

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **28Q287**

**School Name:**                       **THE EMERSON SCHOOL**

**Principal:**                               **JAKUB LAU**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The Emerson School School Number (DBN): 28Q287  
Grades Served: 6-8  
School Address: 108-35 167<sup>th</sup> St Jamaica, New York, 11433  
Phone Number: (718) 657-4801 Fax: (718) 657-4807  
School Contact Person: Jakub Lau Email Address: JLau@schools.nyc.gov  
Principal: Jakub Lau  
UFT Chapter Leader: Marion James  
Parents' Association President: Charm Rhoomes  
SLT Chairperson: Tara Sular  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Laura Granum  
Student Representative(s):

**District Information**

District: 28 Superintendent: Mabel Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd Queens. NY, 11435  
Superintendent's Email Address: MSarduy@schools.nyc.gov  
Phone Number: (718) 557-2618 Fax: 718-206-2748

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718.642.5855 Fax: 718-281-3509

## 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)
Jakub Lau	*Principal or Designee	
Marion James	*UFT Chapter Leader or Designee	
Charm Rhoomes	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Laura Granum	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>	
Jibal Ahmed	CBO Representative	
Tara Sultur	SLT Chairpeson/Teacher	
Latina Lewis	Member/Assistant Principal	
Keashi Clemons	Member/Parent	
Njeri Shields	Member/Parent	
Nadia Rose	Member/ Parent	
Kevin Gonzalez	Member/ UFT	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

1. The Emerson School is entering its third year as a middle school in September 2015. Its diverse student body is celebrating its first year with its full complement of grades 6-8 and its first graduating class in June of 2016. Our school seeks to create a stimulating learning community that inspires all students. Students are provided with a curriculum that emphasizes experiential learning, character development and prepares them for future academic and professional endeavors. Our school consists of stakeholders who are active participants in creating an environment that promotes collaboration, high expectations and prepares our students to be independent thinkers and life-long learners. The school has partnered with the Hispanic Coalition for Family Services, which will be running an after school program for our students beginning in September 2015 titled "Arts and Literacy After School Program." The school will continue to offer a CHAMPS program, and is working to maintain partnerships with the Alpha Phi Alpha Intercollegiate Fraternity, and Uncommon Schools Charter School Network. We will also continue to run our peer mediation program and a mentorship program for our scholars to mentor kindergarteners at a local K-6 school, both developed by internally by the school's guidance counselor. Finally, we are also working to develop a partnership with the NYPD Explorer's Program.

2. The school's primary strengths are the strong culture of high academic and behavioral expectations, modeled on the practices and procedures of the Uncommon Charter School Network. Last year, the school was able to successfully establish a student government, develop a unified curriculum, and have a large percentage of students make a year's growth on the NYS ELA and Math exams. Our challenges for this year is continuing to grow capacity as we add our final grade, and to provide all our teachers the necessary professional development to successfully implement our year-long instructional focus on questioning and discussion techniques as we continue growing as a faculty.

3. Last year was the school's second year. The primary focus was maintaining the culture and expectations and continuing to establish high academic and behavioral expectations. Making sure these things become ever-more embedded as we focus on developing the curriculum and instruction to provide a rigorous Common Core aligned and experiential education for all of our scholars is one of our top priorities.

## 28Q287 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	238	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	6	# SETSS	4	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		156.2%	% Attendance Rate		93.0%
% Free Lunch		80.2%	% Reduced Lunch		9.4%
% Limited English Proficient		6.6%	% Students with Disabilities		31.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		4.7%	% Black or African American		68.9%
% Hispanic or Latino		16.0%	% Asian or Native Hawaiian/Pacific Islander		8.5%
% White		1.9%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		2.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		14.0%	Mathematics Performance at levels 3 & 4		24.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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 Science (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			
<b>Accountability Status – High Schools</b>					
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.
- 
- MoSL data indicates that students have the ability to identify data but struggle to interpret and analyze it in order to draw conclusions
  - Weekly content-team meetings in ELA and Math indicate that teachers need support in creating questions and discussions at a DOK level 3 or higher.
  - Teacher feedback from in-house surveys and end of year conferences show that teacher desire support in areas surrounding questioning and discussion
  - Building on the school’s CEP goal from 2014-2015 regarding Rigorous Instruction is necessary to ensure the many new staff members joining the school to service its inaugural 8<sup>th</sup> grade become full participants in the school culture and learning community.
  - 2014-2015 State ELA and Math Exam results confirmed results from the previous year's MoSL assessments but also highlighted writing and vocabulary deficiencies.

### Part 2 – Annual Goal

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

By June 2016, all members of the Emerson Learning Community, including those who joined the school this year to service our inaugural 8<sup>th</sup> grade class, will have a clear understanding of how to create questioning and discussion techniques designed to promote student thinking, rigor, and alignment to the Common Core Standards. This will be measured by at least 50% of all teacher ratings in Danielson Component 3b: Using Questioning and Discussion Techniques, being rated effective or highly effective.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Ongoing progress will be measured through the school's benchmarks towards achieving its instructional focus of Questioning and Discussion, and through the effective and appropriate incorporation of the schools internal systems of ensuring classroom engagement in instructional activities (i.e. STAR, HALLS, R.I.C.H.E.R. and other unique elements of the school's culture).	All teachers	September 2015-June 2016	All teachers
ELA and Math content-area teams will meet weekly to discuss the creation and implementation of higher-order questions and discussion topics. These content-meetings will focus around looking at student work and data and troubleshooting areas that teachers and students are struggling with.	All teachers, with an emphasis on ELA and Math teachers	September 2015-June 2016	ELA and Math leads. All teachers are responsible for implementing strategies
Grade teams will meet weekly to discuss grade-specific issues regardless of content area. Big ideas for each grade will be targeted along with specific strategies such as graphic organizers, small-group instruction, and other differentiated resources to target high-need students	All teachers	September 2015-June 2016	All teachers with an emphasis on those teaching high-need students such as SWDs and ELLs
Teachers will share curriculum and lesson-plan resources on ATLAS Rubicon. Teachers will build on common resources to differentiate for their students and target specific needs	All teachers	September 2015-June 2016	All teachers
Teachers will use Skedula to record information about the standards that they are using to plan their assignments and lessons.	All teachers	September 2015-June 2016	All teachers will use Skedula

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for common planning, Professional development and workshops around strengthening questioning and discussion in the classroom, ATLAS Rubicon, Skedula.
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, all teachers will have at least one rating of effective in 3b of the Danielson rubric, using questioning and discussion techniques.

**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.
- With our first 8<sup>th</sup> grade class, we want to ensure we are fostering an environment that effectively prepares students for the transition from middle to high school.
  - Student who are referred to the Response to Intervention team may require additional socio-emotional support.
  - The Emerson School's vision emphasizes character building by investing students in “creating an environment that promotes collaboration.”
  - Empirical data suggests that students who struggle in 9th grade often have challenges with the extra independence that requires better study habits and greater self-motivation.
  - The small size of our school and the close connections that our students are able to make with teachers may not be as readily available to those students attending large high schools.

### 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, 8<sup>th</sup> grade Emerson scholars will receive appropriate guidance to support students’ transition to High School. This will be measured by at least 75% of 8th grade students passing their four core content area classes and being accepted into their selected high school.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>This advisory curriculum will be tailored to meet the needs of each respective grade.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Advisory Teachers, School psychologist/counselor</p>
<p>All 6th and 7th grade students will participate in an advisory program at least once a week that targets character building and socio-emotional development through activities centered around exploring personalities and issues in a non-academic setting. 8th grade students will participate in advisory assemblies exclusively for 8th grade students that will address the study skills and self-motivation skills necessary for high school and college readiness.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Advisory Teachers, School psychologist/counselor</p>
<p>Students, especially those that are mandated for counseling, will receive counseling services to promote their socio-emotional development and ensure that academic progress is not hindered by socio-emotional conflicts.</p>	<p>All students especially those with at-risk services</p>	<p>September 2015-June 2016</p>	<p>School psychologist/counselor, RTI team</p>
<p>A building-wide anti-bullying campaign will be implemented that addresses issues of safety and bullying in the building. Students will “take a stand” against bullying by placing their handprint on the wall and make a pledge to do their part to stop bullying</p>	<p>All students in all three schools in the building</p>	<p>September 2015-June 2016</p>	<p>Schools psychologist/counselor, deans from IS8 and YECA, student councils from all three schools</p>
<p>8<sup>th</sup> grade advisory will focus specifically on preparing students and parents for the high school selection process. In September and October, students will be encouraged to take the Specialized High School Entrance Exam.</p>	<p>8<sup>th</sup> grade students and parents</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

Professional development for staff on advisory, time, funding for school-wide campaigns and student test-preparation.

**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 <sup>st</sup> 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, 75% of 8<sup>th</sup> grade students will be passing all four core content areas and will be able to identify their top five high school choices.

**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.
  - MOSL data indicates that students have the ability to identify data but struggle to interpret and analyze it in order to draw conclusions.
  - Teacher observation data indicates a need for developing assessments that target argumentative writing and respond to student data.
  - Content meeting discussion and end of year teacher conference discussions indicate a need for more shared data points that teachers can use to compare/contrast student achievement across a grade in a uniform mannCr.
  - The school's Quality Review indicated that Indicator 2.2, Aligning Assessment to Curricula, was a area of improvement for the school. By agreeing on shared data points across the school and using these as the foundation for instructional and curricular adjustments, the school is ingraining the practice of using data to inform instruction into its foundational practices.

### Part 2 – Annual Goal

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

By June 2016, all teachers across a common grade and content areas will have at least four (4) shared data points that will be used as benchmarks to determine student progress. These data points will represent common assessments taken by all students at a particular grade level.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Weekly content-team meetings emphasize student work analysis. Student work is discussed with the purpose of improving assignment by increasing rigor, where appropriate, and eliminating generalized questions which students could answer without appropriate evidence.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>ELA and Math leads. All teachers are responsible for implementing strategies. Emphasis will be placed on providing this support for new and struggling teachers.</p>
<p>At the beginning of the school year, teacher will work in content level teams to establish a shared common assessment reflection sheet for assessing next steps after each of the four (4) common benchmarks have been administered.</p>	<p>ELA, Math, Social Studies, and Science Teachers</p>	<p>September-February 2016</p>	<p>All teachers will be responsible for collaborating on the common assessment reflection sheet .</p>
<p>Student progress based on shared data will be measured through discussion of shared data at content team meetings and appropriate revision of curriculum and instruction based on data from shared data points</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>
<p>Revision will be accomplished via a standardized common assessment reflection sheet completed at all content team meetings where common assessments are discussed.</p>	<p>September 2015-June 2016</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Effective use of common planning time, technology resources available to teachers, online software such as Atlas Rubicon, iReady, iXL, and MyOn that collects data on student strengths and weaknesses and can be used to triangulate student achievement with classroom assessment and city and stay assessments.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

## **Part 5 – Progress Monitoring**

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

Progress towards achieving the goal will be addressed in professional learning teams at the end of the second cycle of professional development (February 2016). In addition, progress will be discussed individually with teachers during mid-year check-in conferences regarding their individual goals for the school year.

