Studies Intermediate
School 250 School Number (DBN): 25Q250

Grades Served: 6,7,8

School Address: 158-40 76th Road Flushing New York 11366

Phone Number: 718-591-9000 Fax: 718-591-2340

School Contact Person: Tara A. Mrwik Email Address: tmrwik@schools.nyc.gov

Principal: Tara A. Mrwik

UFT Chapter Leader: Kenneth Dyer

Parents' Association President: Lisa Looby

SLT Chairperson: David Schwartz

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Stamatina Fostinis

Student Representative(s):

District Information

District: 25 Superintendent: Mrs. Danielle DiMango

Superintendent's Office Address: 30-40 Linden Place Flushing, New York 11354

Superintendent's Email Address: ddimang@schools.nyc.gov

Phone Number: (718) 281-7605 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: District 25 Director: Lawrence Pendergast

Director's Office Address: _____

Director's Email Address: lpender@school;s.nyc.gov

Phone Number: 917-225-2020 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)
Tara A. Mrwik	*Principal or Designee	
Kenneth Dyer	*UFT Chapter Leader or Designee	
Judith Lalloway	*PA/PTA President or Designated Co-President	
Veronica Walters	DC 37 Representative (staff), if applicable	
Stamatina Fostinis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Fleurival	Member/ Parent	
Lisa Looby	Member/ Parent	
Jessica Garcia	Member/ Parent	
David Schwartz	Member/ UFT	
Sean McNamara	Member/ UFT	
Ari Kapoutsos	Observer/ CSA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Eitleberg	Observer/ DC37	
	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.

The Robert F. Kennedy Community Middle School is a diverse multi-cultural community of academic learners that was created to meet the needs of students interested in a small learning environment. Students at R.F.K appreciate having a small student population of 377 students and supportive staff who are familiar with them. Of that population, 28% of our students are Asian, 28% African American, 28% Hispanic, 12% White, and 3% other. In addition, the percentage of English Language Learners at R.F.K. is 18% and students with IEPs at 27%.

The Principal, teachers, support staff, parents, and students of the Robert F. Kennedy Middle school are dedicated to creating a respectful and collaborative environment where all individuals learn and succeed by creating opportunities in which students are challenged to explore, to create, to make decisions, and to actively participate in and be accountable for their learning.

(Most Recent State Data)

At R.F.K, 18% of our students met State standards on the State English test with the average score at our school of a 2.4. 23% of our students met State standards on the State math test with an average score of 2.5. 89 % is the average pass rate for core subjects such as math, English, social studies, and science. Based on statistics, 83% of this school's former 8th graders earn enough high school credit in the 9th grade to be on track for high school graduation.

Areas of strength for Robert F. Kennedy Intermediate School 250 include creating rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards that challenge and push our students thinking. Another area of strength is our aligned use of resources to support instructional goals to meet students' needs. Innovative programs such as Achieve 3000 increase non-fiction reading comprehension and Mindplay.com online phonics program to improve phonemic awareness with our English Language Learners and Students with Disabilities in the English classrooms. Pearson's Connected Mathematics Project 3 challenges our students with multi-step real world problems that allow our students to see how math is used in everyday situations and Expeditionary Learning where students engage in interdisciplinary, in-depth study of compelling topics, in groups and in their community, with assessment coming through cumulative products, public presentations, and portfolios.

Currently, we are meeting target in student progress and achievement as compared to our peer group and need to focus on closing the achievement gap and school environment as we are in the approaching target range. All of these instructional resources that we are incorporating into our curriculums will assist us with helping close the achievement gap. In addition, high quality professional development to improve teacher pedagogy, based on the Danielson Framework 3d: Using Assessment in instruction will be provided to our teachers to use formative and summative assessment data to drive instruction to meet the individual needs of our students. Furthermore, to help support our school environment we created a variety of after-school activities to participate in: Student Government, Basketball Team, Volleyball Team, Dance, Art, Science Club, Editorial Club, and Art Club.

25Q250 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	382	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	5
Types and Number of Special Education Classes (2014-15)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	9	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.0%	% Attendance Rate			90.8%
% Free Lunch	79.3%	% Reduced Lunch			6.1%
% Limited English Proficient	14.9%	% Students with Disabilities			21.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.1%	% Black or African American			27.7%
% Hispanic or Latino	30.1%	% Asian or Native Hawaiian/Pacific Islander			25.8%
% White	14.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.13	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.72
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	18.4%	Mathematics Performance at levels 3 & 4			22.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			38.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

- 32% of Self Contained students met the promotional benchmark on the NYSELA exam
- 68% of self-contained students did not meet the benchmark on the NYSELA exam
- 79% of Intergraded Co-Teaching students met the benchmark on the NYSELA exams
- 21% of Integrated Co-Teaching students did not meet the benchmark on the NYSELA exam

The most recent 2014-2015 Quality Review report in the quality indicator 1.2 pedagogy we received a developing and the following was indicated:

Findings: Although some classrooms demonstrated teaching practices and strategies aligned to the curriculum with scaffolded learning activities to provide rigor and challenge for all learners, in other classrooms, teachers struggled with effective planning and implementation of curriculum and tasks.

Impact : As a result of varied teaching practices; some students do not demonstrate high levels of thinking and participation in their learning or have an accurate understanding of content as demonstrated in their work products and group discussions.

- Although there is evidence of data collection during lessons in the form of questioning, exit slips and KWL charts, not all teachers are using this data to design and implement effective practices that will address the standards in a way that students understand and will allow them to work independently or with their peers.
- Although there are clear scaffolds within units of study for access and enrichment, such as translated writing prompts and graphic organizers and enrichment activities built into lessons, there were limited times within classrooms observed that allowed students to fully engage in activities, where these tools could support autonomy and ownership.

In addition, on the QR report, while the school was rated proficient in 4.2 Teacher Team and Leadership Development the following was indicated:

- Teachers concluded that although these were good tools to implement in the classroom, they did not necessarily improve student outcomes which led to a redefining of their focus to close this achievement gap.
- While teacher teams are teacher led and there is consistent analysis of data and student work products, teachers are not receiving sufficient ongoing support to fully promote school-wide instructional coherence. For example, in both the math and ELA meetings observed, it was evident that teachers had analyzed state and pre and post assessment data to determine gaps in student learning and engaged in inquiry around how to incorporate effective practices to improve students understanding of theme and fractions. However, student work samples still revealed

gaps in both content areas and teachers did not have outlets of support to move this inquiry forward to achieve progress in goals they set for their students.

Based on the above mentioned data, it is evident that there is a need to research and identify targeted strategies to close the achievement gap of Students with Disabilities and English Language Learners.

Part 2 – Annual Goal

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

By June 2016, Teachers will collaborate to plan targeted instructional strategies for English Language Learners and Students with Disabilities to increase the proficiency levels as evidenced by a 2% increase of students meeting promotional benchmarks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Continued professional development on the effective use of Achieve 3000 • Professional Development on the following topics: data analysis of assessments, use of effective feedback to further student learning, student self-assessment and monitoring, using student data to plan and as an inquiry focus, and differentiated instruction • Build strong foundations for learning in reading and writing • Provide students with rigorous experiences grounded in text as provided in our English Language Arts Curriculum Expeditionary Learning 	<p>All Teachers</p>	<p>September 2015-2016</p>	<p>Administration, Instructional Team, Achieve 3000, District offered Professional Development</p> <p>Teacher Development Coach</p>

<ul style="list-style-type: none"> • Curriculum review and revision • Use of Academic Vocabulary in all content areas • Clear, well-structured instruction • Interactive classrooms where students take ownership of their learning • Students have writing and reading experiences in all content areas through Common Core Learning Standards tasks • Using effective feedback as a means to further the knowledge of students and increased student performance • Researched based best practices for differentiating for SWD's and ELL's 			
<ul style="list-style-type: none"> • Provide targeted professional development on effective differentiation based on student data to meet individual needs • Analyze student assessment data to identify deficiencies and align instruction appropriately • Provide descriptive feedback to address student's areas in need of improvement • Using data collected to create instructional groups • Flexible grouping • Develop an after school instructional program to provide additional academic support to our identified target population • Saturday Academy focusing on English Language Learners' language acquisition skills • Model accountable talk and have students build upon their classmates discussions using the techniques that have been demonstrated. • Multiple entry points for all learners • Opportunities for rigorous accountable talk in all content areas to engage in deepening the knowledge of topics • Inquiry based discussions and lessons • Discussion protocols in place 	All Content Area Teachers	September 2015-2016	Administration, Instructional Team, Achieve 3000, District offered Professional Development Teacher Development Coach

<ul style="list-style-type: none"> • Regularly Scheduled meetings with parents of English Language Learner to address specific language acquisition needs • Regularly scheduled meetings to review Individual Educational Plans for Students with Disabilities • Parental Workshops • School Leadership Meetings • Translation of documents distributed to parents • Content Family Nights • PPT monthly meetings to discuss at-risk students • Grade level meetings to discuss academic and behavior • Quarterly Progress reports • Family Newsletter • School Wide Calendar • Open House/ Meet the teacher night 	All Content Area Teachers	September 2015-2016	Administration, Instructional Team, Achieve 3000, District offered Professional Development Teacher Development Coach

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Use of Monday and Tuesday’s additional time for curriculum revisions and PLC’s • Common Planning • Academic Intervention Academy • Saturday English New Language Learners Academy • Monthly Scheduled SLT meetings • Inter-visitations scheduled for inquiry study • Department meetings 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	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.

- Level Set Interim Assessment and Administrative Report on Teen Biz in- February 2016

- By February 2016, a minimum of 50% of Student with Disabilities and English Language Learners will be attaining a grade of 80% in English Language Arts/ESL.

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.

- I.S. 250 has one Assistant Principal, a guidance counselor, SAPIS worker and a dean of students to service all of our students
- Each grade has an advisory period and an Auditorium period
- New York Child Center hosts a Beacon Program and SONYC program which 169 students attend
- We have partnered up with the Mobile Response Team of New York Child Center which consists of a social worker, family worker and psychologists to assist in referrals for students and families that need support
- Training will be provided on the discipline code, cyber bullying, and respect for all for staff and students
- Current data indicates that a need for attendance improvement is needed in order to increase student performance

Reviewing the most recent data from the 2013-14 New York City Learning Environment survey indicates it is evident that there is a need to improve school culture at 82%, which was below the city average of 86%. Focus areas include: 58% of the students feel that students treat each other with respect, 63% treat adults with respect, and 68% respect students who get good grades

- NYC Learning Environment Survey (2013-14) shows that 98% of students understand they need to work hard to get good grades, 93% of the students believe that teachers believe that all student scan do well in school, 92% feel that there are consequences for their actions, 88% see that students with disabilities are included in all school activities, 88% feel safe in the school, and 85% of students feel welcomed at our school.

As a result of the analysis of this data, we need to improve the overall culture of the building

Part 2 – Annual Goal

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

By June 2016, 100% of students will be known by at least one teacher who can clearly articulate that students’ progress throughout the year which will result in attendance improvement and a decrease in the number of incidents as indicated by OORS data.

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>
<ul style="list-style-type: none"> • Differentiation of instruction to meet all students needs • Variety of teaching methodologies so that all students learning styles are addressed • Teaching critical thinking skills in all content areas • Organizational skills taught to be successful in middle and high school • Building social, emotional, and academic confidence in students • Homeroom competitions to support positive behavior • School Spirit Wear to demonstrate pride and community • Student of the month to celebrate successes • Honor Roll • Arista • Science Fair 	<p>Administration, Teachers, Instructional Cabinet, I.E.P teacher, ELL Liaison</p>	<p>September 2015-June 2016</p>	<p>Administration, Guidance, SAPIS, Parsons Beacon Program, DEAN, MRT, C.H.A.M.P.S</p>

<ul style="list-style-type: none"> • Content Family Nights-student celebrate their work • Community Based Organizations partnerships with Child Center New York • Creation of after school activities as requested by students: Art Club, Magma Club, Editorial Club, Language though games club, and Student Government • Teacher and Student created clear expectations for classroom and common area behavior • Functional Behavioral Analysis <p>Planned activities to reinforce hard work and school spirit:</p> <ul style="list-style-type: none"> • Staff versus student athletic competitions • Spirit Week- Fall and Spring • Student basketball team • Student volleyball team • Student dance team <p>Training/Programs:</p> <ul style="list-style-type: none"> • Respect For All Training • Training on Discipline Code • Restorative Circle Training (pending) • Beautiful Me Project (pending)-training for young women to promote social and academic success. 			
<ul style="list-style-type: none"> • Students with Disabilities and English Language Learners will be included in all programs to address specific academic and social needs. • Differentiated instruction planned using data to ensure that all students needs are being met and students are challenged and intellectually engaged in a task 	<p>Staff</p> <p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Guidance, SAPIS, Parsons Beacon Program, DEAN, MRT, C.H.A.M.P.S, Teachers</p>

<ul style="list-style-type: none"> • Small group, 1:1 instruction to remediate deficiencies • Advisories • At Risk Counseling • Partnerships with Beacon/SONYC program 			
<ul style="list-style-type: none"> • Parental Workshops • School Leadership Meetings • Student of the Month family celebrations • Translation of documents distributed to parents • Content Family Nights • Grade level meetings to discuss academic and behavior supports with parents • Website • Monthly PTA meetings • Weekly Student Government meetings 	<p>Staff, District support, Administration, PA, Parent Coordinator,</p> <p>SBO's</p>	<p>September 2015-June 2016</p>	<p>Administration, Guidance, SAPIS, Parsons Beacon Program, DEAN, MRT, C.H.A.M.P.S, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Teacher to Facilitate Weekly Student Government Meetings • Disciplinary Procedures-Clear expectations, Ladder of referral, student behavioral modifications, and student contracts • Advisory periods embedded into student schedule • Scheduled auditorium periods for advisories • Monday’s Professional Learning Communities • Time for teacher collaboration to discuss students’ needs and to develop plans’ • Creation of B.I.P.’s for those students who require them
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy	X	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.

- By February 2016 attendance data will improve by 2 %

- By February 2016 OORS data will show a decrease of student incidents

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

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

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

Part 1 – Needs Assessment

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

The most recent 2014-2015 Quality Review report in the quality indicator 1.2 pedagogy we received a developing and the following was indicated:

Findings: Although some classrooms demonstrated teaching practices and strategies aligned to the curriculum with scaffolded learning activities to provide rigor and challenge for all learners, in other classrooms, teachers struggled with effective planning and implementation of curriculum and tasks.

Impact : As a result of varied teaching practices; some students do not demonstrate high levels of thinking and participation in their learning or have an accurate understanding of content as demonstrated in their work products and group discussions.

- Although there is evidence of data collection during lessons in the form of questioning, exit slips and KWL charts, not all teachers are using this data to design and implement effective practices that will address the standards in a way that students understand and will allow them to work independently or with their peers.
- Although there are clear scaffolds within units of study for access and enrichment, such as translated writing prompts and graphic organizers and enrichment activities built into lessons, there were limited times within classrooms observed that allowed students to fully engage in activities, where these tools could support autonomy and ownership.

In addition, on the QR report, while the school was rated proficient in 4.2 Teacher Team and Leadership Development the following was indicated:

- Teachers concluded that although these were good tools to implement in the classroom, they did not necessarily improve student outcomes which led to a redefining of their focus to close this achievement gap.
- While teacher teams are teacher led and there is consistent analysis of data and student work products, teachers are not receiving sufficient ongoing support to fully promote school-wide instructional coherence. For example, in both the math and ELA meetings observed, it was evident that teachers had analyzed state and pre and post assessment data to determine gaps in student learning and engaged in inquiry around how to incorporate effective practices to improve students understanding of theme and fractions. However, student work samples still revealed gaps in both content areas and teachers did not have outlets of support to move this inquiry forward to achieve progress in goals they set for their students.

It is evident that we need to improve the cycles of inquiry in the building to address the coherence of implementation of school goals In addition, looking closely at student work as our focus of inquiry to improve student outcomes and ensure that tasks are aligned to CCLS and student are fully engaged in activities

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will participate in data driven Inquiry Cycles focused on targeted areas based to improve pedagogical decisions and practices that will increase student performance as evidenced by pre, interim, and post assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Content Area Curriculum Review and Refinement • Cycles of Peer Inter-visitations using protocols • Use of Discussion protocols to promote student engagement • Use of Inquiry protocols 	<p>Teachers</p> <p>Instructional Cabinet</p> <p>Administrators</p> <p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Teaching Staff, Teacher Development Coach</p>
<ul style="list-style-type: none"> • Achieve 3000- online reading program • Intervention Academy • Saturday ENL Academy • Teacher Development Coach Professional Development • Use of discussion protocols to promote college and career readiness • Inquiry Cycles to improve student outcomes • Identifying trends and patterns and next steps. 	<p>Teachers</p> <p>Instructional Cabinet</p> <p>Administrators</p> <p>Students</p> <p>Teacher Development Coach</p>	<p>September 2015-June 2016</p>	<p>Administration, Teaching Staff, Teacher Development Coach</p>

<ul style="list-style-type: none"> • School wide progress reports given four times a year • IEP progress reports given four times a year • Quarterly Family Newsletter • Use of Class Do-Jo to promote positive behaviors • Use or school website to inform parents of upcoming events and due dates 	Teachers Instructional Cabinet Administrators Students Teacher Parents	September 2015-June 2016	Administration, Teaching Staff, Teacher Development Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Common Planning embedded into teacher schedules • Cycles of Inter-visitations- coverage for teachers • Monday& Tuesday professional time used to refine curriculum based on data collected during inquiry • District level professional development workshops and supports for instructional specialists • Protocols for looking at student work pieces 											
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.
By February 2016, 50% of teachers will be rated effective in the areas of 3b. Questions and Discussion techniques
3d. Assessment and 3c. Student engagement
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The most recent 2014-2015 Quality Review report in the quality indicator 1.2 pedagogy we received a developing and the following was indicated:

Findings: Although some classrooms demonstrated teaching practices and strategies aligned to the curriculum with scaffolded learning activities to provide rigor and challenge for all learners, in other classrooms, teachers struggled with effective planning and implementation of curriculum and tasks.

Impact : As a result of varied teaching practices; some students do not demonstrate high levels of thinking and participation in their learning or have an accurate understanding of content as demonstrated in their work products and group discussions.

- Although there is evidence of data collection during lessons in the form of questioning, exit slips and KWL charts, not all teachers are using this data to design and implement effective practices that will address the standards in a way that students understand and will allow them to work independently or with their peers.
- Although there are clear scaffolds within units of study for access and enrichment, such as translated writing prompts and graphic organizers and enrichment activities built into lessons, there were limited times within classrooms observed that allowed students to fully engage in activities, where these tools could support autonomy and ownership.

In addition, on the QR report, while the school was rated proficient in 4.2 Teacher Team and Leadership Development the following was indicated:

- Teachers concluded that although these were good tools to implement in the classroom, they did not necessarily improve student outcomes which led to a redefining of their focus to close this achievement gap.
- While teacher teams are teacher led and there is consistent analysis of data and student work products, teachers are not receiving sufficient ongoing support to fully promote school-wide instructional coherence. For example, in both the math and ELA meetings observed, it was evident that teachers had analyzed state and pre and post assessment data to determine gaps in student learning and engaged in inquiry around how to incorporate effective practices to improve students understanding of theme and fractions. However, student work samples still revealed gaps in both content areas and teachers did not have outlets of support to move this inquiry forward to achieve progress in goals they set for their students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will have participated in at least 2 cycles of peer Inter-visitations in and across content areas to improve pedagogical decisions and practice.

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>
<ul style="list-style-type: none"> • Continued professional development on the effective use of Achieve 3000 • Professional Development on the following topics: data analysis of assessments, use of effective feedback to further student learning, student self-assessment and monitoring, using student data to plan and as an inquiry focus, and differentiated instruction • Build strong foundations for learning in reading and writing • Provide students with rigorous experiences grounded in text as provided in our English Language Arts Curriculum Expeditionary Learning • Curriculum review and revision • Use of Academic Vocabulary in all content areas • Clear, well-structured instruction • Interactive classrooms where students take ownership of their learning 	<p>Teachers</p> <p>Instructional Cabinet</p> <p>Administrators</p> <p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Teaching Staff, Teacher Development Coach</p>

<ul style="list-style-type: none"> • Students have writing and reading experiences in all content areas through Common Core Learning Standards tasks • Using effective feedback as a means to further the knowledge of students and increased student performance • Researched based best practices for differentiating for SWD's and ELL's 			
<ul style="list-style-type: none"> • Achieve 3000- online reading program • Intervention Academy • Saturday ENL Academy • Teacher Development Coach Professional Development • Use of discussion protocols to promote college and career readiness • Inquiry Cycles to improve student outcomes • Identifying trends and patterns and next steps. • Provide targeted professional development on effective differentiation based on student data to meet individual needs • Using data collected to create instructional groups • Flexible grouping • Develop an after school instructional program to provide additional academic support to our identified target population • Saturday Academy focusing on English Language Learners' language acquisition skills • Model accountable talk and have students build upon their classmates discussions using the techniques that have been demonstrated. • Multiple entry points for all learners • Opportunities for rigorous accountable talk in all content areas to engage in deepening the knowledge of topics • Inquiry based discussions and lessons 	<p>Teachers</p> <p>Instructional Cabinet</p> <p>Administrators</p> <p>Students</p> <p>Teacher Development Coach</p>	<p>September 2015-June 2016</p>	<p>Administration, Teaching Staff, Teacher Development Coach</p>