**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.

As the school grows and builds capacity, administration is striving to increase teachers’ leadership capacity and to establish in-house experts on various pedagogical tools and strategies. A review of agendas and notes from 2014-2015 professional learning communities indicated that over 90% of meeting were planned and facilitated by administration. While administration will continue to provide meaningful, actionable, and timely feedback for all teacher observations, and this feedback will continue to be based on the Danielson Framework, more teacher leadership is necessary as the school grows in its number of students and teachers.

### **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, every teaching staff member will lead at least one meeting of a professional learning team and all staff members will participate in a professional learning team meeting. This will be measured by at least 50% of all teacher ratings in Danielson Domain 4: Professional Responsibilities being rated effective or highly effective.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers will attend out of building professional development provided by the Borough Field Support Center, Uncommon Schools, the District Office, and other support partners. Teachers will then develop workshops designed to turn-key information to The Emerson School faculty.	All teachers	September 2015-June 2016	All attendees of professional learning outside the building
All staff members, including main office staff and other support personnel, will participate in in-house professional development on topics relevant to school-wide and DOE initiatives.	All faculty and staff	September 2015-June 2016	Principal, UFT Representative, DC 37 Representative
ELA teachers on each grade level have been selected to pilot the Teachers College Writer's Workshop instructional model and will be turn-keying instructional best practice to all Literacy teachers who in turn will decide which practices to implement in all classrooms during Literacy Professional Learning Community meeting times.	All literacy teachers	September 2015-June 2016	Teachers College Writer's Workshop pilot teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Appropriate scheduling to allow for office staff and support personnel to attend selected professional development, appropriate scheduling to allow staff to attend selected out of building professional development.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, at least 50% of core content area teachers will have led at least one content team meeting.

**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"> <li>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.</li> <li>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.</li> </ul> |
| <ul style="list-style-type: none"> <li>As the school continues to grow, our community highly values parent involvement and wants to plan both school and PTA events in a strategic manner that maximized attendance.</li> <li>The school has hosted a variety of events throughout the school year, building a unique and collaborative school culture is one of the school’s strengths.</li> </ul>   |

**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, the Emerson School will host at least four (4) parent workshops and/or community events in coordination and collaboration with the school’s Parent Teacher Association. This will be measured by sign in sheets indicated the level of parent participation at the workshops/events.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>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).</li> <li>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Parent outreach via surveys and the PTA executive board regarding what events, activities, and support services parents want to see offered by the school.</p>	<p>All Parents</p>	<p>September-October 2015</p>	<p>PTA Executive Board</p>

Collaboration with CBO partner to identify and execute events and activities requested by parents and the school community.	All Parents	September 2015-June 2016	Emerson Administration and CBO
Parents are invited and encouraged to attend already established school-wide community-building events such as an International Festival, Career Day, and Spring barbeque.	All Parents	September 2015-June 2016	All school personnel, especially parent coordinator and administrators
Three of these four events will include a joint school/PTA curriculum night, an award ceremony celebrating students and parents, and a pot-luck dinner event.	All Parents	September 2015-June 2016	All school personnel, especially parent coordinator and administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Allocate funds for food, supplies, and decorations for joint events. Allocate personnel to plan and advertise said events.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016, the school will hold at least two combined PTA and School events.										
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports.	School-wide close reading strategies, vocabulary strategies, repeated readings and annotations	One-to-one and small group	During the school day, before school, and after school with support from CBO partner
<b>Mathematics</b>	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports.	Graphic organizers, close reading strategies for word problems.	One-to-one and small group	During the school day, before school, and after school with support from CBO partner
<b>Science</b>	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports.	Graphic organizers, close reading and annotation strategies, and vocabulary strategies	One-to-one and small group	During the school day, before school, and after school with support from CBO partner
<b>Social Studies</b>	State test scores, mid-year assessments, rate of growth from previous year, and teacher reports.	School-wide close reading strategies, vocabulary strategies, repeated readings and annotations	One-to-one and small group	During the school day, before school, and after school with support from CBO partner
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Response to Intervention Team determines students that are at risk and require at-risk services.	Counseling, Saturday programs,	One-to-one and small group	During the school day, before school, and after school with support from CBO partner

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Teachers are recruited and retained in a variety of ways, including but not limited to:</p> <ol style="list-style-type: none"> <li>1. Hiring fairs, resumes sent to the school, and recommendations:</li> <li>2. Networking with principals in the district, network, and via professional organizations.</li> <li>3. Partnerships with New York City Teaching Fellows and Teach for America.</li> </ol> <p>All teachers new to the NYC DOE receive mentoring from tenured teachers that is documented via the Mentor Tracking System (MTS). Teacher recruitment is founded on the goal of finding highly effective, highly qualified teachers. Teachers are recruited in a variety of ways, including but not limited to hiring fairs, resumes sent to the school, and recommendations.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development opportunities to develop assessment in instruction are provided in-house via content team meetings, grade meetings, new teacher committee meetings, and professional development committee meetings. Additional opportunities are provided by the Borough Field Support Center, Uncommon Schools, the Center for Educational Innovation's (CEI ) Middle School Professional Learning Community (PLC), and the district. The school has split up its professional development into 4 cycles (two per a semester). Further out of building professional development is identified for individual teachers and groups of teacher based on classroom observation and administrative review of student work products.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

N/A

#### 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.).

N/A

##### 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.

At the beginning of the year, all assessment option were discussed and agreed upon by the MOSL committee. Content specific assessments are discussed and agreed upon at content team meetings. Professional development on the use of assessment data are provided by the administrative team and network support staff via in house and out of building PD opportunities.

##### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	163,102.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,433,649.00		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

**The Emerson School** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>287</b>
School Name <b>The Emerson School</b>		

### 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 <b>Jakub Lau</b>	Assistant Principal <b>Latina Lewis</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Kristen Volonakis-Rowland</b>
Teacher/Subject Area <b>Ludnie Desire/Math</b>	Parent <b>Laura Granum</b>
Teacher/Subject Area <b>Rasheed Bility/SETTS</b>	Parent Coordinator <b>Alaya Coles</b>
Related-Service Provider <b>Dominguez Maria/Speech</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> 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 <b>not</b> 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)	<b>323</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	24	<b>Newcomers</b> (ELLs receiving service 0-3 years)	15	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	15	1	1	6	1	3	3	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	6	2					0
Chinese														0
Russian														0
Bengali							2	2	1					0
Urdu														0
Arabic														0
Haitian														0
French							1	1	1					0
Korean														0
Punjabi								1						0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							2	1	3					0
<b>Emerging</b> (Low Intermediate)							1	2						0
<b>Transitioning</b> (High Intermediate)							1	1						0
<b>Expanding</b> (Advanced)							6	6	1	0				0
<b>Commanding</b> (Proficient)							2	4	5					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							2	4	5					0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 MS.287 uses a variety of assessment tools to help assess the early literacy skills of our ELLs. These include the DRA, Myon and Iready and these assessments are given throughout the year. The data compiled from these assessment tools allow the teachers to keep a continual eye on the progress of the students. By using the data, in conjunction with data from other assessments such as the state ELA, math and science exams, MOSL exams and class grades, teachers can create an appropriate individualized action plan for future instruction of the student. All those assessment tools provide insights regarding individual strengths and weaknesses of the students. MOSL data, for example, indicates that students have the ability to identify data, but struggle to interpret and analyze it in order to draw conclusions. Data from those assessment tools indicates that our ELLs students are making steady gains in their academic progress and language acquisition. Each assessment tool provides teachers a baseline to drive instruction. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our schools' instructional plan at each grade level. Progress monitoring allows teachers to track growth for each individual student. The data allows the school to reflect on current and past practices and tailor instructional plan for the students. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our schools' instructional plan at each grade level. Progress monitoring allows teachers to track growth for each individual student. The teachers from MS. 287 attended many workshops that helped them to use data as a formative tool.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Last year we had only the 6<sup>th</sup> and the 7<sup>th</sup> graders and this year we welcomed the 8 graders. Most of our ELLs are classed as expanding after taking the NYSESLAT, and many are former ELL students (11 students). The data patterns reveals that the most ELL students are in expanding level of English proficiency across the grade 6 (6 students) and grade 7 (6 students). The least number of ELL students are in transition level ; one student is in grade 6 and one in grade 7. The most students in entering level are in grade 8 (3 students), then in grade 6 (2 students), and the least in the grade 7 (1 student) . We have four entering level students and four emerging level students. There are three ELL students in emerging level of language proficiency. One is from 6<sup>th</sup> grade and two from 7<sup>th</sup> grade. The most students in commanding level are in grade 8 (5 students), the 7<sup>th</sup> grade (4 students) and in the grade 6 (2 students).

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

MS.287 uses AMAO to self evaluate , review and implement our plans and goals to strengthen our ENL program and to improve academic outcomes for our ELLs. Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' commanding level of achievement on the state academic assessment. According to our data, our students need to work hard to make AMAO. Our ELLs are part of the entire school system; apart from being in the ENL program, they receive a content area instruction in the general classroom where the high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Our ELLs tend to perform better in listening and speaking modalities of the NYSESLAT, however they struggle most in the reading and writing modalities. We have made instructional shifts based on this data analysis. Our push-in/pull-out ENL teacher will focus mostly on this area to expose, encourage, and challenge our ELLs to read and write based on the text and picture analysis. The progress of all ELLs and the former ELLs is being monitored and our school uses information on AMAO in order to provide additional help and support if necessary.

The data AMAO 1 reveals that all of the ELL students are at risk from 1 - 8 due to the following reasons. Most of the students achieved 1 or 2 on ELA and Math state tests for the past two years , but many show 25% growth or less on those state tests. Many ELL students were 2, 3 questions away from scoring at the next proficiency level on the NYSESLAT. Even the expanding level ELL students showed at risk level in AMAO 1 tool, due to the low scores on the ELA and Math tests. Even though many ELL students scored at the low percentile on the 2015 NYSESLAT test, for example, 35%,37%, 63%, 55%, 74%, 41%, 48%, 56% many of them moved up to the next proficiency level and became expanding ELL level students and commanding level students. Only the ELLs who were newcomers are at the entering and emerging levels of English proficiency.

The data AMAO 2 reveals that ELL students in MS.287 did not meet the target for the 2015 school year. The target for 2015 school year was 15% with a difference of -2.50 % between the target and our current status. However, the ELL students did not meet the target for the 2015 school year, 12.5% of ELL students attained proficiency on the NYSESLAT last school year.

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) We are a new middle school and last year we had only the 6<sup>th</sup> and the 7<sup>th</sup> graders and this year we welcomed the 8<sup>th</sup> graders. Most of our ELLs are classed as expanding after taking the NYSESLAT. The data patterns reveals that the most students are in expanding level across the grades 6<sup>th</sup> and 7<sup>th</sup> . The least number of students are in transition level; only one student from grade six and one from grade 7. There are 2 students out of 4 students in entering level in the grade 6 across the grades. There are also a few ELL students in emerging level and the most ELL students are in commanding level of English proficiency. The most students in commanding level are in grade 8 (2 students), and in grade 7 (4 students). Those ELL students in our school who tested out from ENL program still receive transitional support for 2 years. After analyzing the NYSESLAT data we can conclude that our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient. We strive that our ELL students receive a quality instruction and rigorous, curriculum specific tasks targeting their reading and writing skills (academic language-CALP).

In addition, the performance data in ELA, math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, our ENL teacher is focusing on these areas in the classroom instruction. Our ELLs are faring in tests taken in English much better as compared to the native language on the NYS tests. Only newcomers get higher score on those tests in native language. The performance on standardized tests informs ESL teacher for the future planning.

B) The school leadership and teachers are using the periodic assessment data to make appropriate modifications to the current curriculum. The assessment data also helps to determine whether test scores are reflective of the students' true progress as measured by class work and teachers anecdotal. If there is a discrepancy between what the student knows and the grade they attained in the periodic assessment then the teacher knows to work on the student's exam taking techniques.

C) In New York City, there are three ELL programs offered to parents at the time of initial ELL identification: dual language, transitional bilingual education and freestanding ENL program. Transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. Skills used in home language acquisition are skills that a student can use for faster and more successful acquisition of English literacy. In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning in English. Dual language programs are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English proficient students are given the opportunity to learn a new language. Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition.

In MS.287 we have ENL program and home language is used for ENL instruction on the daily basis. The ENL teacher takes for

consideration the home language of students while planning the lesson, grouping and pairing students of the same language or teaching them new vocabulary words. Testing accommodation in their native language is always available, however, the longer student is enrolled in the ENL program, more often he or she chooses English as a testing language. We also take for consideration that English language learners begin the process of learning second language with knowledge of their first language and they make use of that knowledge in the process of learning. Students are not tested regularly in their Native Language, but they are encouraged to write in their Native Language as part of the ENL curriculum. The work is then assessed by a teacher who knows their Native Language. The Native Language work shows those students are applying strategies learned in ENL to their Native Language. Native language support is offered in the form of bilingual dictionaries, bilingual glossaries and bilingual software. Students are also partnered with students who share the same first language if possible. School is using the results of the periodic assessment in consideration for instruction. When looking closely at the performance of our ELLs on the periodic assessment we deduct that our ELLs need as much support in English as they do in their native language. Our goal is to provide them with rich opportunities where they can use all of their languages side by side.

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](#).]  
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
We make sure that a child's second language development is considered in instructional decision by placing our ELLs in appropriate groups according to their language proficiency level, which is distinguished by NYSITELL and NYSESLAT tests results. Our ENL program does not only accelerate English language development of our students. It reaches beyond language learning to help students maximize their diverse talents and skills in the language literacy and academic subjects, like science and math. Also, in order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assessment data, background experience, oral language and vocabulary using information on the child's educational history and cultural background. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech, often rephrase, and repeat instruction while using pictures, concrete objects and videos in order to support student's learning. Additionally, our school uses information on the child's educational , history/cultural background and identifies ELLs with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. For ELLs to excel academically in our schools, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our English as a New Language program uses strategies to help students to access new language development and subject matter through English. It also provides students with ENL support tailored to their English proficiency level.

The ENL teacher is working closely with the content teachers to introduce ELL specific differentiation strategies. All lessons include text that has been leveled for the ELL student. All students also have bilingual glossaries specific to the lesson or module being taught. The students also have constant access to bilingual dictionaries and thesauri. A recent development has been an introduction of better visual supports within the class , so that beginner students can better comprehend the content. Teachers' lesson plans should also reflect homogeneous language grouping for ELLs.

7. For dual language programs, answer the following:  
a. How are the English-proficient students (EPs) assessed in the target language?  
b. What is the level of language proficiency in the target language for EPs?  
c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELLs meet the states 'proficient level of achievement on the state academic assessment , NYSESLAT. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to another. Scores on the NYSESLAT exams are used and we evaluate the movement of students' results from one proficiency level to other and across the language modalities. In our school we have 11 former ELL students who are at the proficient level , and most of our ELLs are at the expanding level which shows that many of our ELLs meet AYP for our school and are moving up and are making gains in their language development.

The success of the ENL program is also evaluated by monitoring progress on summative assessments such as the state ELA and math exams, meeting AYP as well as report card grades. Therefore, the state tests are also the primary factor in our school's measure of AYP for our ELLs. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school, apart from being in the ENL program; they receive content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources or additional personnel to assist in meetings needs of the students. In addition, ELL teachers of ELLs administer the ELL Periodic Assessment two tomes per year in fall and in the spring. This assessment measures student knowledge of common core standards that will be assessed on the NYSESLAT in the spring.

In addition, teacher-created formative and summative assessments, such as scores on tests, student work, and projects are used to

monitor progress. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged. In addition, the progress of the former ELLs is being monitored in order to provide additional help and support.

For ELLs to excel academically in our school, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our ENL program uses different strategies to help students to access new language development and subject matter through English. It also provides students with ESL support tailored to their English proficiency level. Each of the assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan lessons and units for our ELLs. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources or additional personnel to assist in meetings needs of the students. In addition, ELL teachers of ELLs administer the ELL Periodic Assessment two times per year in fall and in the spring. This assessment measures student knowledge of common core standards that will be assessed on the NYSESLAT in the spring. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources or additional personnel to assist in meetings needs of the students. In addition, ELL teachers of ELLs administer the ELL Periodic Assessment two times per year in fall and in the spring. This assessment measures student knowledge of common core standards that will be assessed on the NYSESLAT in the spring. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources or additional personnel to assist in meetings needs of the students. In addition, ELL teachers of ELLs administer the ELL Periodic Assessment two times per year in fall and in the spring. This assessment measures student knowledge of common core standards that will be assessed on the NYSESLAT in the spring. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources or additional personnel to assist in meetings needs of the students. In addition, ELL teachers of ELLs administer the ELL Periodic Assessment two times per year in fall and in the spring. This assessment measures student knowledge of common core standards that will be assessed on the NYSESLAT in the spring.

## 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.

All newly admitted students and those who have not been in a NYS public school for 2 or more years are administered the Home Language Identification Survey. To accommodate parents and students with native language support we provide a copy of the HLIS in the parents’ native language and they complete the form with the assistance of qualified personnel who is a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of English Language Learners. We have access to interpreters of low incidence languages (i.e. German and Bengali) and bilingual pedagogues are able to assist native Spanish, French and Haitian Creole speaking parents. Over-the-phone interpretation services are available also through the DOE’s Translation and Interpretation Unit. In addition to the HLIS, the ENL teacher (or another trained pedagogue) will also administer an informal interview with the student and the student’s guardians. The language of the interview depends upon the language the guardian feels most comfortable speaking. This interview will help the teacher to find the student’s English proficiency level. The ENL teacher reads every newly admitted student’s survey in order to verify which students speak a language other than English at home with the answers to this document allowing the teacher to establish eligibility for HLIS. The home language is determined based on a combination of the interviews with the parent and the student, and responses to the questions. For those students who are eligible to take the NYSITELL, the assessment is administered within the first 10 days of their enrollment in the school (more than before in depth interview and review of work will be conducted to determine NYSITELL-eligibility). The ELL identification process is completed within 10 days after child’s enrollment. ENL teacher can also administer the Spanish LAB to newly identified ELLs whose home language is Spanish. The answer sheets of the exam are scan to ATS. In addition, results from previous years’ NYSESLAT exams as recorded on the RLAT report in ATS, are used to identify ELL students who have already been identified as an ELL in their previous school. Parent may request a re-identification process/review within 45 days of enrollment. Before a change in ELL determination is final, parental consent, principal and superintendent approval are required. SIFE status is determined within 12 months of enrollment. School formed a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. All newly admitted students and those who have not been in a NYS public school for 2 or more years are administered the Home Language Identification Survey. To accommodate parents and students with native language support we provide a copy of the HLIS in the parents’ native language and they complete the form with the assistance of qualified personnel who is a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of English Language Learners. We have access to interpreters of low incidence languages (i.e. German and Bengali) and

bilingual pedagogues are able to assist native Spanish, French and Haitian Creole speaking parents. Over-the-phone interpretation services are available also through the DOE's Translation and Interpretation Unit. In addition to the HLIS, the ENL teacher (or another trained pedagogue) will also administer an informal interview with the student and the student's guardians. The language of the interview depends upon the language the guardian feels most comfortable speaking. This interview will help the teacher to find the student's English proficiency level. The ENL teacher reads every newly admitted student's survey in order to verify which students speak a language other than English at home with the answers to this document allowing the teacher to establish eligibility for HLIS. The home language is determined based on a combination of the interviews with the parent and the student, and responses to the questions. For those students who are eligible to take the NYSITELL, the assessment is administered within the first ten days of their enrollment in the school (more than before in depth interview and review of work will be conducted to determine NYSITELL-eligibility). ENL teacher can also administer the Spanish LAB to newly identified ELLs whose home language is Spanish. The answer sheets of the exam are scan to ATS. In addition, results from previous years' NYSESLAT exams as recorded on the RLAT report in ATS, are used to identify ELL students who have already been identified as an ELL in their previous school. Parent may request a re-identification process/review within 45 days of enrollment. Before a change in ELL determination is final, parental consent, principal and superintendent approval are required. SIFE status is determined within 12 months of enrollment. School formed a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

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).

Our school identifies ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process within 30 days of enrollment. It includes the oral interview SIFE questionnaire, review of academic history and student work samples to determine level in home language and math. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish school administers the Literacy Evaluation for Newcomer SIFE (Lens). Once a SIFE scores at transitioning/intermediate level on the NYSESLA, SIFE status is removed.

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).

NYSESLAT eligibility for students entering school with IEP's (from within the United States) is based in our school on the determination of the Language Proficiency Team (LPT). The LPT includes : a school district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication parent or guardian is present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take NYSITELL. The LPT team considers evidence of the student's language development, including, but not limited to the following: the decision of LPT team, the student's history of language use in the school and home community, the results of the individual evaluation of the student which includes assessments administered in the student's home language and the information provided by the Committee on the Special Education (CSE). Based on the evidence , the LPT team makes a determination as to whether the student may have second language acquisition needs or whether student' s disability is the determinant factor affecting whether the students can demonstrate proficiency in English. If the LPT determines that the student may have English Language acquisition needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL , the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee in 10 school days accepts or rejects the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school in 5 additional school calendar days administers the NYSITELL and notifies the parent or a guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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

Our school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after NYSITELL is scanned and score is determined. Letters are sent to parents in the preferred language of the parent. By sending the letters to the parents the school lets them know the results of the NYSESLAT test and they have the right to appeal the ELL status within 45 days of enrollment. Parents and students have right to a re-identification process within 45 days of initial enrollment. Copies of the letters are kept in students' cumulative folders.