<ul style="list-style-type: none"> Analyze student assessment data to identify deficiencies and align instruction appropriately 			
<ul style="list-style-type: none"> Regularly Scheduled meetings with parents of English Language Learner to address specific language acquisition needs Regularly scheduled meetings to review Individual Educational Plans for Students with Disabilities Parental Workshops School Leadership Meetings Translation of documents distributed to parents Content Family Nights PPT monthly meetings to discuss at-risk students Grade level meetings to discuss academic and behavior Quarterly Progress reports Family Newsletter School Wide Calendar Open House/ Meet the teacher night 	Teachers Instructional Cabinet Administrators Students Teacher Parents	September 2015-June 2016	Administration, Teaching Staff, Teacher Development Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Professional Development on Peer Inter-visitation Protocols for discussion around student work samples Inter-school visitations Coverages for host/visiting teachers 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 75% of the staff has completed at least 1 cycle of inter-visitations as evidenced by agenda, schedules, low inference notes and reflections

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.
<ul style="list-style-type: none"> Data indicates that currently we average 15 parents at our Monthly Parent Association Meetings 62% of parents completed the NYC School Survey

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>
<p>By June 2016, all Parent Association meetings will be led by the PA in collaboration with teachers, students, and our Community Based Organization, New York Child Center which will result in an increase of parental attendance by 50%</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) 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>
<ul style="list-style-type: none"> Professional Development for members of SLT, PA and Parent Coordinator Interest Surveys of parents 	<p>Teachers Instructional Cabinet</p>	<p>September 2015- June 2016</p>	<p>Administration, Guidance, SAPIS, SBO’s, Parent Coordinator, SLT, P.A., Teachers</p>

	Administrators Students Teacher Parents		
<ul style="list-style-type: none"> • Regularly Scheduled meetings with parents of English Language Learner to address specific language acquisition needs • Regularly scheduled meetings to review Individual Educational Plans for Students with Disabilities • Parental Workshops • School Leadership Meetings • Translation of documents distributed to parents • Content Family Nights • PPT monthly meetings to discuss at-risk students • Grade level meetings to discuss academic and behavior • Quarterly Progress reports • Family Newsletter • School Wide Calendar • Open House/ Meet the teacher night 	Teachers Instructional Cabinet Administrators Students Teacher Parents	September 2015- June 2016	Administration, Guidance, SAPIS, SBO's, Parent Coordinator, SLT, P.A., Teachers
<ul style="list-style-type: none"> • Administrators, the Parent Coordinator, and PA leaders conduct surveys to gain input from families about their specific needs to develop workshop opportunities. • Work with CBO's to plan workshops and other activities for parents throughout the school year, including on how families can support their Numerous activities will be planned throughout the year in which parents and students work with • Quarterly Newsletter outlining curriculum expectations across all content areas • Use of the phone messenger system • School Website to relay messages, due dates and workshops/PA meetings 	Teachers Instructional Cabinet Administrators Students Teacher Parents	September 2015- June 2016	Administration, Guidance, SAPIS, SBO's, Parent Coordinator, SLT, P.A., Teachers

<ul style="list-style-type: none"> • Use of Class Do-Jo to inform parents of students academic and behavioral progress • Multiple opportunities throughout the school year for parents to visit classroom, participate in celebrations and attend performances. 			

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.

- Translation services for parental outreach
- Professional Development for Parent Association, SLT, and Parent Coordinator
- Teacher time to collaborate with Parent Association to develop relevant work shops
- District level support to train Parent Association, School Leadership Team and Parent Coordinator to facilitate productive PA meeting and workshops.
- Partnering CBOs

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.

By February, 2016 there will be evidence of 7.5% increase at Parent Association Meeting and other school sponsored events as evidenced by sign in sheets.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • PPT conferences • State scores • Teacher Referral • Classroom performance • Formative assessment • Summative assessment 	<p>ELA AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Differentiated instruction in all ELA classes- Tier I Intervention <p>Tier III Academy For Targeted Students – Saturday ELL Academy focusing on Reading, Writing, Speaking, and Listening for the NYSESLAT. Additionally, a weekday Intervention Academy focusing on one hour of reading and writing strategies based on informational texts and CCLS framed tasks.</p>	Both Small group and/or one-to-one	<p>During school, after-school hours, and Saturdays.</p> <p>Intervention Academy- after school on Tuesday and Thursdays for a total of two hours per week.</p>
Mathematics	<ul style="list-style-type: none"> • PPT conferences • State scores • Teacher Referral • Classroom performance • Formative assessment 	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiated instruction and Scaffolded Tasks based on data in all Math classes-Tier I intervention 	Both Small group and/or one-to-one	<p>Both during and after-school hours.</p> <p>Intervention Academy- after school on Tuesdays and Thursdays for a total of two hours per week.</p>

	<ul style="list-style-type: none"> • Summative assessment 	<ul style="list-style-type: none"> • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention AIS. <p>Tier III – Afterschool Intervention Academy focusing on CCLS multi-step real world application problems</p>		
Science	<ul style="list-style-type: none"> • PPT conferences • State scores • Teacher Referral • Classroom performance • Formative assessment • Summative assessment 	<p>AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The use of content and genre reflect Science Content • Differentiated instruction in all Science classes- Tier I Intervention • Students who are not benefiting from Tier I will be referred for Tier III interventions- After-school program and during the school day AIS services 	Both Small group and/or one-to-one	Both during and after-school hours .
Social Studies	<ul style="list-style-type: none"> • PPT conferences • State scores • Teacher Referral • Classroom performance 	<p>AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The use of content and genre reflect Social Studies Content 	Both Small group and/or one-to-one	Both Small group and/or one-to-one
At-risk services (e.g. provided by the Guidance Counselor,	<ul style="list-style-type: none"> • PPT conferences • State scores 	<ul style="list-style-type: none"> • School counselors will provide guidance and counseling 	One-to-one basis	School counselors, Psychologist, Social Worker, will provide

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • Teacher Referral • Classroom performance • Formative assessment • Summative assessment 	<p>services during the school day. One period a week or more if needed, to all students at risk. The service is offered in English and Spanish. Students are assisted in learning how to deal with personal and academic issues including school, friends, family, organizational skills, time management and preparation for high school.</p> <ul style="list-style-type: none"> • The school psychologist will offer clinical services. They will observe at-risk students that are in possible need of an evaluation. In addition, the psychologist will observe and test all triennial students • Social worker will provide counseling services to at-risk students during the school day for one or more periods a week as needed. Students will be assisted in dealing with family crisis, and various personal issues. In addition, the social worker will work with the families of students that are in need of their mandated three year reevaluation for Special Education services. • Health related services are offered 		<p>guidance and counseling services during the school day. One period a week or more if needed, to all students at risk.</p>
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		<p>to all students as needed. Students are assisted in learning how to deal with health related issues. In addition, the school nurse works with students to educated them on the medicine that they are administered, good eating habits and hygiene</p> <ul style="list-style-type: none"> • Mobile Response Team-Child Center of New 		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> - We will attend all Department of Education job fairs - We will be in constant contact with all personnel liaisons- Professional contacts will be asked to refer qualified candidates. - Mentors will be assigned to support new teachers and teachers who need assistance. - Ongoing professional development for all staff will be provided. - Differentiated professional development will be provided for all staff. - Individualized Professional Development Plans for all teachers. - Departmental Common Planning time each week for curriculum writing and data analysis.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> - Ongoing Professional Development for teachers will be based on teacher created goals framed around the Charlotte Danielson Framework (IPDP). - Provide regular cycles of feedback to improve pedagogy, Individual teacher, and school-wide Professional Development Plans - Departmental Common Planning time each week to revise curriculum, analyze student work, and plan collaboratively - In-house and Network Based Professional Development on implementing strategies for Students with Disabilities and English Language Learners - In-house Professional Development on using assessment and data to drive instruction and providing descriptive feedback to students

- Professional Development for Math Teachers on implementing CMP3 and Math XL Curriculums
- Principal Conferences with Network
- District Professional Development for Administrators
- Danielson group Professional Development Series
- Teacher Development Coach

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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	174,707.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,695,831.00		

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

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. **Robert F. Kennedy Intermediate School 250**, 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. **Robert F. Kennedy Intermediate School 250** 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) Template

[Robert F. Kennedy 250] , 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>Robert F. Kennedy</u>	DBN: <u>25Q250</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</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>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ We will have a Saturday ELL program where all ELL students will be categorized by Beginner, Intermediate and Advanced. This will be a supplemental program to enhance ELL students critical thinking skills, increase their fluency, articulation, and assist them with increasing their writing proficiency. The program will be for 12 weeks. Each session is 3 hours long. The language of instruction is English as we are preparing them to increase their language acquisition skills. Students will be able to use translation devices and glossaries are available. This begins in January 2015 and runs until April 2015. We will have two licensed ESL teachers and one licensed ELA teacher for this program. English Language Learner material will be purchased for this program. A supervisor will be hired for the duration of the program to oversee the Title III as it is the only program that is running at that time.

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: _____ ELA and ESL teachers have and will receive 1 full day of "Achieve 3000" professional development and 1 full day of professional development on "Mind Play". The will receive intensive training on these web-based, individualized programs and learn how to implement the program and use it to promote language acquisition, reading comprehension, vocabulary, and writing proficiency for English language learners during the ELL Saturday Academy. The training has been scheduled for 1 full day in September and 1 day in November. In addition, our ESL teachers have received 1 full day of Professional Development, in September, and coaching from CFN 609 on Strategies for ELLs and the CCLS- The combination of components, strategies, and performance assessment tools has been arranged in a framework to help the ELLs meet the demands of the CCLS.

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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: _____ Parents will receive workshops throughout the school year, on the parent edition of Achieve 3000-, and ELA & Math Family Night Science Family Night and Social Studies Family Night. Each of these family nights will present parents with practical strategies that they can use at home with their children to accelerate language acquisition and achievement for ELLs. We will have three staff members on hand to translate the content for the parents into; Chinese, Spanish, and Russian. Parents will be invited to these events using our monthly calendar of events and letters sent home via backpack.

- Parents will also receive progress reports demonstrating their child's progress. In addition, teachers will continue to call home and meet with parents to share best practices with them to assist in increasing their child's academic success.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	-
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	-
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 250
School Name Robert F. Kennedy Middle School		

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 Tara Mrwik	Assistant Principal Ari Kapoutsos
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elena Kokoronis	School Counselor Jennifer Rodriguez-Diaz
Teacher/Subject Area Brian Johnson / Special Ed	Parent type here
Teacher/Subject Area Sean McNamara/ ELA	Parent Coordinator Karen Eitelberg
Related-Service Provider Alexis Kopatsis	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Angela Debellis / ENL Teacher

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <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)	377	Total number of ELLs	70	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"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	15
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	50	4	5	11	0	7	9	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							11	5	6					0
Chinese							3	4	6					0
Russian							1	1	2					0
Bengali							0	0	0					0
Urdu							3	5	8					0
Arabic							0	0	1					0
Haitian							0	0	0					0
French							0	1	1					0
Korean							0	0	0					0
Punjabi							0	0	1					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							8	2	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							12	9	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	3	0	0	0
7	6	1	0	0	0
8	13	1	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	12	1	4	0	1	0	0	0	0
7	5	0	3	0	3	0	0	0	0
8	13	0	6	0	1	0	0	0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	5	2	1	3	3	0	0	0	0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
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.