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

Parents and students have right to a re-identification process within 45 of initial enrollment. Our school is planning to establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process. Parents are informed that

they have the right to appeal ELL statuses within 45 days of enrollment from the entitlement letters of ELL status notification that are sent to parents within 5 school days. When MS.287 receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal) the process can start.

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.

After identifying students eligible for ELL services, entitlement letters and continued entitlement letters are sent home notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ENL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. We have teachers and paras who assist us with the translations with parents who are also provided with an access to the Translation and Interpretation Services and the documents in their native languages. After the video, the Parent Coordinator and ELL teacher offer a question and answer session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ENL program. After identifying students eligible for ELL services, entitlement letters and continued entitlement letters are sent home notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ENL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. We have teachers and paras who assist us with the translations with parents who are also provided with an access to the Translation and Interpretation Services and the documents in their native languages. After the video, the Parent Coordinator and ELL teacher offer a question and answer session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ENL program.

The school informs parents who have previously chosen a TBE/DL program about their children's placement in the school when the program becomes available. If a parent's program choice is not available in the school, the school informs the parents that the selection is not available and provides them with the following two options. The students can be 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. While the school awaits the transfer, the student should temporarily be placed in ENL program in the school until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum threshold for opening a bilingual program. Therefore, the bilingual program is the default placement when a parent survey is not returned. Every effort should be made to ensure that parents complete the Parent Survey and Program Selection Form and outreach attempts must be tracked and maintained at the school. Parent choice is recorded in the ELPC screen. Once the student's program has been determined based on the those steps, our school sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

ENL teacher reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner by making attempt to make contact with the parent by phone call or email. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpreter in the form of another teacher or a para, or assistance will be requested from the Interpretation Unit. The parents must return the completed and signed those forms within 5 school calendar days. As per CR Part 154.2, if a form is not returned, the student is placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL program. ENL teacher also sends to a parent default program placement letter/letter not returned from parent asking the parent to sign the program selection form. MS.287 closely monitors parent program choice by maintaining a list of parents' requests for different program choices categorized by the language and by maintaining those letters in the student's cumulative record and in the ELL folder of Critical Documents. Parent choice is recorded in the ELP screen.

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

MS. 287 monitors the Parent Survey and Program Selection forms that have not been completed and returned by maintaining the list of parents who didn't returned those letters and keeping all copies of those letters including default program placement letter/letter not returned from parent in the student's cumulative record and in an ELL folder of Critical Documents which is in a central location for ease of review. If the parents did not return the parent choice form in eighteenth school days after initial enrollment, ENL teacher will select in ELPC screen: parent did not return the survey.

9. Describe how your school ensures that placement parent notification letters are distributed.  
MS.287 ensures that placement parent notification letters indicating the program in which their child has been placed are distributed by ENL teacher, who is also responsible to send those letters in the preferred language of the parent. The copy of the letters are maintained the student's cumulative record in the main office and in an ELL Folder of Critical Documents by ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
In MS. 287 the secretary in the main office retains all ELL documentation for each child in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, ENL teacher maintains a copy of the student's cumulative records and an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. The access to all the ELL documentation has the school secretary, parent coordinator, the school administrators and ENL teacher. Those documents are also available upon request for outside school administrators and the supervisors.
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.  
Every year there are many steps taken to ensure all ELLs receive the NYSESLAT annually. ENL teacher ensures that all ELL students receive the NYSESLAT, therefore the first step is to identify eligible students. The results of the ENL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ENL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ENL service (NYSESLAT scores and NYSITELL scores in the past 3 years) and RLER (to find the names of students eligible to take the LAB-R or NYSESLAT), as well as REXH (Exam history report). ENL teacher identifies any NYSESLAT eligible students who have long-term absences and call their parents to ensure students are present during scheduled during exam times. Upon receipt of NYSESLAT materials, the administrators count the numbers of booklets and answer documents.  
During the academic year the ENL coordinator will keep a list of all ELL students as well as potential ELLs. These names will be cross-referenced with the RLAT and ATS report. During the NYSESLAT testing window, time will be made during the school day to pull out the ELL students and give them all four modalities of the NYSESLAT. Only one modality will be given in one day and the classroom will be isolated so that testing conditions can be maintained. All modalities will be administered in line with the rules and regulations of the most recent testing memo.  
The school selects the dates of administration within the test administration window and track student completion. Before the test is administered, the testing coordinator keeps it in a secure, locked room, and releases the booklets to test administrator on the first day of the test. The booklets are later returned to the same secured room. The ESL teacher and other pedagogues administer all parts of the NYSESLAT, therefore the school schedule needs to be adjusted. We keep track of students' attendance and offer make-up sessions including students who are absent for one or more sessions. Make-up dates are offered to administer the NYSESLAT for absent students in the specific time frame of the testing window.  
The NYSESLAT consists of 4 sections (speaking, listening, reading and writing), all of which need to be administered in order to generate a valid score and proficiency levels/results. The first several weeks are devoted to administration of the speaking section. There are only 10 school days during which we administer different subtests. In the event that a NYSITELL eligible students enters the school during NYSESLAT administration window, the student are also be administrated the NYSESLAT. In the last step we ensure that all students eligible to take 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After viewing the NYSESLAT results from previous school year, Ms.Tyminska, ENL teacher sends out the continued entitlement letters to the parents of the students who are still eligible for ENL services. She ensures that continued entitlement and transitional support parent notification letters are distributed by collecting the copies of the letters that are maintained in the student's cumulative record and in the ELL Folder of Critical Documents. Letters are sent to parents before the beginning of the school year, but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Those letters are forwarded to DOE schools upon transfer to another DOE school.
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).  
MS.287 is a new school; therefore, we are still gathering data from previous years. We are maintaining a list of parent requests for a bilingual program, categorized by language; therefore, they are placed in ENL program. Since we currently do not have any parents requesting bilingual or transitional bilingual programs we have yet to create either. Parents who do select such programs, and do not want to be on the waiting list, are assisted by the ENL coordinator and guidance counselor in finding a place the student's cumulative record e in a program in another school. To build alignment between parent choice and program offerings as per Aspira Consent Decree , which established bilingual instruction as a legal entitlement for New York City City's Spanish speaking ELL students we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Surveys are available at school for review. Later parents are notified about their children's placement in ENL program. Ms.

287 documents and includes attempts to gather initial parent selection preference. Over the next few months, we are planning to send the ELL teacher to a workshop that details how to implement a TBE or Dual Language Program so that we are prepared if the need becomes evident.

## 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.

In MS. 287 integrated and standalone ENL instruction is implemented as per CR Part 154.2. Our freestanding ENL program provide instruction in English with home language support, emphasizing English language acquisition and integrated ENL instruction to build English language skills through content area instruction. It is delivered by a certified ENL teacher who is often co-teaching with a certified content area teacher. ENL teacher instruction includes content area subject matter and English development using ENL strategies. The ELL students are spread between many classes in grades 6-8. The ENL teacher pushes in the classes during content instruction, or pulls out the ELL students into a separated location (standalone ENL). The ENL teacher collaborates with the content teachers, so that maximum differentiation is provided that enhances student understanding of English while learning classroom content. The integrated ENL along with the subject taught are dependent upon the student's proficiency level. At the entering, emerging and transitioning levels, integrated ENL with ELA is provided. At the expending level, the integrated ENL is with any content area that best meets the needs of the student. Those ELLs who have a common home language organize collaborative tasks in the home language among peers; therefore, instruction is provided in English with native language support. Those tasks are enriched with Academic English Development. ELLs who are also students with disabilities receive accommodations that apply to both ELLs and SWDs according to their IEPs. We also provide English language support to our former ELLs who exit out of ELL statues. Although the schedule varies each day, each day involves an integrated and standalone ENL instruction and with groups that are grade level homogeneous and language level heterogeneous.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ENL classes by certified ESOL teacher during stand-alone ENL instruction and by integrated ENL teachers where 2 individually certified teachers are co-teaching. The schedule of our ELL students is provided to our principal who approves it. The ENL teacher is also responsible for scheduling ENL classes so that all ELL students receive the mandated instructional minutes. The integrated ENL and standalone ENL are dependent upon the student's proficiency level. At the entering level (beginning level), ENL teacher provides 2 units of study per week (360 min). Stand-alone ENL is provided during 1 unit of study in ENL (180 min.) and integrated ENL is provided during 1 unit of study in ENL/ELA (180 min.) Emerging level (low intermediate) is provided during 2 units of study per week (360 min.) During this instruction stand –alone ENL is provided during 0.5 unit of study in ENL (90 min.) and integrated ENL is provided during 1 unit of study in ENL/ELA (180 min.) At this level there is also flexibility where 0.5 unit of study can be stand alone ENL or Integrated ENL/content area. (90 min). Transitioning level (intermediate level) is provided during 1 unit of study per week (180 min). During this instruction integrated ENL is provided for 0.5 unit of study in ENL/ELA (90 min). At this level, there is also flexibility where 0.5 unit of study can be stand alone ENL or integrated ENL/content area (90min). Expending level (advanced level) is provided during 1 unit of study per week (180 min). During this instruction integrated ENL is provided during 1 unit of study in ENL/ELA or content area (180 min). Commanding level (proficient) is provided for former ELLs who continue receive services for an additional two years. During this time 0.5 unit of study per week (90min.) can be provided of integrated ENL in ELA or content area, or other approved services.

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.

Core content area instruction is delivered in English during freestanding English as a new language (ENL) program. We provide stand alone ENL instruction and integrated ENL instruction. During the stand-alone instruction English language skills are developed, so that students can succeed in core content areas. During our integrated ENL instruction English language skills are built through content area instruction. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. Our ENL program enhances student understanding of English while learning classroom content. Our ENL instruction provides instruction with home language support. In order to maximize English language acquisition for our ELLs and to make content comprehensible to foster language development and meet the demands of Common Core Learning standards, the ENL teacher and the classroom teacher work closely together to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs.

Additionally, the ENL teacher instructs students using lower-level text on content area subjects as a means of support. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction. Our school has purchased programs that will enhance content area learning acquisition of the ELL population. The first program is the Great Source Access ESL Newcomer Program to be used with ELLs new to the NYC system. The school has also purchased NYC Core Curriculum; ELA Classroom Library Native Language Collection; language: Bengali/English. This will help raise the reading level of our Bengali speaking students.

To help students to progress in these programs we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ENL, ELA, Math teachers and other content areas teachers for each unit to foster language development and meet the demands of the Common Core Learning Standards. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and together with ENL teacher modifies their instructional language and scaffold the instruction in order to ensure students understanding. Differentiation strategies during the ENL instruction include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs and goals.

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

Our ENL instruction enhances ELL's existing home language skills. This allows students to access content by interacting with each other at varying levels of language proficiencies. Therefore, our ENL teacher and the classroom teacher organize collaborative tasks that target content and generate interactions in the home language among peers. Those tasks are enriched with academic English language development. Our home language resources available in the classroom and in the school's library are used to accelerate ELLs learning. The ENL teacher also makes sure that each core content teacher is equipped with the necessary assessments in every ELL's native language. These assessments are a combination of teacher made tests and past state exams. This allows those students who intend to take their state assessment in their native language to have the opportunity to practice dealing with both the format and content of the test. We believe that the more literate students are in the home language the stronger and more expedient is their transition to academic English proficiency.

We have many paras who speak different languages and who assist us with their translations and work throughout the year with ENL teacher and the classroom teachers. We also use over the phone translation unit if it is necessary. In regards to language, all ENL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELL making use of alternative language editions or of oral translations may write their responses to the open-ended questions in their native language. ELL students may also use both English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ENL classroom and the content area classes. Report cards and any other information on the student are given to students and parents in their native language.

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

ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ENL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that the ENL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

The ENL teacher ensures that the ELL students are tested in all four modalities by incorporating all four modalities into each lesson. Writing is tested through work products and notes made in class and reading is assessed through teacher observations of different reading strategies (read aloud, jigsaw reading etc.). ENL teacher also assesses the students listening and speaking skills through the observation of student interactions during group and partner discussions. In addition to this, the NYSESLAT Periodic Assessments throughout the school year, all the formal as well as informal assessments of ELLs indicate the concentration of the

instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. According to the data report, ENL students need less instructional support in speaking and listening and more in reading and writing therefore ENL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas.

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

ELL population consists of many subgroups, and they all require differentiated instruction.

a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the ENL teacher has assessed areas of weakness, they will then work closely with the student's content teachers to create strategies that specifically help the student in the identified areas. Once an action plan has been created, it will be implemented by the student's teachers, as well as the ENL teacher with regular reviewing occurring during ongoing inquiry meetings. Additionally, we provide academic intervention services as an extension of the regular school program on both push in and pull out services, make an individualized student needs assessment, differentiate of instruction in all areas, provide with the grade appropriate instructional support materials and communicate closely with the parents to monitor their children's progress. Ms. 287 is monitoring the progress of those students and their scores on the NYSESLAT, ELA, Math assessments and other assessments and provides support in all content areas to differentiate instruction.

b) Newcomers are provided with a risk free, welcoming environment to meet the transitional needs of these newly arrived immigrants. These students are encouraged to become involved in learning their new language through role-plays, simulations, projects, field trips and scaffold lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies, translations in the native language and encouraging "buddy systems" of students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide materials that will support them academically (i.e., books, glossaries, dictionaries). Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, as well as reading comprehension. The newcomers are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulative. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available for students who have to take state exams (i.e., ELA, Math, etc.). They are taught explicit test taking skills and are encouraged to enroll in the school's After School Program and to participate in school celebrations and other programs for further support.

In order to provide ELLs native language support, state exams maybe administered in the student's native language or when unavailable, translators are hired to support students. Newcomers receive explicit differentiated instruction that addresses their transitional needs and academic needs, as well as language development strategies. Listening comprehension is mainly targeted with newcomers, with software and web based programs. Teachers work with newcomers in a rigorous language development program in order to prepare them to take the required ELA test after one year. An informal assessment is provided to identify possible Academic Intervention programs and home school communication is an important factor for our newcomers.

c) For developing ELLs assessment data is carefully analyzed to determine areas of weakness and instruction is planned to address those weaknesses. Teachers regularly read assessment data to monitor the student's progress in all content areas and better differentiate instruction for specific academic needs and still providing native language support. The skills that prove to be more difficult are targeted in small group settings. The school administers the periodic exams to all students to specifically pinpoint the exact areas in which the student is struggling. This allows the teachers to expand on the information offered in the NYSESLAT. The focus will be for teachers to target vocabulary development, and introduce students to new authors and genres to improve reading skills; via the use of graphic organizers, modeling, chants, songs, rubrics and a print rich environment. Instruction for those students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

d) The differentiated instruction for students who completed 6 years of ENL services (Long Term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn. Native language support is also provided as needed. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests. Our action plan for this group involves also monitoring the progress of students in all content areas to differentiate instruction for literacy needs, encourage their participation in the school's programs to enrich their language and academic skills and to communicate closely with the parents to monitor their children's progress.

e) Former ELLs according to a new CP Part 154 still receive 90 minutes a week of integrated ENL for 2 years after testing out as per NYSESLAT or other ELL exit criteria. Students who are former ELLs and have completed six years are integrated into our standard educational models. They are illegible not only for transition support, but also for two years after testing accommodations that also apply for other ELLs and they can receive additional support as needed. Testing accommodations for LEP/ELLs students on NYS ELA and content - area assessments include: time extension, separate location, third reading of listening section (ELA exams only), bilingual dictionaries and/or glossaries, oral translation of low incidence languages. After reaching proficiency on the NYSESLAT, or testing advanced on the NYSESLAT and test at level 3 or 4 on the ELA, or tested advanced on the NYSESLAT and test 65 or higher on the English Regents former ELL students will continue to receive language acquisition support to consolidate and further develop their English language skills in different content areas enriched with academic English language development and focused on reading and writing skills. The ENL teacher will work closely with the content teachers to create an action plan that will help address any areas where the former ELL might still need assistance. They will monitor the progress of students in all content areas to differentiate instruction for literacy needs and will design many collaborative tasks that target content and generate interactions among students. Students will work in small groups with their classroom teachers targeting specific areas of need. The ENL teacher will also ensure that all teachers are aware of the testing accommodations to which former ELLs are still entitled. Former ELLs will also be encouraged to sign up for all extracurricular programs open to ELLs.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. Ms. 287 school students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ENL strategies and instructional methods are utilized.

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.

For students re-identified as ELL or non-ELL based on an approved re-identification appeal within 45 days of student enrollment, our school ensures the student's academic progress has not been adversely affected by the re-identification with 6-12 months after re-identification has been established. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Next, the principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification is in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

The ENL and content teachers all have access to the students' IEPs on the SESIS system. For ELL students with special needs, the IEP is used to guide accommodations in both instruction and testing. The teachers make note of the specific accommodations needed for each individual student. There is also ongoing communication between the teachers and related services personnel. They both meet as a means of exchanging strategies and sharing assessment data to help the students perform on a differentiated grade level. English language development is accelerated through differentiated activities specifically designed to target language acquisition. ENL program combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs-SWDs. It also provides an ELL component that supports the class curriculum and provides ELLs-SWDs with scaffolding.

To both provide access to academic content areas and accelerate English language development teacher of ELL-SWDs

and content area teacher who work together use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Every day there is small class instruction and writing activities. ELL-SWDs also use technology support with the computers, laptops and online resources. Furthermore, Teachers of ELL-SWDs use grade level books, which also have the ENL component to differentiate the instruction. Professional development meetings with classroom teachers, special education teachers, other SWDs providers and ENL teachers are also very helpful tool of communication and resource for planning the instruction.

ENL materials for ELL-SWDs students are grade level and age appropriate with cognitively challenging content that is aligned with state standards. They are appropriate for the diverse levels of English language proficiency. ENL teacher is using thematic instruction, so the students are exposure to common vocabulary and related common area content. The themes are aligned with the New York State Learning Standards, Common Core Standards and the English language proficiency standards. Grade level materials help ENL teacher to develop appropriate task for different proficiency levels. ELL students are using hands - on/visual resources and simplified texts to learn the grade level content.

The materials are also age appropriate, engaging all proficiency levels ELL-SWDs and supported with the ESL classroom leveled library , picture dictionaries, picture books, maps and other quality visual resources which provides the background and the vocabulary needed to read a more complex text so the students can learn content being taught in the general education classes. Native language materials are used during an ENL instruction with ELL-SWDs including bilingual glossaries, bilingual dictionaries, picture dictionaries, bilingual books and other materials in the native languages represented by ELLs.

MS.287 makes sure that the child's IEP is being carried out as it was written and makes sure that ELL-SWDs receive all services mandated on their IEPs. The child's IEP is reviewed by the IEP team at least once a year, or more often for a purpose of reviewing if the child is achieving annual goals. The administrators, teachers and parents are regularly informed about any changes made for the ELL-SWD in their IEPs.

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?

All of our ELL-SWDs are in the least restrictive environment. The fact that the ENL teacher pushes in to these classes, results in the student receiving instruction in the environment most conducive to his or her learning style. This also allows the ENL teacher to work closely with the classroom teacher so that they can provide instruction that meets both the ELL needs of the student as well as those specific needs addressed in the student's IEP. MS. 287 is using curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment . It is using the framework for Great Schools where instruction is customized, inclusive, and is aligned to the Common Core and high standards are set in every classroom. Students are actively engaged in intellectual activity and developing critical thinking skills. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their non-disabled peers the Integrated Co-Teaching classrooms are opened, and all school curricular and extracurricular programs are available to all students including SWDs. The following is the criteria used to place ELL-SWDs in ICT classes. Students are placed in ICT classes based on how well do in the class. If they are exceeding their modified promotional criteria, that is an indication that we need to be more flexible in scheduling.

The ENL teacher meets on the daily basis with the classroom teacher to discuss students' strengths and weaknesses and to look at students' work. ENL teacher is using a program called ATLAS Rubicon and Skedula for planning and preparations and to find the standards used for planning the lessons. All the teachers meet and discuss all modifications for all ELL including ELL-SWDs. The goal is to plan on their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. During Grade level meetings teachers discuss ELL-SWDs' strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students including ELL-SWDs. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students.

ENL and other teachers combine precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. It also provides an ELL-SWDs component that supports the class curriculum and provides ELLs with scaffolding. All the teachers have access to online interactive Math, ELA and other subject areas lessons on all grades to use with the ELL students and with ELL-SWDs according to their goals in their IEPs.

Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their non-disabled peers all school curricular and extracurricular programs are available to all students including SWDs. All the teachers and service providers including those who serve the ELL-SWDs : PT, speech teacher, SETTS teacher, AIS

Chart teacher, OT teacher, ENL teacher, guidance counselor meet to align their schedules for all ELL-SWDs and they are flexible to change their schedules and to change curricular and instructional planning according to the changes in the students' IEPs. The scheduling of ELL students with IEPs plan ensures that they receive their mandated special education and ENL services in a general-education, least-restrictive environment.