To assess the early literacy skills of our ELL students, our school uses Level Set on Achieve 3000. Achieve 3000 is based on the Lexile Framework which is a scientific approach to reading and text measurement. The Level Set measures both text difficulty and reader ability on the same scale which enables our teachers to better match students with content that will both engage and challenge them in the level at which they learn best. The staff uses the data that they receive from the level set (in the beginning of the year) to use informational texts on the students' level during instruction in all content areas. Throughout the year, there is a "benchmark" interim level set assigned to some students that are below a 50 lexile level. Also, there is a post level set for all students in order to see their growth at the end of the school year.

Also, we use data from the ELL periodic assessments that are administered in the fall and spring. These assessments measure the students' progress in English language proficiency and predict performance on State English language acquisition tests. We use the detailed information about our students' strengths and weaknesses in English language development and serve them as a resource to help plan individual and group instruction. In addition, we use data reports from summative assessments such as NYC Baseline Assessments, NYSITELL, NYSESLAT, New York State exams and formative assessments to evaluate their strengths and weaknesses in order to improve student achievement and for teachers to incorporate the weakest skills and strategies in their daily lessons and differentiate instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns that are revealed across the proficiency levels on the NYSITELL and NYSESLAT are as follows: First, students are more proficient in listening and speaking than in reading and writing across all grades. Secondly, the students fall more in the entering (former beginner) and expanding (former advance) levels as opposed to the emerging and transitioning (former intermediate) level. Third, with the new changes to the state tests in order to be aligned with the Common Core State Standards, there is a decline in reading and writing that occurred between 2012 and 2013. However, as of 2014 there has been a slight variable increase in their reading and writing as per their raw scores.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on classroom observations, quality review and the Middle School Snapshot we are continuously making curriculum revisions based on student needs. Also, we continue to participate in professional development that is designed to successfully impact our ELL students during classroom instruction.

The AMAO tool is used with the RESI and RNMR ATS report. THE RNMR report has not been updated since 2013.

AMAO #1:

Percentage of Students Making Progress in English as determined in one of three ways:

35% of our ELL population advanced one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ;

AMAO #2: Percentage of Students Attaining English Language Proficiency:

For the school year 2015-2016: 14.3% of our ELL population attained English language proficiency at the commanding level for the Listening /Speaking (L/S) and Reading /Writing (R/W) modality sections of the New York State English as a Second Language Achievement Test (NYSESLAT). (Three in the 8th grade, Three in the 7th grade Three in the 6th grade.)

4. For each program, answer the following:

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

a. Even though there are patterns across proficiencies and grades, it is very hard to compare ELLs taking tests in their native language as oppsed to English. The reason is because data is not sufficient. In our school, out of 70 ELLs , 50 ELLs took state tests. Out of those 50 ELLs only 6 took it in their native language. The results of those (6) native language state tests are as follows: One student scored at a level 1 in Math and two at level 1 in Science and three at level 2 in Science. Regardless, based on the ELLs performance, implications for classroom instruction suggest the need for more context-embedded language instruction in math and science classrooms. Teachers will explicitly teach students the academic language needed to understand and master mathematical tasks. ELLs will continue to receive content area instruction utilizing ESL strategies and methodologies. All teachers have participated in the past in ExC-ELL training specifically designed to address the language needs of ESL students. More professional development emphasizing the importance of contextual clues in the classroom, such as manipulatives, pictures, graphs, and charts will continue to be provided. Also, ELL training through our Network in collaboration with Maryanne Cucchiara is providing training that focuses on "Catching Up to a Moving Target: Building Strong Language and Literacy Skills for SIFE and Beginner ELLs. Finally, the available use of technology increases the implementation of Smartboards in each classroom.

In addition, based on the results of the English Assessment, the implication for the LAP is that students will need continued support in reading and writing. Teachers will continue instruction involving multi-step tasks requiring the application of more than one skill area, and the use of more than one learning resource to promote mastery. Differentiated methodologies will be implemented to help ELLs to achieve high standards. Scaffolds that involve peer interaction between students of different proficiency levels or ranges will be provided to facilitate student engagement in intellectual tasks. Classrooms will have explicit discussions of how language works and characteristics of language, text, and disciplinary discourse through Accountable Talk, whole group and small group discussions. Teachers and students will continue to build a climate of mutual respect that contributes to the achievement of all. In addition, all students will participate in the web based individualized reading program, Achieve 3000. The software distributes assignments and assessments to the entire class, but tailors them according to each student's reading level. Students who need additional support are offered Intervention Services and if scheduling permits Academic Intervention Services (AIS).

b. From the ELL Periodic Assessments, the school is learning what strands the ELLs are struggling and what strands they are proficient. Therefore, the ELL Periodic Assessments is/will continue to be used as a tool for staff members to differentiate their daily lessons. Thus far the teachers using the results of the Periodic Assessments is the ESL teacher and ELA co-teachers. There is training scheduled to inform/revisit the rest of the staff members where to find these results and how to analyze and raise questions about teaching and assessments and their next steps once the current data is available.

c. Through the ELL Periodic Assessments the school is learning which students are able to produce their responses in writing or non-verbally. Therefore, when creating higher order thinking questions, each teacher puts in use different avenues to share their responses within a classroom that establishes a culture for learning. If a ELL is going through their "silent period" their responses can be written in their native language until they become comfortable to respond to yes/no questions or pivotal questions.

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](#).]

This does not apply because we are a junior high school grades 6-8.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Since we have a rigorous and evidence-based curriculum aligned to the Common Core, many scaffolds and differentiations are planned out accordingly in order to assist the different levels .

The following are in place to assure that a child's second language is considered in instructional decisions:

All content area teachers teach in such a way that they build on the students' English language skills. For instance, before having students read any texts in class, vocabulary words are introduced prior to the readings and after the words are taught, they are posted in a visible place in the classroom, for instance on a Word Wall. In addition, Tier I, II, and III words are used through word walls to help students develop a deeper understanding that cannot be acquired through independent reading. ELLs are challenged by identifying vocabulary words and which Tier they fall into and explain their reasons. ENL teachers have incorporated Vocabulary Lexical Arrays and Vocabulary Word Grows. Also, Glossaries are also created in the back of their notebooks. Bilingual glossaries and bilingual dictionaries are used in all content area classrooms. Visuals such as posters, photographs, video clips of topics that are being presented are used. Where applicable, Realia is implemented in the lessons.

Furthermore, small group instruction is routinely in place once a week and whenever needed during a lesson to assist any struggling student (ELL and Non-ELLs). ELLs are assisted with sentence starters to help them acquire second language development. Leveled texts are implemented and ELLs are offered plenty of opportunities to read literature and informational texts that are age appropriate and suitable to students' proficiency level (through Achieve 3000) and using accountable talk to promote speaking and listening skills.

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?

This does not apply because we do not have dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As we consistently analyze data from our ELL population, we continue to make curriculum modifications based on best practice. We analyze results from the NYSESLAT using the "RLAT" that details their scores three consecutive years. Also, the ELL Periodic Assessments administered twice a year are used to evaluate skills that need to be targeted to produce growth and improvement for the upcoming NYSESLAT. In addition, data is also retrieved from the NYSITELL.

Data from our progress report is analyzed to target our bottom third ELLs. In addition, we analyze data from the NYC baseline assessments (MOSL), on demand assessments (pre, interim and post) and incorporate small group instruction to target the weaknesses by modeling the strategy through the use of scaffolds and then have the students use the strategy independently in order to produce growth and improvement for the upcoming ELA and MATH state test.

Furthermore, to meet AYP for our ELLs, we will continue our Saturday Academy to target our ELLs and give instruction that will promote growth on the NYSESLAT. Saturday Academy is held for a twenty week /three hour duration, where the ELLs here receive additional help to increase their reading, writing, listening and speaking skills. During our Saturday Academy all ELLs are placed in three classes. All entering levels are grouped together in one class. All emerging and transitioning levels are grouped together in another class and the expanding levels are placed together. All three levels are exposed to listening, speaking, reading and writing skills. Also, there is an ELA teacher that sees all three groups and teaching them strategies that they will need for the state ELA exam. The past two years that we have incorporated this Saturday Academy, we have seen growth and improvement on the ELA and NYSESLAT exams as well as classroom assessments. Therefore, we will continue to ensure student growth on the ELA and MATH state exams by offering ELA/MATH Intervention Academy after school twice a week for one hour.

If scheduling permits, we will offer Academic Intervention Services for the ELLs so that they practice the skills they will need for the State Exams (ELA, MATH, NYSESLAT).

We are also working closely with the City of New York Child Center (BEACON) that is based in our school building to provide ESL classes to our newcomers (0-1 year), where they will receive vocabulary and grammar lessons. They will also be exposed to speaking, reading, writing and listening skills.

To conclude, the aforementioned programs have been successful because based on our 2014 progress report compared to the 2013 Progress report improvement was successful for our ELLs in Math. However, there was slight improvement in ELA. Even though our bottom third consists of some ELLs, the percentiles have increased. Based on the data of the RLAT, on the NYSESLAT, students have made tremendous gains or continue an incline of growth in the four skills.

Also, the success of our programs for ELLs is evaluated throughout the year through the use of teacher made assessments (formative) and the (summative) ELL interim assessment. A final assessment is made at the end of the year with the NYSESLAT.

Part IV: ELL Identification Process

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

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

First step: Is the screening. Here the parent is given the HLIS form to complete by Ms. Kokoronis, ENL teacher/coordinator. If the home language is English the OTELE code "NO" is indicated on the form and the student is not an LEP and the student is enrolled in a general education setting. However, if a home language other than English is indicated a informal interview is held immediately and if a translator is needed, a staff member is called not unless the parents have someone present who can translate. If there is a translator present, it is indicated on the HLIS.

If the parent indicates that the child understands another language and the informal interview concludes that the child only communicates, reads, writes and understands English then the home language is English and the child is not an LEP and is enrolled in a general education setting.

Second step: If the child speaks little or no English, the native language is indicated on the HLIS and within ten days of registration he/she is administered the NYSITELL. The answer documents are printed off ATS using the RLAB. The NYSITELL answer document is uploaded immediately and the score is printed from ATS by Ms. Kokoronis, the ESL teacher/coordinator who confirms the level scored. If for any reason the answer document cannot be printed off ATS, a hand bubbled in answer document is kept and the answers get transferred to the printed one.

Third step: If the student is an LEP he/she is placed in the appropriate program that the parents selected as their first choice. If the student scores proficient, he/she enters a general education setting.

Fourth Step: The ELPC screen on ATS is updated.