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

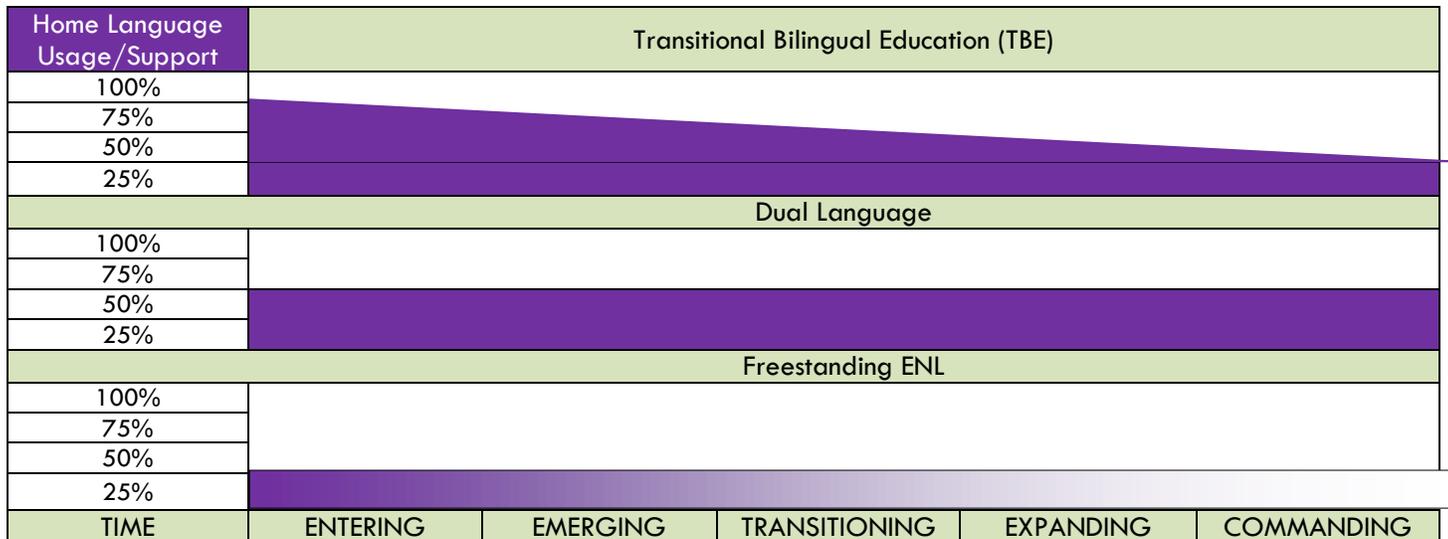


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention services in our school for ELLs in Math, ELA and other content areas are SETTS, ENL, AIS, Math intervention, Guidance Counselor, OT, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ENL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension.
- Target intervention programs in our school are research based instructional programs which strategies addresses the needs of all ELL students and all ELL subgroups ( Newcomers ELLs, Developing ELLs, Long-term ELLs, Former ELLs, Sife ELLs, ELLs with disabilities). They are helping our ELLs not only to learn English, but also to develop in their content classes Ela, Math, Social Studies, etc. and prepare them for high school. The following intervention programs are available to all ELL subgroups and are conducted in English:
- ELA – Academic Intervention Services, Wilson Reading (for beginners), MyON, iReady, Saturday Success Academy.
- Math - Academic Intervention Services, Saturday Success Academy, Lunch time math tutoring, iXL, iRready.
- Others: Specialized High School Prep (for 8th graders), advisory program, counseling, Arts and Literacy After School Program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is measured by the ELL students' results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ENL class as well as in the content area classes. ELLs are making steady gains on the assessment and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. Our data only goes back two years because we are a new school, but we can say that the current ENL program is effective in that all our formal and informal assessments class assessments demonstrate improvement so far for this year.
- It is often noticeable that ELLs, who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ENL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classroom grades, observations and conferences with teachers and other service providers inform ENL teacher for the future planning. All the teachers are made aware that they are teachers of ELLs because they collaborate with ENL teacher who provides them with the names of ELLs, their schedule, home language and level of English proficiency. STARS, SESIS are other web-based tools used by teachers also inform them about ELL's in their classes. Our program ensures that our ELL's are constantly making progress in BICS (Basic Interpersonal Communication Skills) and their CALPS (Cognitive Academic Language Proficiency Skills).
12. What new programs or improvements will be considered for the upcoming school year?
- This year MS.278, the Emerson School is entering its third year as a middle school therefore we are consider to implement many new programs and improvements for the upcoming new year. School purchased many new books for teachers as well for the students: new social studies books, for example. More classes are now equipped with the smart boards. The ENL teacher is planning also to buy new programs and other resources for our ELLs, for example different dictionaries, electronic bilingual dictionaries and thesauri for ELL students to use during regular instruction. Additionally, this year we started to implement Freestanding English as a new language program where we use the stand-alone ENL instruction to develop language skills and integrated ENL instruction to build English language skills through content area instruction. This year many laptops were purchased for the students to use. Additionally, our schools goal will be for all members of the Emerson Learning Community to have a clear understanding of how to create questioning and discussion techniques design to promote student thinking, rigor, and alignment to the Common Core Standards. Our ELA and Math content-area teams will meet weekly to discuss the creation and implementation of higher –order questions and discussion topics. Grade teams will meet weekly to discuss grade-specific issues regardless of content area. Also this year teachers will share curriculum and lesson – plan resources on Atlas Rubicon and Skedula to record information about the standards that they are using to plan their assignment and lessons. This year also weekly content – team meeting will emphasize student work analysis. Furthermore, by June 2016, 8th grade Emerson scholars will receive appropriate guidance to support students 'Transition to High School'. Next, all 6<sup>th</sup> and 7<sup>th</sup> students will participate in an advisory program at least once a week that targets character building and socio- emotional development. Students, especially those that are mandated for counseling will receive counseling services to promote their socio-emotional development. Lastly, the school is beginning to implement the "Leader in Me" program and "Project Boost." Both these programs are designed to support the social and emotional development of students. The school has a focus on including ELL students in both programs.
13. What programs/services for ELLs will be discontinued and why?

As per new regulations of CR Part 154.2, English as a Second Language program with Push- in only instructional model will be discontinued at our school. Other services for ELL's proved to be highly effective in our school. Therefore, at this time, no other programs/services for ELL's will be discontinued.

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

ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. MS. 287 invites ELLs to participate in all school programs (curricular and extracurricular) and they have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school. ELL students take part in the community building activities, enjoy participation in our basketball team, student government and students' performances on the stage. Some of former and present ELLs have been chosen to be part of the Student Government. Our school provides all required support services according to ELLs ages, needs and grade levels. We provide Academic Intervention Services through afterschool programs including extended days services, which focus on assessed needs for additional instruction to improve literacy and mathematics skills. Many our ELLs fully participate and attend our afterschool programs. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Throughout the year, ELL parents and ELL students come to the school to take part in community celebrations and the school wide events. All parents are invited to parents' workshop and volunteering including the Monthly Spirit Days, school wide events, parents' workshops and volunteering. At these events, the school and community can come together to recognize ELL student achievements in arts and academics. Furthermore, our school is organizing many school trips where ELL parents and ELL students often participate.

This year the Emerson school will host at least four parent workshops and parents including ELLs are invited and those events will include a joint school/PTA curriculum night and award ceremony celebrating students and parents and a potluck dinner event. We are collaborating with CBO partner to identify and execute events and activities requested by parents and the school community. Parents are invited and encouraged to attend school wide community building events such as International Festival, Career Day and Spring barbeque. Our ELLs also participate in our after School Program: "Arts and Literacy After School Program." In addition, our school is working to maintain partnerships with Alpha Phi Alpha Intercollegiate Fraternity, C.H.A.P.S. program as well as extended day AIS program and Uncommon Schools Charter School Network. There is also Saturday Academy for those ELL students who need to improve their skills in Math and Writing.

Our school invites parents to participate in all school programs and ELL parents are provided with the fliers that are in their native languages. Interpretation services are a daily help in communication between school staff and parents. We use paras in the building to translate conversations with ELL parents during the meetings or phone calls and translation and Interpretation services to invite them to our school, so the ELLs can fully participate. Translation and Interpretation Services are offered to increase the involvement of ELL parents and to help to communicate with the ELL students, additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff, ELL students and ELL parents. Bilingual paras are available to help to communicate with ELL students and ELL parents.

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.

Our Freestanding ENL program does not use a particular text to meet the demands of Common Core learning standards. Students are provided with books, tapes and assisted technology to promote student achievement and success and materials are often shared with the classroom teachers. The ENL teacher uses technology to support ELLs in the classroom. The ELL students have regular access to their own laptops. They use these for work in ELA and Math and for access to Myon and Ireading , and other programs. The content teacher also makes use of a smart board during regular instruction. The ENL teacher also uses computers, laptops, smart board, CD player with radio, iPads' and technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall, DDclassroom. Our ELA , AIS, SETTS and TESOL licenced teacher use a variety of books and materials recommended for our ELL students. We have also access to Smart Boards in the classroom that can be used in the conjunction with some excellent technological resources: Brain Pop, Discovery, Education Streaming videos, and other resources that are available to all ELLs. Also this year teachers will share curriculum and lesson –plan resources on Atlas Rubicon and Skedula to record information about the standards that they are using to plan their assignment and lessons. Teacher build on common resources to differentiate for ELLs and other subgroups to target specific needs, for example, the Wilson program is used for learning foundations in writing, spelling and phonics. In addition, content area materials are shared with the classroom teachers such as I-Ready students books, which provides data-driven insights and support for succesful implementation of the new standards. I-Ready also is proven to predict student performance on state assessments.

We also use many other educational materials that are used to support the content areas such as : technology resources available to teachers, online software such as Atlas Rubicon, I Ready, iXL, and MyOn that collects data on student strengths and weaknesses and can be used to triangulate student achievement with classroom assessment and city and state assessments. During integrated ENL and integrated ENL instruction the ENL teacher as well as classroom teacher are building English language skills through content

area instruction using content area materials as well as native language materials with the home language support. Native language materials are used to support ELLs. We have textbooks and supplementary reading materials in different languages, use content-area videos for students with limited English reading levels, and provide simplified language materials with visual components for our ELL students. Newcomer ELLs are provided access to native-language translations of key texts and independent reading material (when available). Electronic translation is provided when instructionally appropriate (e.g. online translators like Google). Translating dictionaries are provided for student use during content-area classes. Newcomer/beginner ELLs are provided with native-language support when instructionally appropriate. This includes verbal and written translation and explanation of key texts, access to translation dictionaries, and use of electronic translation resources, such as online translating software.

Native language support is provided in the form of English and Native Language dictionaries, books and audio books. Each ENL classroom often shared with other classroom teacher has flashcards for essential vocabulary in addition to environmental study aids such as globes, maps, charts and content aligned manipulative. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accommodation, the bilingual glossaries may be provided when taking all State examinations and the Department of Education may provide them with translated editions of some tests.

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

Native language support is provided in the form of English and Native Language dictionaries, books and audio books. Each ENL classroom often shared with other classroom teacher has flashcards for essential vocabulary in addition to environmental study aids such as globes, maps, charts and content aligned manipulative. Where possible, content teachers also provide native language support in the form of direct instruction in the student's native language. Additionally, native language support is also offered through the implementation of a buddy system. This involves pairing a student with a student who speaks the same L1 but is more advanced in English. This allows a primary support system within the ENL classroom. Students who are going to take their state exams in their native language are assessed throughout the school year in both English and their native language.

Newcomer/beginner ELLs are provided with native-language support when instructionally appropriate. This includes verbal and written translation and explanation of key texts, access to translation dictionaries, and use of electronic translation resources, such as online translating software. In MS.287 there is native language support in ENL class and it is equally afforded to all students. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accommodation, the bilingual glossaries may be provided when taking all State examinations and the Department of Education may provide them with translated editions of some tests.

In TBE program is design so that students develop conceptual skills in their home language as they learn English. As all ELLs students develop English language skills, time in the home language decreases. When ELLs reach proficiency on the NYSESLAT they are placed in a monolingual class in English with home language supports. Skills used in home language acquisition are skills that a student can use for faster and more successful acquisition of English literacy. Therefore, in TBE programs students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning in English. As students' English proficiency increases, more of his or her instructional day is spent learning in English.

Dual language programs students continue developing students home languages, as well as English language skills. English proficient students are given the opportunity to learn a new language. Both groups provide good linguistic role models for each other. In those programs students receive half of their instruction in English and half of their instruction in the other language. Language is taught through content areas as well as through literacy. In this program, new language is often referred as the target language (Spanish, Chinese).

In Freestanding English as a new language program (ENL) provide instruction in English with home language support, emphasizing English language acquisition. Students in this program can come from many different language backgrounds and English may be the only common language among the students. There are two types of ENL. During integrated ENL and integrated ENL instruction the ENL teacher as well as classroom teacher are building English language skills through content area instruction with the home language support.

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

Services support and resources directly correspond to the ELL's ages and grade levels. All materials and resources available to students are aligned to grade level standards. The required services support, and resources correspond to ELL's ages and grade levels. The 8<sup>th</sup> graders, for example, are invited to the high school for the students' orientation before the admission process. The guidance counselor, social worker, teachers and administrators help students with the admission process and are involving not only ELL students, but also their parents. All the services provide support needed by ENL students to achieve and maintain a satisfactory level of academic performance. ELL service at MS.287 is a collaborative effort that involves the ELL specialist, the student's classroom teacher, and other specialists (speech teacher, PT, etc.) the student may learn with throughout the year. ELL teacher seek to offer support primarily during the Language Arts block, but also students receive support as needed during content-area times such as math, social studies or science. The resources used for ELLs correspond to the grade levels of the ELLs. Grade level and the content area books are frequently used as well as the leveled library, and various visual resources,

pictures dictionaries, bilingual dictionaries, maps, etc. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects.

Services and resources are adapted for our ELL-SWDs , support and correspond to ELLs' ages and grade levels while being appropriate to their cognitive needs. MS.287 is using curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency. ENL and other teachers use differentiated instruction and combine precisely leveled, print based learning and teaching resources with engaging motivated interactive multimedia technology that supports language and literacy proficiency for ELL-SWDs to achieve their IEP goals attain English proficiency within the least restrictive environment. All teachers meet and discuss all modifications for all ELLs including ELL-SWDs. During Grade level meetings teachers discuss ELL-SWD's strengths, weaknesses and progress. Teachers attend Pds in school as well as outside the school, special education meetings, team care meetings, IEP meetings, Parent Teacher Association meetings, which also give them, support and ideas on diverse needs and instructional strategies for our ELL students including ELL-SWDs. All school curricular and extracurricular programs are available to all students including SWDs and correspond to their ages and grade levels. All the teachers and service providers including those who serve the ELL-SWDs are flexible and change their schedules and curricular and instructional planning according to the changes in the students' IEP.

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 school is currently liaising with elementary schools in the area with the end goal of implementing orientation days for future prospective students. This will allow the student time to acclimate to the school and the teacher time to identify any resources that might be needed to assist the child's learning. We introduced a new Summer Jump Start program for incoming 6th graders, to assist them with reading and writing during the summer months. At the beginning of the new school year, or when a newcomer is identified we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ENL instructional services. All the letters to parents are translated in their native languages. The over the phone translation is used if necessary and bilingual paras are also available. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, school counselor, principal and vice principal, the school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent.

19. What language electives are offered to ELLs?

Currently students are not offered language electives within the school curriculum.

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)?

N/A

## 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 following is the professional development plan for all ELL personnel at the school. The professional development and support for our school staff is offered to help better prepare our ELLs to achieve academic success throughout the year. All ELL personnel at our school: guidance counselors, special education teachers, psychologists, occupational, physical therapists, speech therapists, secretaries, parent coordinators and all teachers of ELLs participate in numerous faculty conferences, department meetings, additional Pds and outside Professional Development opportunities. Professional development at Ms. 287 is provided also by school staff, community learning support personnel organization, all personnel who work with ELLs: subject area teachers, common branches teachers and paraprofessionals, ENL teacher, parent coordinator and other school personnel. These workshops address the latest instructional methodologies for teaching ENL using core content subjects as well as providing ideas on how to effectively advocate for the ELL population. The ENL personnel also attend regular network meetings as well as BETAC (Bilingual Education Technical Assistance Center) workshops. During our monthly faculty conferences, different staff members and outside speakers will present topics to support teachers with effective instructional strategies. The ELL staff also presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ENL methodology and strategies and differentiating ELL instruction. Teachers and all personnel at the school also meet regularly to discuss English Language Learners' academic progress, data and successful instructional strategies for ELLs. Additionally the ENL staff also attend cluster meetings so that they can conference with the teachers of specific ELL students. ELL personnel also attend support PD for ELL related paperwork such as Part 154.2; LAP or BESIS. These sessions are also provided by the school CFN. Our PD meetings involve Common Core learning standards, differentiated Instruction in Literacy, professional development and workshops around strengthening questioning and discussion in the classroom, Writing workshops, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ENL teacher and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ENL, Math, Science and Social Studies. The schools share all resources with the ELL teacher. Technology sessions instruct content area teachers as well as ENL teacher of how to use online resources and different online programs such as ATLAS Rubicon, Skedula, iReady, iXL, and MyOn to make instruction more comprehensible. The teachers are trained according to Danielson framework of teaching. This year teachers will attend out of building professional development and develop workshops designed to turn-key information to the school faculty.

The student support committee (made up of guidance, lead teachers, paraprofessionals, school aide and leadership) meets to discuss the unique needs that our subgroups, including ELLs, require in order to be academically successful. During the beginning of the school year transition concerns are discussed and interventions are planned. Later on during the school year, as each new student is admitted to the school, similar needs are addressed and implemented when appropriate.

The following is our calendar for school Professional Development dates (in our Professional Learning Communities) for 2015--2016 for ELL personnel at our school: guidance counselors, special education teachers, psychologists, occupational, physical therapists, speech therapists, secretaries, parent coordinators and all teachers of ELLs:

September 21, September 28, October 5, October 19, October 26, November 2, November 9, November 16, November 23, November 30, December 7, December 14, December 21, January 4, January 11, January 25, February 1, February 22, February 29, March 7, March 14, March 21, March 28, April 4, April 11, May 18, May 2, May 9, May 16, May 23, June 6, June 13, June 20, and June 27.

Further out of building professional development will be identified for individual teachers and groups of teachers based on classroom observation and administrative review of student work products.

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?

The teacher of ELLs is offered professional developments and workshops that specifically help them to support ELLs as they engage in the CCLS and in which there is a high impact on differentiated instruction, classroom engagement, academic language development strategies, questioning and discussion techniques and targeted workshops on assessments. Those meetings include grade meetings, study groups, faculty conferences, grade conferences, Regional Professional Development sessions as well as the PD meetings from school. Additional opportunities are provided by the network, Uncommon Schools and the district. This year ELL teacher plans to attend a variety of off-site workshops to promote collaboration between content area and language teachers and we focus on developing the curriculum and instruction to provide a rigorous Common Core aligned and experiential education for all of our scholars. We are also engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

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

Students in Ms.287 are provided with a curriculum that emphasizes experiential learning, character development and prepares them for future academic and professional endeavors. Our staff at Ms. 287 including the ESL teacher, guidance counselor, and

parent coordinator provide parents and students with information about different schools, helping make the proper placement for ELL students as they transition from Junior-High School to High School. This will be accomplished through tailoring the advisory curriculum to meet the needs of each respective grade and measured by at least 75% of 8th grade students passing their four core content area classes and being accepted into their selected high school. The guidance counselor will focus specifically on preparing students and parents for the high school selection process. Additionally, in September and October students will be encouraged to take the Specialized High School Entrance Exam. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that helps them to make the right choices. The guidance counselor attends professional development workshops in order to assist ELLs as they transition and turnkeys this information that she has shared with the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with the Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distributes the fliers and brochures informing about the open school days at various locations. The ENL teacher and the content-area teachers who serve ELLs use this information to collaboratively create action plans to support ELLs during the initial transition to middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

MS.287 meets the professional development requirements as per CR Part 154.2 by providing professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers are dedicated to language acquisition. Those workshops include 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 are dedicated to language acquisition in alignment with core content area instruction. Those workshops include a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The attendance, agendas, certificates, etc. are taken and the records are kept in the teachers' files as well are kept by the teacher.

### 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?

MS. 287 provide individual meetings with parents or person in parental relation of ELLs at least once a year, in addition to other generally required meetings to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Those meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences. Interpretation and translations are provided as needed by para, teacher or through the DOE's Translation and Interpretation Unit.

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.

The records for annual individual meetings with ELL parents as well as outreach to ensure parents needs are accommodated (e.g., in person meetings, phone calls ) are kept in school by ENL teacher in the central location and can be provided to the principle or school district upon request. Parent Survey and Program Selection Form is a formal record and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey and Program Selection form is kept also by ENL teacher and can be provided to the parent upon request.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

At MS. 287 ELL parents are encouraged to be involved meaningfully in their children's education. As the school continues to grow, our community highly values parent involvement and wants to plan both school and PTA events in a strategic manner that maximized attendance. All parents are invited to support the school and their children by becoming active members of the PTA and the School Leadership Team building a unique and collaborative school culture which is one of the school's strengths. They are invited to meet with classroom and cluster teachers; during parent orientations, Open School Night, and parent –teacher conference days, and parents meetings to discuss their child's academic progress. If requested by the parents, teachers will also meet with them individually. Family Game Nights, Back to school breakfast, Bring dad to school day and Family Movie Nights are also provided specifically for the parents of our ELL population. In Ms.287 there are also Monthly Spirit days, school wide events, parents' workshops, International Festival and Spring barbeque. By June 2016, Ms.287 will host at least four workshops and/or community events in coordination and collaboration with the school's Parent Teacher Association. They will include join school/PTA curriculum night, an award ceremony celebrating students and parents, and a potluck dinner event. We have other different programs for parents and students throughout the school year such as Career Day, Book Sale, etc. and ELL parents and students are invited to participate. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The 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. Our school is 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. We are providing information related to school and parent programs, meetings and other activities in a format and in a language that parents are able to understand. We are also 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. Ms.287 is developing and distributing a school newsletter or web publication design to keep parents informed about school activities and student progress. Additionally we are encouraging more parents to become trained school volunteers. Bilingual ELL parents are also invited to come to the school and participate in one on one reading sessions with their child. Our parent coordinator serves as a liaison between the school and families. She provides parent workshops based on the assessed needs of the parents of children who attend our school and works to ensure that our school environment is welcoming and inviting all parents. She maintains a log of events and activities planned for parents each month and files a report with the central office. She is actively involved in providing parents of ELLs with appropriate information and services in a language they understand, helps parents access the Aris Parent Link and the PupilPath link and ensures that parents of ELLs are contributing members of the education community. The parent coordinator also provides parents with information about adult English learning opportunities available in the community. The parent coordinator is working in the collaboration with ENL teacher to help ENL students and to provide parents with the necessary information about the school. We provide translation services for parents as well as translated notices, and materials through the NYC Department of Education Translation and Interpretation Unit. Our school supports parents and families of students by sharing information about school and parent related programs, meetings and other activities in a format, and in the language that parents can understand. Phone blast is often used (providing information through phone calls) and Translation and Interpretation Unit. Additionally, during the meetings and workshops there is a lincenced pedagogue or para who serves as an onsite interpreter.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

MS. 287 is collaborating with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York that provide workshops and services and execute events and activities for all parents, but not specifically for parents of ELLs. The school has collaborated with the Hispanic Coalition for Family Services, which will be running an after school program for our students this school year titled: Arts and Literacy After School Program. The school is also looking into introducing a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.