Finally, an annual assessment which is the NYSESLAT is administered and pending their scores, they either continue with their entitlement or if they become proficient they are transitioned into general education settings with accommodations for the next two years. Also, as per the new CR PART 154, former ELLs will now receive 90 minutes of ESL instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The students are administered a questionnaire directly from the NYC DOE website: "Instructional and Compliance Resources." The ESL coordinator administers the questionnaire to the students in the language of their preference. In addition, in the upcoming school year, the LENS will be administered if necessary.

Within 30 school days of initial enrollment an initial SIFE determination is made. The SIFE status is determined at the time of the HLIS is being completed and prior schooling needs to be evident. If there is no indication of prior schooling and new identified ELLs in grades 3 through 9 at the entering, and emerging level per NYSITELL who had an interruption or inconsistency in their formal schooling go through the SIFE Identification Process. In order for the process to take place, an oral interview questionnaire is administered and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole and Spanish are administered the LENS. Initial SIFE status is indicated on the BNDC screen no later than 30 days.

Also, if the ELL student is designated as SIFE or is not, interview notes, academic notes and assessment history and work samples are collected and maintained in each student's cumulative folder.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and the Home Language is other than English, the Language Proficiency team is formed and reviews evidence of the student's English language development. The LPT consists of the Special Education specialist, ESL specialist, Related Service Provided specialist and the school principal. If the LPT recommends the student to take the NYSITELL then he/she is administered the NYSITELL to determine ELL status and the identification procedures continue. If the LPT recommends that the student does not take the NYSITELL then their recommendations are sent to the principal for review. Upon review the principal then determines if the student should take or not take the NYSITELL. If the principal's determination is that the student should not take the NYSITELL then it is sent to the superintendent. The superintendent has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and in this case, is not designated as an ELL and their right to request a review stops as well as the screening for ELL identification stops. All records are maintained in the student's cumulative folder.

In addition, as per the CR section 154-2.3(b) a parent/guardian, teacher, or student age 18 years or older sends a written request within 45 school days of a student's initial ELL designation, a district has 10 school days to initiate a Review of ELL Identification Determination. The review must be concluded within ten days (twenty if CSE is consulted). Before final determination, parents are informed and consent to the results of the Review of ELL Identification Determination. Finally, within six months to one school year of a review, the school principal is required to review all decisions to remove ELL status.

All forms and letters are translated in the parent's preferred language. If a translation is not available a meeting is made either with a translator present or the use of the over the phone interpretation services.

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.

Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder.

Currently, the ESL coordinator distributes the entitlement and non-entitlement parent notification letters immediately after the NYSITELL is scanned and scored. The letters are double sided. In other words, they are photocopied in English on one side and the parents' preferred language on the other side. One copy is mailed to the parents, original is placed in the student's cumulative folder and a copy is held by the ELL Coordinator.

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

During the parent registration for new ELL students, which the ELL coordinator conducts, parents are informed of the CR-Part 154 section that entitles them to appeal within 45 days and have the right to a re-identification process within the 45 days of initial enrollment. The entitlement and non-entitlement letters inform the parents of their right to appeal within 45 days. There is always a translator present during registration.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process will allow our school to identify if a student has been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

In addition, as per the CR section 154-2.3(b) a parent/guardian, teacher, or student age 18 years or older sends a written request within 45 school days of a student's initial ELL designation, a district has 10 school days to initiate a Review of ELL Identification Determination. The review must be concluded within ten days (twenty if CSE is consulted). Before final determination, parents are informed and consent to the results of the Review of ELL Identification Determination. Finally, within six months to one school year of a review, the school principal is required to review all decisions to remove ELL status.

All paperwork is copied and attached to the student's cumulative folder and the ELL Coordinator keeps a copy on file. The ELL Coordinator keeps everything on file for a year.

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.

On-going parent orientations are held throughout the school year to inform parents of new admits about the program options for English Language Learners and for parents who were unable to watch the parent orientation video during the registration process through letters mailed to their homes. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners. For example, in the beginning of the school year, a "Back to School" night is held where all parents are invited and an ELL parent orientation is held for the families of those students who are determined eligible for ESL services. It is open to any family member who wishes to attend. The ESL teacher awaits parents so she can explain how the ESL program runs and what expectations are held for the growth of the ELL students. Another scheduled orientation in the month of September is held during afternoon hours to accommodate any parents that were not able to attend "Back to School."

During the registration process and the on-going parent orientations, parents are informed of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) through the parent orientation video and the ELL brochures that are found on the NYC DOE website and printed.

Parents are informed that BE is the default ELL Program Placement if the parent does not attend the orientation. Also, parents are notified at orientations and registration that past trends have suggested a Freestanding ENL program. In addition, current parent surveys have selected a Freestanding ENL program as well. Therefore, our school models the Freestanding ENL program to align with the parents' requests.

If a parent's program choice is not currently available in the school, the ELL Coordinator/teacher informs the parent that the selection is not available at the school, and provides the parent with two options. One option is to keep the student enrolled at the current school in an available program or transfer the student to a different school where the parent's selection is currently available. and maintain a record of the parent's response.

Parents are given translated material regarding the ELL program and the NYSESLAT assessments during registration and even during parent/teacher conferences. Since all English Language Learners are administered the NYSESLAT each spring to determine their continued eligibility and depending on their scores, the entitlement and continued entitlement letters, transitioned and placement letters, are distributed by Ms. Kokoronis, the ESL teacher where she mails one copy of the letter to the parent, hand delivers one copy to the student to give to the parent, and keeps one copy on file here at the school.

In addition, Ms. Kokoronis, the ESL teacher conducts an interview and uses the ALLD (Academic Language and Literacy Diagnostic) to identify SIFE students during registration.

Our outreach plans are to have parents' of ELLs attend parent engagement meeting held during the school year. The Parents are notified in their preferred language about these meetings. Parents are invited to Meet the Teacher Night (September 16, 2015) where it is set up as "A Day in the Life of a Middle School Student." The parents get a schedule and go from class to class with ten minute intervals. We have staff members available that speak, Chinese, Spanish, Urdu, Hindi, Russian, and Greek to accommodate the parents. Then, we have our ELL Parent Engagement (November 10, 2015) where there will be a parent orientation with an agenda and sign in sheets offering information on State Common Core Learning Standards (CCLS), School and State Assessments, School Expectations for ELLs, Questions Translated for Parent Teacher Conferences, Program Goals and Requirements for BE and ENL, English Language Proficiency Results. And, in May we will have an "International Night" which is TBD.

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

To ensure that Parent Survey and Program Selection Forms are returned Ms. Kokoronis, the ELL coordinator/teacher shows the parent orientation video in the parents' preferred language and hands out the Parent Survey and Program Selection form to the parents to complete in the parents' preferred language. The forms are collected immediately during registration. If for some reason the parent cannot fill out the form, then "Parent Orientation Video " dates are scheduled for the parents to come in and complete the paperwork.

All paperwork is stored in a binder and kept in school.

All original forms are placed in the student's cumulative folder

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When a new ELL enrolls in our school the ELL Coordinator/Teacher informs parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in our school.

We will have attendance records that indicate the staff members present at the orientation, and languages used other than English will be recorded using our existing procedures.

Ms. Kokoronis has a checklist of all the forms that have to be placed in the cumulative folders that must be forwarded to DOE schools upon transfers. She reviews that list every 8 weeks. The checklist contains that following:

Dated and signed copies of each student's

- o Home Language Identification Survey
- o Parent Survey and Selection Form
- o Program Placement Letter
- o Entitlement letter (newly identified ELLs)
- o Continued entitlement letter (continuing ELLs)
- o Non entitlement letter
- o Language Proficiency Team NYSITELL Determination Form if applicable.

The ELL Coordinator is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the ELPC designated screen. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

9. Describe how your school ensures that placement parent notification letters are distributed. Once the NYSITELL scores are printed, the placement letters are mailed to the parents based on their child's entitlement as an English Language Learner (ELL) and their response to the Parent Survey and Program Selection Form in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation is retained in three ways. Original is placed in cumulative folder. One copy is mailed home and another copy is placed in the ESL Coordinator binder.
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.

In the beginning of the school year, the RLER and RLAT report is printed and the number of ELLs are tallied to order the exams. The ELL Coordinator creates a School Circular for the entire staff and all Current ELLs and Commanding ELLs are placed with their native languages. The RLER and RLAT reports are updated regularly. A week before the NYSESLAT administration the RLAT is printed out

ALL ELLs that are eligible in general and special education classes are administered the NYSESLAT during the testing window. The ENL teacher administers the Speaking part individually. The Listening, Reading and Writing are administered by the ENL teacher and two more staff members that have been trained by the ENL teacher/coordinator. Students are placed in a separate location conducive to a testing atmosphere. Any new admits that are registered during the testing window are administered the NYSITELL and based on their results that are hand-scored by the ENL teacher within ten days also administered the NYSESLAT exam as well.

Any absent student from one or more subtests is administered the subtests on a Make-up date according to the NYC State Test Schedule in a separate location conducive to a testing atmosphere.

To ensure that our school is administering all parts of the NYSESLAT to all eligible students, ELL Coordinator works with the principals and testing coordinator to ensure the following steps.

Step 1: Identify Eligible Students

- Prints out the RLER report from ATS for a list of NYSESLAT-eligible students.
- Identifies any NYSESLAT-eligible students who have long-term absences and calls their parents to ensure students are present during scheduled exam times.
- Upon receipt of our NYSESLAT materials we count the number of booklets and answer documents. If we do not have sufficient numbers of materials, we contact our Borough Assessment Implementation Director (BAID);

Step 2: ENL teachers administer all Subtests of the NYSESLAT during the Administration Window and Track Student Completion. We track completion and ensure that students who were not present during the testing times have opportunities to complete the NYSESLAT

by printing a ROCL for each subtest. On the ROCL we indicate if a student is absent and needs to take a makeup.

Any the staff member administering the NYSESLAT is not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.

•To administer the speaking subtest during the administration window, we do the following: Assign a sufficient number of staff and adjust our school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.

•To administer the reading, listening, and writing subtests during the administration window, do the following: Assign a sufficient number of staff and adjust our school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.

Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

•We follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September within ten days the RLAT is printed and continued entitlement letters are mailed home immediately and copies are retained on school premises. The ENL Coordinator and/or ENL teacher is responsible in the distribution of the letters. Once again the letters sent home are in the parents' preferred language.
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).

Copies of parent surveys are kept in our school. Ms.Kokoronis every year tallies up the parent requests and keeps it on file. Based on our past parent surveys, the majority of parents have been requesting a Freestanding ESL program. During the current 2014-2015 school year all twenty (20) parents of new admits selected Freestanding ESL as their first choice. During the school year 2013-2014 all eight (8) parents of new admits selected Freestanding ESL as their first choice. During the school year 2012-2013, (9) parents selected ESL as their first choice. Therefore, our program model is aligned with our parent requests.

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.

To ensure the achievement of high academic standards, and to accommodate the diverse needs of ELLs, IS 250 continues to provide rigorous standards-based instruction in a variety of learning environments by certified ENL teacher. Students are placed in a ELA/ENL class and they are taught in English using ESL methodologies targeting the skills as determined by their NYSESLAT and NYSITELL scores where the classes across the grade spans are heterogeneous. Three times out of the week they have a 90 minute ELA/ENL block. We have a Co-teaching model, where we either team teach or parallel teach. Coteaching is by an ENL certified teacher and a ELA content area teacher.