We provide translation services for parents as well as translated notices, and materials through the NYC Department of Education Translation and Interpretation Unit. Our school supports parents and families of students by sharing information about school and parent related programs, meetings and other activities in a format, and in the language that parents can understand. Phone blast is often used (providing information through phone calls) and Translation and Interpretation Unit. Additionally, during the meetings and workshops there is a licensed pedagogue or para who serves as an onsite interpreter.

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

The needs of parents are evaluated in informal and formal ways through parents – teachers conferences, meetings, workshops, schools events, PTA meetings, etc. The needs are also evaluated by formal and informal surveys which are given to the parents during meetings: workshops, conferences and school events. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. The school evaluates the needs of parents through constant communication. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents. All the data received is then looked at by the school leadership team and the ELL teacher. Using this data they then create appropriate workshops to address the needs of our ELL parents. In addition, parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences.

We provide translation services for parents as well as translated notices, and materials through the NYC Department of Education Translation and Interpretation Unit. Our school supports parents and families of students by sharing information about school and parent related programs, meetings and other activities in a format, and in the language that parents can understand. Phone blast is often used (providing information through phone calls) and Translation and Interpretation Unit. Additionally, during the meetings and workshops there is a licensed pedagogue or para who serves as an onsite interpreter.

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

Parental opinions are a major component whenever the school implements a new program or changes an existing program. We evaluate the needs of the parents through surveys, conducting oral interviews, and phone calls. This provides us with information on parent involvement issues and concerns. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends). Feedback is requested in both verbal and written form after each event, so that the success of each event can be monitored, and if changes need to be made they can be noted for next time. We are currently working on providing ENL classes to our ELL parents. We are also going to schedule a math night that specifically addresses how our parents can help their children in making the transition from math using their native language to math using English.

At MS. 287 parents of newly enrolled ELL students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ENL program. In addition, all ELLs are invited to two informational meetings as required under Part 154. These meetings provide information on ELA/ ENL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities such as: Family Literacy, Career Day, Field day, Parent/Child Workshops, Book fairs and Teacher Appreciation Week.

Our parent coordinator serves as a liaison between the school and families. The parent coordinator provides parent workshops based on the assessed needs of the parents of children who attend our school and works to ensure that our school environment is welcoming and inviting all parents. She maintains a log of events and activities planned for parents each month and files a report with the central office. She is actively involved in providing parents of ELLs with appropriate information and services in a language they understand, helps parents access the Aris Parent Link and the PupilPath link and ensures that parents of ELLs are contributing members of the education community. The parent coordinator also provides parents with information about adult learning opportunities available in the community. She is working in the collaboration with ENL teacher to help ENL students and to

provide parents with the necessary information about the school.

We provide translation services for parents as well as translated notices, and materials through the NYC Department of Education Translation and Interpretation Unit. Our school supports parents and families of students by sharing information about school and parent related programs, meetings and other activities in a format, and in the language that parents can understand. Phone blast is often used (providing information through phone calls) and Translation and Interpretation Unit. Additionally, during the meetings and workshops there is a licensed pedagogue or para who serves as an onsite interpreter.

#### **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.

## **Part VI: LAP Assurances**

**School Name: The Emerson School****School DBN: 28Q287**

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)
Jakub Lau	Principal		10/28/15
Latina Lewis	Assistant Principal		10/28/15
Alaya Coles	Parent Coordinator		10/28/15
Olga Tyminska	ENL/Bilingual Teacher		10/28/15
Laura Granum	Parent		10/28/15
Rasheed Bility (SETTS)	Teacher/Subject Area		10/28/15
Ludnie Desire (Math)	Teacher/Subject Area		10/28/15
	Coach		1/1/01
	Coach		1/1/01
Kristen Volonakis-Rowland	School Counselor		10/28/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Maria Dominguez	Other <u>Related Services Pro</u>		10/28/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **28Q287** School Name: **The Emerson School, M**  
Superintendent:

### Before you begin, please check the following:

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

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

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

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

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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.

Students Registration form and the Home Language Identification Survey (HLIS) is provided to all of our parents upon the registration at the school. Right there, in the office, parents are notified about all the translation services available: the DOE's Translation and Interpretation Unit, and Over-the-Phone Interpretation Services, and also our multi-speaking staff. During the process of registration the interview is conducted by one of our pedagogues as for the parent language preference and choice. The Home Language Identification Survey Part III contains a question informing the administration, and school staff about the parents' communication language preference. This information can later be accessed in the ATS system using the Home Language report (RHLA), Citywide/District Parents' Preferred Language Report (RCPL), School Level Emergency Contact Form (RECF)5, School Level Emergency Contact Student List (RCON), School Level Adult Preferred Language Report Language Access Coordinator (RAPL), School Level Adult Detail Report (RADL), and on the blue emergency contact cards located in the main office.

The ELL Parent Information Kit (EPIC) which contains documents available in several languages is placed in a designated cabinet in ESL classroom, and it is also available at the DOE website: <http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

Out of 323 parents in MS.287, we have mostly those who speak Spanish language: 46 parents, 12 who speak Bengali, a few speak French and Pegam, Urdu. All of them require written translation and interpretation and the data is shared with our school community during the PTA meetings, school conferences, and school-wide events. ENL teacher created a report that she updates regularly with the languages that parents speak, by class and grade.

## **Part B: Creating a Communications Calendar**

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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.)

Upon registration, MS.287 provides the new parents with the Home Language Identification Survey (HLIS), the blue emergency contact cards and Parent Student Ethnic Identification form, and Media Consent form that are available in the language preferred by the parents.

There are also forms for Admissions, Re-admissions, Transfer and List Notice for all students, Residency forms, Complaint Procedure documents, Health forms such as Immunization records forms translated and available if it deemed necessary.

Parents are notified in timely fashion whether their child has or has not been eligible for NYSITELL testing, informed about the NYSITELL results, and about the Parent-Teacher Orientation session for the parents of the newly enrolled students through the parent notification letters sent home by an ENL teacher. The ENL teacher has an access to the ELL Parent Information Kit (EPIC) which includes: The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and program selection Form, Parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Transition letters).

All of the above are available in several languages, and at the DOE website: <http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>. The information there is translated and delivered in each of the covered languages: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu.

In case of events such as field trips, Holidays and recess, the translated documents will be sent home. At the end of the school year the parents will receive their children handwritten report cards, also in the languages they prefer.

The school can access critical documents that are already translated on the intranet at: <http://intranet.nycboe.net/SchoolSupport/TranslatedDocs>

Parents can access critical documents that are already translated on the DOE's website at: <http://schools.nyc.gov>

MS. 287 has regularly scheduled events such as monthly PTA meetings and Principal/Parent Discussion groups. We are also in the process of setting dates of when we plan to have other parent events and will contact an interpretations vendor in a timely manner. Also, our school plans to disseminate parent-facing documents and submit translation requests to the translation and Interpretation Unit at least two weeks ahead of time.

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.

At MS.287 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ENL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conference and at the half-year informational meeting. These meetings provide information on ELA/ENL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services.

### **Part C: Providing Language Assistance Services**

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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.

Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents, and the Parent Coordinator serves as a Language Assistance Coordinator and she makes sure that all correspondence between the school and the parents is translated into the appropriate languages. We plan ahead and submit translation requests in a timely manner to the Translation and Interpretation Unit to ensure translations are distributed at the same time as English documents. Many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site: [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit). We keep a roster of bilingual staff who can be called upon to interpret. Our school receives funding for on-site interpreters for events and parent-teacher conferences; therefore, we make arrangements with vendors early to ensure the events are covered.

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.

During the meetings and workshops there is a licensed pedagogue and para who serves as an onsite Spanish interpreter. Many parents usually provide their own interpreters, family or friends who translate for them; there is also over the phone translation available through Translation and Interpretation Services.

## Part D: Training Staff on Policies and Procedures

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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.)

MS.287 will make sure that all staff members are aware of their obligations with respect to language access and how to assist ELL parent. A copy of the Language Identification Guide will be kept at the school's front office, the Info Card on Interpretation Services will be distributed to school staff (including safety agents), and an internal letter will be sent to school staff reminding them of their responsibilities of communication with ELL parents, and what resources are available to them. We consider scheduling a meeting or professional development session exclusively on translations and interpretation services. We ensure all teachers and staff receive a copy of the "I Speak.." card which includes the phone number for over-the-phone interpretation.

## Part E: Providing Notice of Language Assistance Services

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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

In accordance with the Chancellor's Regulations A-663, at the entrance to MS.287 there will be a multilingual welcome poster and the signs placed to inform all of the parents about the language interpretation services being available. The signs will be made in the most prominent covered languages. At present we are working on accommodating our main office, so that the parents will be provided with a copy of the translated versions of Bill Of Rights and a copy of Parent Guide to Language Access which inform them about their translation and interpretation services rights. In order to ensure that the language barrier does not prevent the ELL parents from reaching the school administration, the school safety plan will contain procedures to provide them with the most appropriate translation and interpretation services. Language ID Guide will be placed at the security desk and main office.

In addition, the ENL teacher will give each parent of ELLs the Department of Education's website, which shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. This website also informs parents that they shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education.

## Part F: Monitoring and Quality Control

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

The needs of parents and feedback on the quality and availability of services are evaluated in informal and formal ways through parents – teachers conferences, meetings, workshops, schools events, PTA meetings, etc. The formal and informal surveys are given to the parents during meetings: workshops, conferences and school events. The educators and administrators also listen and have a conversation with parents, try to answer their questions and concerns and gather feedback from them. Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents. All the data received is then looked at by the school leadership team. Using this data they then create appropriate workshops to address the needs of our parents and feedback on the quality and availability services. We consider scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback from them.