All mandated units of ENL instruction are currently being met.

Currently, we do not have Stand Alone ENL Instruction because we are complying with the requirement that states that as of the beginning of 2015-16 school year, ELLs are required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction. The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades K to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student.

We understand that the Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.

To accelerating Achievement for ELLs we have implemented thematic curriculum with heterogeneous groups of ELLs that integrate academic language development through TIER I, II, III word walls and literacy in the content areas. Flexible grouping of ELLs that looped with the same ESL teacher allow for the teacher to increase their knowledge about a child's intellectual strengths and weaknesses and where long term teacher-student relationships have been established that encourages thinking, risk-taking, and involvement. Extended learning through technology (e.g., Achieve 3000, Math XL (pre assessment based on the unit of study. It creates additional help in the skill for the standards the students did not meet and then followed by post assessment.

The schedule below is an example of an intermediate student receiving 2 units of mandated ESL instruction using the CO-Teaching Model:

8th Grade	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Per 8
Monday	Math	Science	ELA/ESL	ELA/ESL	PE	Spanish		
Tuesday	PE	Math	Math	Art	lunch	ELA/ESL		
Wednesday	Spanish	Science	Math	Art	lunch	ELA/ESL		
Thursday	Science	Science	ELA/ESL	Art	lunch	Social		
Friday	Science	Math	ELA/ESL	PE	lunch	Social		

Our sixth, seventh and eighth grade ELLs and ELLs/SWDs are receiving their full mandated units of ESL through the Co-teaching model.

As per the NYC State Education Department all special education students who have not tested out of the NYSESLAT are entitled and are receiving ESL services.

This upcoming school year Former ELLs must receive 90 minutes a week of integrated ENL for two years along with their testing accommodations.

As per the CR Part 154, we have a Freestanding ENL Program because it is the parents first choice on the program selection survey and we currently do not have 15 LEP students with the same native language which is other than English to create a bilingual education program.

Our freestanding ENL program is taught as a co-teaching model. Therefore, the ELA teacher and ENL teacher are co-teaching. This co-teaching model is composed of two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in ELA and ENL with the use of translated version where applicable, bilingual glossaries, electronic pocket dictionaries. The content area instructional component is delivered through instruction in English and ESL methodologies.

A pull out, self-contained, collaborative and departmentalized organization model does not apply.

b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

Not applicable.

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

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

ENL is delivered the following way:

ENTERING Level: 360 minutes - 8 periods a week

EMERGING Level: 360 minutes - 8 periods a week

TRANSITIONING Level: 180 minutes - 4 periods a week

ADVANCED Level: 180 minutes - 4 periods a week

COMAANDING Level: 90 minutes - 2 period a week (preferably a block period)

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.

As stated in the previous question, the co-teaching model is composed of two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in ELA and ESL with the use of translated version where applicable, bilingual glossaries, electronic pocket dictionaries. The content area instructional component is delivered through instruction in English and ESL methodologies.

Instructional strategies that are used in the program are the following: Guided Reading, Thematic Planning, Small Group Instruction, Reading and Writing Conferences, Scaffolding, Running Records, Whole Language and Balanced Literacy. In addition, modifications of classroom tests, pictures and visual aids, manipulations and Books on Tape are provided and implemented. All students are served by an ESL teacher through collaborative co-teaching model. ESL teachers push-in during literacy and Social Studies periods. The general education teacher and ESL teacher work as a team to plan lessons and discuss best practices and strategies for their ELLs. ESL, Special Education, and General Education teachers meet twice a week for common planning and collaborative inquiry to analyze student work and plan effectively.

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

Most classrooms are equipped with in utilizing bilingual books, glossaries and dictionaries. SIFE, Newcomers, ELLs 4-6 years and Long term ELLs are placed in small groups for differentiated instruction. All instruction is standard-based incorporating the four modalities of language. Reciprocal Teaching is incorporating throughout the different levels. Achieve 3000 which a web-based individualized reading program is implemented as an instructional tool. .

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

To ensure that ELLs are appropriately evaluated in all four modalities all lessons incorporated regularly Turn and Talk discussions where the students engage and discuss a deeper understanding of the topic being taught. They use accountable talk to debate. Students are asked to summarize and paraphrase a nonfiction article they read on Achieve 3000. The self edit or peer edit their on demand writing pieces. They listen to small video clips that pertain to the lesson and practice their note-taking skills.

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

For all subgroups, we will revise our curriculum and lessons to create pathways for success through learning, language and literacy. Offer students scaffolds but not to limit their learning with the scaffolds. Use lessons that are on the NYC DOE website designed for SIFE.

In addition, there are lessons that are being improvised by ENGAGE that are designed for ELLs that we have incorporate in our lessons from the website: <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

Tier II Intervention is applied in the classroom and Academic Intervention is placed after school. Read Alouds are incorporated in the lessons.

- a. SIFE: Students respond to the questions that are modeled by the teacher and practiced in the partner discussions. Students with very little English will have a poem in list form. Videos are incorporated in the lessons.
- b. Newcomer: are exposed to sight words and have scaffolds such as cue cards.
- c. Developing: Students build their vocabulary knowledge through lexical arrays
- d. Long Term: After school ELA/MATH Intervention is in place for long term ELLs.
- e. Former ELLs receive 90 minutes of ENL instruction.

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. We determine which accommodations are most suitable and beneficial

and will maximize the potential for achievement on all exams for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated.

ELLs are not entitled to ELL testing accommodations on the NYSESLAT.

Testing accommodations for ELL students on the NYS ELA and content-area assessments include the following:

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries provide only direct one-to-one translations of words. ELA Glossaries exist in the following languages: French, Haitian Creole, Hindi, Punjabi, Spanish from the following site:
http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rbern/resources/glossary
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously and the students are instructed to record all of their responses in only one language.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Our school provides our ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations are oral and direct translations of the English editions. Written translations are not allowed and no clarifications or explanations are provided. Translators receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

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.

The Re-identification process and the initial identification process is managed by the ELL Coordinator.

If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

Phase 1

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the

ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The ELL Coordinator will follow the following steps for the Re-identification Process:

1. We receive written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. We review all documents related to the initial or reentry identification process detailed above.
3. We review the student's work in English and in the home language.
4. I, the ELL Coordinator, may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can I administer a second time the NYSITELL.
5. Then, we consult the parent or guardian.
6. I, ELL Coordinator, conduct and review the results of a school-based assessment (Practice NYSESLAT), administered by the ENL sixth grade teacher as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. The ELL Coordinator consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of our qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if

he/she is 18

years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If

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

program must be modified accordingly.

11. All notifications and relevant documents are kept in the student's cumulative folder.

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?

Our curriculum uses the Expeditionary Learning Modules and for accelerated achievement teachers focus on vocabulary such as "Big idea" words as they relate to lesson concepts, high-frequency academic words, high-use content-specific words, and words to engage in literate discourse about a topic. The vocabulary words are 5 to 7 words per lesson and teachers provide examples of

the target words within the context of the lesson. In addition, teachers teach word relationships, such as cognates, synonyms, antonyms, multiple meanings, roots, and etc. Finally, the vocabulary words are also used in their discussion allowing the students to

be exposed to the target words multiple times. Another strategy to accelerate achievement is through scaffolds, such as Modeling,

Activating and bridging prior knowledge and/or experiences using graphic organizers, such as anticipatory guides, extended anticipatory guide, semantic maps, interviews, picture walk discussion protocols, think-pair-share, and KWL. Also, Text representation, metacognitive development such as self assessment, think aloud, asking clarifying questions, using a rubric for self

evaluation. Another strategy is the use of their native language through technology, human resources, native language materials

and flexible grouping. Finally, to accelerate achievement in writing at the beginning level, students can copy or fill in the blanks within

a template or writing frame, and they can write sentences or brief paragraphs that eventually can get pieced together to create a

grade appropriate essay.

In addition, based on the LevelSet from Achieve 3000 that was administered in the beginning of the school year, results have shown that the reading levels of ELL-SWDs are at second or third grade level. Therefore, the standards that are taught, are at

grade level, however, the independent nonfiction reading materials are based on the LevelSet. The anchor texts are at grade level.

Graphic Organizers are given to assist the students with independent and instructional reading material. Reciprocal Teaching is

implementing as well in all lessons. The reading material that is provided during Reciprocal Teaching is nonfiction and fiction that

include different genres from different authors.

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?

In September all staff reviews the IEPs of all the students they have enrolled in their classes and sign the 408b form.

ELL-SWDs are placed in a CTT classroom where the ELA teacher, Special Education teacher and the ESL teacher are present. Literature circles are incorporated in the lesson. In addition, a block period once a week is dedicated to Teenbiz3000.

Teenbiz is

committed to enhance reading comprehension. Fifteen students work on Teenbiz 3000 while two structured small groups practice reading, vocabulary, writing, grammar, listening and speaking strategies that are data driven in a 90 minute block. Students rotate

throughout the activities.

Chart

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

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

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

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



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

Chart

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

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

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

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

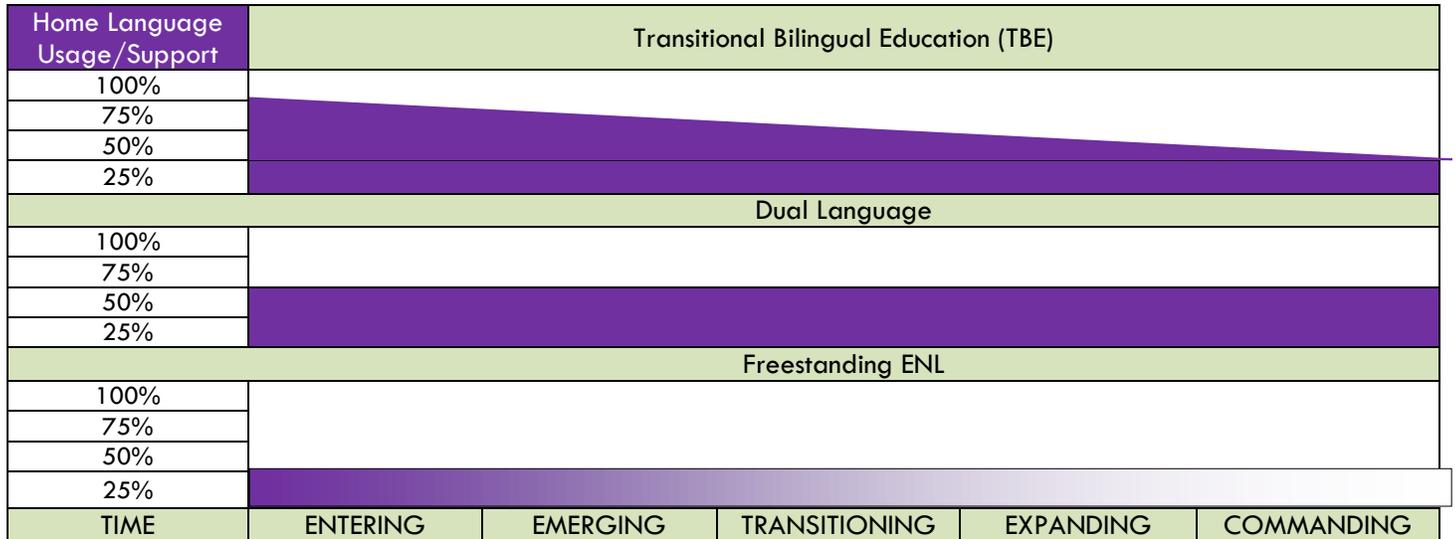


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Using data driven assessments from summative assessments (ELA, MATH, Pre and Post Assessments in English, Math, Science and Social Studies, Interim Assessments, ELL Periodic Assessments, and NYSESLAT) ELLs as well as Former ELLs will be invited to enroll in an after school literacy program for enrichment and to improve the skills they are lacking in ELA and Math. Also, struggling students will receive academic intervention service. In the past, Title III money was allocated and an intervention academy was commenced and lasted for five months. This academy was opened to level 1's, ELLs and students with disabilities. In the near future, ELL students will also be enrolled in an after school program that targets their needs to reach proficiency on the NYSESLAT.

The ELA targeted interventions include Achieve 3000, on demand writing curriculum, literature circles aligned with their reading levels based on the LevelSet of Achieve 3000, Common Core libraries, various picture books, books on tape, multi-cultural levels libraries, translated dictionaries, bilingual books, ExC-ELL strategies and technology (smartboard, laptops, ipads).

The Math targeted interventions include Impact Math textbooks, charts, graphs, rulers and other visual displays, CMP3, bilingual content glossaries ExC-ELL strategies and technology such as smartboard and laptops.

The Science targeted interventions include technology (smartboard, laptops), ExC-ELL strategies, lab manipulatives and equipment, bilingual content glossaries, common core libraries, content based classroom libraries and ExC-ELL strategies.

The Social Studies targeted interventions include technology once again, newspapers, common core libraries, content based libraries, bilingual content glossaries, ExC-ELL strategies, non fiction texts, level set libraries and various Atlases.

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

All teachers use data to drive their instruction and based on results and curriculum discussions, modifications are made based on student results. The data is derived from the NYC baseline assessments, the ELL periodic assessments, ELA, MATH and NYSESLAT scores. Pre-assessments, Benchmarks, Post assessments created on Prosper or teacher created by each department (ELA, MATH, SCIENCE and SOCIAL STUDIES). Teenbiz is also used because it is aligned with common core standards and we use the data for their reading levels and standards such as citing textual evidence, determining the central idea, etc)

Even though Expeditionary Learning is difficult for our newcomers, we will continue to revise our curriculum and incorporated strategies from our PLCs and professional developments.

All teachers in the building receive a school Circular that goes out in September and gets updated as newly admits students come in. The School Circular is created by the ELL Coordinator and includes the Current ELLs with their names, Classes, Proficiency levels and home language. Also, it includes Former ELLs that have scored at the commanding level in the past two years, with their classes and native languages.

The data that is used is derived from assessments that are from examined through data inquiry.

12. What new programs or improvements will be considered for the upcoming school year?
We are implementing two units of the Expeditionary Learning Module in ELA and TMP3 in Math. We will continue to revise to make it conducive to our students' needs.
13. What programs/services for ELLs will be discontinued and why?
This does not apply because no significant changes will be made.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs within our school are offered the same instructional program as their general education peers. With Title I and III funds our ELLs and former ELLs will also be provided with the opportunity of the After School Intervention Academy that targets ELA/ ESL and Math Skills. Teachers will provide ESL/Math instruction, utilizing researched based best practices in small group settings. Monthly assessments will be administered to monitor student growth and to plan further instruction. Progress reports will also be generated and discussed with the parents.

Finally, depending on future funding additional programs may be included as well.

Extracurricular activities include four CHAMPS sports which are offered to all students who would like to participate. Any interested participants are considered for the program and in such activities.

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.

Toolkits identifying scaffolding for ELLs are included in all curriculum. Advance and intermediate level ELLs receive the same instructional material and resources as general education students. The materials are based on their reading levels per the results of the level set from Achieve 3000. Therefore, technology based online programs are used to support the ELLs. Newcomers use modified materials on their reading level and visuals are used. Teachers modify lessons using ESL strategies to make the standard based curriculum more accessible for ELLs. Teachers incorporate smartboard interactive lessons from www.teq.com. Also, instructional technology such as smart slate, smart camera, iPad mobile classroom are used to support the ELLs. Finally, level texts sets are also use dto support the ELLs.

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

Native language support is delivered through the use of bilingual libraries, bilingual dictionaries and glossaries. Texts that are available in a native language are also used. Native language state exams are also available. In addition, we have multiple staff members who speak a second language. ELLs who were considered "newcomers" are instructed with an intense vocabulary and grammar rich curriculum. A solid reading and writing components aligned with the ESL standards, Common Core ELA standards are incorporated in the lessons.

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

The required services support and resources correspond to ELLs' ages and grade levels because the curriculum is aligned to the Common Core and three units of study are the Expeditionary Learning Modules from the city that includes ELLs and their supports.

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).

Our Parent Coordinator and Guidance Counselor reach out to our feeder schools and invite them to come meet the staff during open house and have a tour of the building to become familiar with our academic programs. Throughout the year we outreach through meetings such as the orientation, P/T conferences and extended conferences.

19. What language electives are offered to ELLs?

The only language elective offered to seventh and eighth grade ELLs is 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)?

This does not apply because we do not have dual language programs.

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.)

The common branch teachers, subject area teachers, paraprofessionals, ESL teachers, Special education teachers will be trained in using data to drive instruction and goal settings. Professional development was provided based on Danielson's Framework Domain 3b: Using Questioning and Discussion Techniques to challenge ALL students including ELLs to high cognitive questions and have high levels of student participation in discussion targeting ALL students.

Additional professional development that is turn keyed is CMP3 in Math and NGSS in Science in order to differentiate instruction to a variety of student learners.

The following is a list of PD offered:

September 16, 2014: Webinar on SESIS and replacing IVRs

September 18, 2014: Mind Play Virtual Reading

October 3, 2014: "Catching Up to a Moving Target: Building Strong Language and Literacy Skills for SIFE and Beginner ELLs- Seesion 1 (Maryann Cucchiara)

November 14, 2014: Achieve 3000

November 24, 2014: PLC: Descriptive Feedback: Domain 3

December 1, 2014: PLC: Descriptive Feedback: Domain 3

December 5, 2014: Jennifer Stengelmohr: Understanding Language Development, Types of Knowledge and Building Prior Knowledge

December 8, 2014: PLC: At Risk for Middle School Students

December 12, 2014: Literacy Intervention Toolkit Series-Word Generation

December 17, 2014: Barbara Hackett: Teacher Development : Domain 1E

December 22, 2014: Barbara Hackett: Teacher Development : Domain 1E

January 7, 2015: "Catching Up to a Moving Target: Building Strong Language and Literacy Skills for SIFE and Beginner ELLs- Session 2 (Maryann Cuchiarrra)

January 13, 2015: Jennifer Stengelmohr: Effective Lesson Plan Structure - Entry Point for Beginning ELLs

January 28, 2015: Jennifer Stengelmohr: Literacy Across Content Areas for ELLs

February 10, 2015: Jennifer Stengelmohr: Language Development and The Arts

March 25, 2015: Barbara Hackett: Teacher Development: Domain 3 (Using Assessment)

March 30, 2015: Jennifer Stengelmohr: ESL Strategy Implementation, Observaion, Reflection

June 4, 2015: PLC: Learning Styles and Student Learning Inventory

In Addition, in the beginning of the 2014-2015 school year, Co Teaching PD was offered by the CFN.

The pupil accounting secretary received ATS training for ELL-Specific Topics on November 24, 2014.

2015-2016 School Year:

August 28, 2015: Implenting CR-Part 154/Toolkit for 2015-2016 Attended by the principal

September 2015: PD regarding " ELL and School Opening Procedures Calendar." attended by the Pupil Accounting Secretary

September 8, 2015 Training for ELL Registration Procedures for the Guidance Counselor and Parent Coordinator.

10/10, 11/17, 12/15, 1/19, 2/11, 3/15, 4/19. 5/17, 6/21: Helping ELLs Integrate into Our Schools.

2/4: Academic Language for English learners

12/3: Literature Circles: Voice & Choice

10/13: Really Great Reading

10/30: Adolescent Literacy Series: Building Vocabulary & Prior Knowledge

Monthly Parent Coordinating meeting by Dr. Dantona on how to increase parent engagement of ELL students.

Monthly Principal Meetings to address the needs of diverse learners.

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?

They will be going to PDs that are offered by OELL workshops.

As per the new CR Part 154, professional development requirements are as follows: 15% total hours ELL specific for all teachers and 50% total hours ELL specific for ENL/ESL teachers.

These PDs support teachers in delivering Common-Core aligned instruction by modeling scaffolds as a way to support students who struggle with language acquisition.

In addition, the professional development that is being offered states that they will give exemplars of the many ways language learners are able to access the same CCLS content as their peers.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In addition, the professional development that is being offered states that they will give exemplars of the many ways language learners are able to access the same CCLS content as their peers.

Since we have Sixth grade orientation, high school orientation, high school night , sixth and eighth grade advisory, auditorium periods to assist with transitioning and articulation, and content family night staff will be provided with ELL training throughout the school year from PLCs to provide them with information such as the "Blueprint For ELLS" and any information pertaining to the ELLS in the building.

In addition, To assist all ELLs, all staff members are given resources such as bilingual dictionaries for their classrooms. Also, they are notified of their current, former and transitioned ELLs by the ESL coordinator. For our 8th grade students who will be articulating to High School our guidance counselor meets with each class to explain the application process. The guidance counselor also shows the ELLs how to identify schools that have the programs they need and the guidance counselor reviews each application to ensure that the schools they are applying to have the ESL program they need. In addition, our guidance counselor receives professional development the same as the rest of the staff. She is also present when we have our weekly data inquiry meetings and analyzing the data to determine good teaching practices.

ELL training that the staff will be receiving is through OELL workshops will be ongoing throughout the school year for all staff members.

Guidance Counselor received training in articulation.

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 minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must

be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

In the upcoming school year, all PDs that the ENL teachers receive will be turn keyed. In addition, Co teachers will be going on ELL PDs together.

Attendance is kept on file on school premises by the Pupil Accounting Secretary as well as agendas. Also, there is a tracking "Teacher Professional Development 2015-2016 " chart available on premises.

a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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?

On-going parent orientations are held throughout the school year to inform parents of new admits about the program options for English Language Learners and for parents who were unable to watch the parent orientation video during the registration process. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners. Also, in the beginning of the school year, a "Back to School" night is held where all parents are invited and an ELL parent orientation is held for the families of those students who are determined eligible for ESL services. It is open to any family member who wishes to attend. The ESL teacher awaits parents so she can explain how the ESL program runs and what expectations are held for the growth of the ELL students. Agendas and sign in sheets are present to keep records.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have a group of ELL parents on the PTA who are proficient in English that reach out to other ELL parents. The Parent Coordinator creates a calendar of school events, key testing and event dates. The PC sends any school letters to the translation unit two weeks prior to get translated in the parents' preferred language.

Our PC creates a welcoming school environment for parents where she sends a welcome letter to parents with her contact information and hours. The PC post signs, displays bulletin boards at the school entrance. Also, the PC hosts PTA meeting and Student of the Month once a month.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parent are notified of any events that the DELLSS office offers. Also, Parent Coordinator accesses Connect with Kids. We are in the process of trying to arrange adult ESL classes with the BEACON Program.

We do not have a big population of ELL parents who are available but we encourage the parents of ELLs to join the PTA (Parent Teacher Association) or SLT (School Leadership Team). Parents are always welcome in our school and accommodations are made to assist them in many ways, including providing assistance in their native language. We have staff who speak Chinese, Spanish, Russian, Greek, Urdu and French; they are more than willing to help if their schedules permit. Sometimes just giving a little extra effort to help our parents who have limited English speaking skills gives them confidence and helps them to communicate with the school community.

We continue to be affiliated with "We Are New York Citizenship" which the Parent Coordinator helps on an individual basis any ELL parent studying for their citizenship. In addition, the "I.D." program is offered to ELL parents seeking information for identification purposes.

5. How do you evaluate the needs of the parents?
Through the Learning Environment Surveys, SLT discussions, PA Meeting, Open House Forum and Interim Survey given to parents in January. Surveys are translated to accommodate the language preference of the parents.
On site, we have the Foreign Language teacher who speaks Spanish, one Social Studies teacher who speaks Russian, one paraprofessional who speaks Urdu and another who speaks Chinese, one of the Math teachers who speaks Mandarin Chinese, the school nurse who speaks Haitian Creole and French. During the registration process and the on-going parent orientations, parents are informed of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) through the parent orientation video and the ELL brochures that are online on the NYC DOE website. The ESL teachers shows the parent orientation video and collects the completed Parent Survey and Program Selection. During the on-going parent orientations that are held throughout the school year, parents are informed about the program options for English Language Learners and if TBE/DL programs become available. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners.

Initially a spread sheet is established by the Parent Coordinator regarding the ELL students including the following categories: child's name, class, language spoken, level of ESL, and the parent's facility with English. Once the parent's facility with English is established for both ESL and non-ESL students, a list is compiled for translation purposes. A set of labels is created indicating

student's name, class and the home language. All letters and other pertinent information are sent to the Translation and Interpretation Unit for translation. When those items are received back at school they are given to the Homeroom teacher with a label indicating which child is to receive the translated article as well as the English version and the student can then take the item(s) home.

The Parent Coordinator also creates an e-mail list of all parents, our school has approximately 85% compliance with the request for parent e-mails. The list is divided in many ways. One of the groups established is the ELLs and parents of non-ELLs who need information translated. The information is then sent home as an e-mail as well as a hard copy.

Using the spreadsheet as an informational base interpretation needs for formal meetings such as Parent/Teacher Conferences are determined. The Parent Coordinator confers with the Principal for the finances available, contacts LIS, asks for an estimate, finalizes the needs of the school and reserves the necessary translation personnel. The funds available for live interpreters are used primarily for anything that is confidential, i.e. Parent/Teacher Conferences, individual conferences, disciplinary hearings, IEP reviews and the like.

During the Parent/Teacher Conferences the Translators are seated in one room and when a teacher needs translation they call the room and a Translator is dispatched to the teacher's room. This seems to be the most efficient way to use Translators. Additionally, at more informal meetings and/or activities where confidentiality is not an issue, the Parent Coordinator enlists staff members, parents and former students who are fluent in their native language and capable of translating. Another source of interpreters, especially for lesser known languages, is community groups. Contacting these groups is very helpful on finding resources for parents whose knowledge of English is limited. Also, the Parent Coordinator informs parents through email about the availability of adult ESL classes in the community and through the Department of Education. School notices and general information (such as legal and medical services) that are translated and distributed by the schools are kept in a computer file by the Parent Coordinator so that they may be readily accessed for a parent when requested.

6. How do your parental involvement activities address the needs of the parents?
Based on the results of the surveys and the "Tuesday Morning Second Cup" meetings are the parental involvement activities that address parents requests based on the need assessment. In addition, at those meetings and ELL parent events and/or conferences information are also available.

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.

For Part C. Parental Involvement:

Question 2: Phone calls are made and letters are sent home in the parents' preferred language. Records are kept by sign in sheets.

We have scheduled a November 2015 annual meeting with the parents or guardians of English language learners, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. We record attendance using existing procedures.

This is some additional information on how we identify our ELLs:

To identify English Language Learners in our school, the following is carried out to ensure proper placement. First and foremost, we have a team in place which handles the registration and orientation process with all the necessary documentation. This team includes the principal, ESL coordinator/teacher, people accounting secretary and the parent coordinator. Our parent coordinator welcomes the new registrants and is one of the team members that determines whether a translator will be needed during the registration process. When a parent comes in with his/her child and neither is able to speak in English or comes from another country and is able to converse in English to some extent, the ESL teacher, Ms. Kokoronis is notified and is always requested to be present during the registration process. Ms. Kokoronis conducts an interview and looks at the report card grades. If a translator is needed, one of our multilingual staff members (para professionals, classroom teachers, psychologist, and etc.) is requested to be present. During the registration process, all parents are given the parents' preferred language form for school communications, and the Home Language Identification Survey in their native language by the ESL Coordinator. The Parent Program Selection Survey is given to the parents by the ESL teacher, Ms. Kokoronis in their native language and an interview is conducted as well. Once again, if a translator is needed, one of our multi-lingual staff members is requested to be present through this process. In addition, Ms. Kokoronis, the ESL coordinator/teacher shows the parent orientation video and hands out the Parent Survey and Program Selection form to the parents to complete and hand back immediately. The ESL

coordinator, or a trained pedagogue is present while the HLIS is completed. The HLIS is given to any student that comes from a private school, out of state and/or abroad. If a student comes from a private school and/or out of state, an informal oral interview is performed by the ESL coordinator to confirm that the new admit does not speak a second language. Next, a letter is attached to the HLIS and "NO" is indicated on the HLIS and indicated on ATS by the people accounting secretary. No HLIS is given to a student who has been in a DOE public school. If a HLIS is not on file from a previous school, the home language is taken from the biographical information on ATS. Our ESL coordinator/teacher, reviews the HLIS and it is the first form used to identify and determine eligibility for testing. Once the students have been identified, they are then administered the NYSITELL by the ESL coordinator/teacher within ten days of their enrollment. The NYSITELL answer documents are printed from the ITEL screen using the RLBA screen. If a student comes from a Spanish speaking background Spanish LAB is administered to ELLs whose home language is Spanish and did not meet the Proficient level on the NYSITELL. The Spanish LAB-R is administered by the Foreign Language teacher (Spanish teacher) or the trained para professional who speaks Spanish with the ESL teacher present. In addition, the RLER is also printed out and used to keep track of students that need to be tested for the NYSITELL and the RLAB is used for placement. Finally, the NYSESLAT scores from the RLAT and RNMR are used to determine which students are entitlement per exam or have passed/tested out. For students that have tested out, the ESL teacher creates a list of all transitioned/former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT that are eligible for testing accommodations and gives a copy to each staff member. All enrolled students have a copy of their exam history (REXH) printed out by the pupil accounting secretary and placed in their cumulative file and are checked by the ESL coordinator/teacher to confirm if any previous NYSESLAT scores exist.

School Name: Robert F. Kennedy Middle School

School DBN: 25Q250

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)
Tara Mrwik	Principal		6/26/15
Ari Kapoutsos	Assistant Principal		6/26/15
Karen Eitelberg	Parent Coordinator		6/26/15
Elena Kokoronis	ENL/Bilingual Teacher		6/26/15
	Parent		
Sean McNamara ELA	Teacher/Subject Area		6/26/15
Brian Johnson Special ED	Teacher/Subject Area		6/26/15
	Coach		
	Coach		
Jennifer Rogriduez-Diaz	School Counselor		6/26/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Angela Debellis	Other <u>ENL Teacher</u>		6/26/15
Alexis Kopatsis	Other <u>Related Services</u>		6/26/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q250** School Name: **I.S.250**
Superintendent: **Mrs.DiMango**

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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

The ATS report "RAPL" can be updated regularly.

- a. In house created survey to all Official Teachers to determine the home language for each student.
- b. All written communication is sent to the DOE translation
- c. Emergency written communication is translated "in-house" in Spanish. All other families receive an attached form stating that if they need this information in another language to contact the school.
- d. All staff receives a school circular in their opening packet outlining the school and DOE policies for providing translations/interpretations services for parents.
- e. Any notices sent via the school's phone messaging system are translated into Spanish, Chinese, Bengali, Urdu, and Russian.

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, Chinese, Urdu, Russian, Bengali, French, Tagalog, Farsi, Punjabi, Arabic, Pashto, Gujartati, and Hindi

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.)

Information about Opne Houses, PA meetings, Content Family Nights, newsletters, and information regarding ceremonies, :grauation and awards

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.

1) Four parent teacher meetings -September 2015, November 2015, February
2) Content Family Nights- TBD
3) IEP meetings-ongoing

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.

Written communication with parents is sent to the DOE Translation Unit approximately two weeks prior to the planned distribution.
All written communication is disseminated by Official Class with the appropriate number of translations according to our in house survey.
In the case of an emergency where it is not possible for a document to be translated by the DOE Translation Unit, the document will be translated into Spanish. All other parents receive an English copy with an attached statement stating that if they need an interpretation of the document to contact the school.

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.

Staff members are used whenever practical for interpretation. If a staff member is not available, the DOE Translation Line is used.
For evening events, staff members who speak a second language are paid on a per session basis to attend and provide interpretation services.
Parents volunteer on a regular basis to provide interpretation services during evening events

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.)

Staff meetings and translation service cards will be provided to all staff members

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

Signs in all eight languages provided on the DOE site are conspicuously hung in the main lobby and main office.
All staff has access to the DOE Translation Hotline for communication with parents.
A list of staff members who speak a second language is kept in the main office for review.
All written communication is sent to the DOE Translation Unit a minimum of one week prior to the proposed distribution date.
Staff who speak a second language are paid at the per session rate to attend evening events to provide interpretation services.
In an emergency where it is not possible to translate a document, a form is attached to the parental notification advising parents to contact the school if they need the document in another language.

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)

Learning Environment Survey, Parent Surveys, PTA meetings, and SLT committee