

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q311

School Name:

CORONA ARTS AND SCIENCES ACADEMY

Principal:

BETH HERT

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: Corona Arts & Sciences Academy School Number (DBN): 24Q311
Grades Served: 6-8
School Address: 45-10 94th Street, Elmhurst, NY 11373
Phone Number: 718-595-8701 Fax: 718-595-8703
School Contact Person: Beth Hert Email Address: bhert@schools.nyc.gov
Principal: Beth Hert
UFT Chapter Leader: Melida Barbosa / Margaret Schumacher
Parents' Association President: Noemi Varela
SLT Chairperson: Emelin Taveras
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Noemi Varela
Student Representative(s): N/A
N/A

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue, Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

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)
Beth Hert	*Principal or Designee	
Melida Barbosa	*UFT Chapter Leader or Designee	
Noemi Varela	*PA/PTA President or Designated Co-President	
Regla Pineda	DC 37 Representative (staff), if applicable	
Noemi Varela	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Desiree Guzman	CBO Representative, if applicable	
Kujtim Daliposki	Member/ Assistant Principal, CSA	
Emelin Taveras	Member/ Counselor, UFT	
Crystal Joseph	Member/ Teacher, UFT	
Elizabeth Lainez	Member/ Parent	
Estela Peral	Member/ Parent	
Lissette Giron	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Juana Mendez	Member/ Parent	
Yahaira Rosa	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Section I:

The mission of Corona Arts & Sciences Academy (CASA) is "to create an academic partnership with families of our school community. With a foundation built upon literacy and the arts, our goal is to educate the whole child. We will maintain a caring and creative school that sets high expectations, encourages deep thinking, and engages all students in a rigorous learning environment that meets their individual needs."

In addition, our instructional philosophy is "built upon the belief that literacy is the life blood of education. In every subject and every unit, there will be a strong emphasis on both reading and writing fluency. Our goal is to foster intrinsic habits that create lifelong learners. We also strongly believe that arts & sciences enrichment activities enhance the learning experiences in a profound manner and should be taken beyond the walls of the classroom."

"To address the needs of the whole child, we empower our staff, students, and families to become partners and take ownership of their learning process. By providing the necessary supports, students will set their own goals, regulate and reflect upon their educational journey and develop strategies to navigate through individual roadblocks."

CASA is a new Queens middle school currently in its 3rd year. We are temporarily co-located with three high schools and a D-75 school at the Elmhurst Educational Campus. We are situated in a low-socio economic area of Elmhurst, Queens and comprised of a culturally diverse student population. Our new building is expected to be completed by September of 2016 with a capacity for 785 students. Currently, our student enrollment is 305 and consists of 95% Hispanic, 2% Asian and 2% White. Out of those students 18% are English Language Learners and 14% are Students with Disabilities.

This year CASA is part of the Learning Partners Plus Program hosted by MS 88. This cohort consists of M.S. 88, I.S. 5, M.S. 821, Bronx Writing Academy, P.S. 230, and I.S. 392. This cohort is designed to promote collaborative learning on Blending Learning, Project Based Learning, and Effective Pedagogy. This goal of this cohort is to visit other schools in an effort to gain insight and stretching our educational practice.

Last year CASA has an increased number of partnerships with many outside organizations. To start, we are currently working with our Community Based Organization (CBO), The Child Center of NY (CCNY), to run an after-school program Monday through Friday from 2:20 – 5:45 p.m. This program is an extension to our school day and assists students with their academic needs through developing small group collaborations within its members. The goal is to build upon our mission which is to "educate the whole child through setting high expectations, encourage deep thinking, and engage all students in a rigorous learning environment" using the arts and sciences in their everyday curriculum.

Some additional organizations that CASA has partnerships with include:

- ROWNYC
- New York Road Runners (Mighty Milers)
- C.H.A.M.P.S
- Pan American International High School (Internships)

As indicated in our instructional philosophy, CASA believes that the arts and sciences enrichment activities enhance the learning experience. To fulfill this belief, CASA and CCNY have partnered with many outside organizations that enrich the students' arts and sciences education:

- Queens Theatre in the Park
- The Museum of Moving Image (Teen Wednesdays)
- Materials for the Arts
- The Middle School Science Initiative (Urban Advantage)

In addition, we have taken advantage of many of the arts and sciences initiatives offered through the Department of Education:

- Middle School Arts Matter Initiative (sharing two arts teachers with Hawtree Creek Middle School)
- The Shubert Foundation Broadway Junior Guild
- Urban Advantage
- Teen Wednesdays (partnering with The Museum of the Moving Image)

As indicated in our mission, CASA realizes that parents are the most important partners in enhancing the education and closing the achievement gap for students. Last year, 60% of our families attended an event at our school as indicated on the NYC School Survey Report. Through multiple events and a successful partnership with parents, we are actively engaged in creating lifelong learners.

Section II:

Currently, 14% of our student population has an individualized Education Plan (IEP). 89% of those students are in an ICT program and 14% in a general education classroom with SETSS support. Additionally, 41% receive speech 2 times a week, 7% receive speech 1 time a week, 21% receive counseling, and 5% receive Occupational Therapy (OT).

The goal of CASA's Dual Language program is to provide portions of academic instruction in English and portions in Spanish, the native language of the ELLs in the program. Students of the native language are taught alongside English speaking students so that all student become bicultural, biliterate, and fluent in both languages. Our program teaches student the standard curriculum and is taught in each language on alternating days. Currently, 29% of our student population receives Dual-Language Instruction in Spanish and English during Social Studies and Science. The benefits of this program are:

- English language learners (ELLs) and English proficient students learn together in two languages.
- Students develop new language skills and learn academic content in two languages.
- Students practice and share language and culture with each other.

Section III

During our second year of existence (2014-2015), the New York City Quality Review indicated that the Corona Arts and Sciences Academy (CASA) received a "well-developed" in observing teachers using the Danielson Framework along with the analysis of learning outcomes to elevate school-wide instructional practice. In addition, we received a "proficient" on aligning assessments to curricula, maintaining a culture of mutual trust, and making strategic decisions to support the school's instructional goal. This success is a result of the school's commitment to providing exceptional instruction and the expectations that have been established to improve student achievements. However, our school struggled to close the achievement gap for Students with Special Needs and that was below the city and district average in meeting State standards on the NY State English assessment.

An area of focus for this school year was to increase the amount of "student discussion and content-area discourse in all classrooms." Through the use of engaging discussion protocols that are transparent and applied across the vast majority of classrooms. We were able to monitor this practice through the use of focused inter-visitation protocols that targeted

on our instructional focus. Additionally, another area of focus for the 2015-16 school year will be on increasing our school community's parent engagement through the use of professional time on a weekly basis. As we strive to increase parent engagement, CASA has created a Parent Teacher Team (PTT) using the Inquiry cycle as the foundation for the workshops. During our Tuesday's Parent Engagement time, parents will attend five workshops aimed at teaching them literacy and mathematical strategies that can be used at home with their children. Teachers will then complete the Inquiry cycle by assessing students, reflecting on the strategy, and plan for the next meeting in hopes of increasing student progress.

Moreover, using baseline data collected through Teach Boost, our school's online observation system indicated gains with regard to Rigorous Instruction. More than 74% of teachers have been rated effective in Domain 1 with regard to Planning and Preparation. Approximately 71% of teachers have been rated effective/highly effective in Domain 3 with regard to Instruction.

According to our Quality Review Report for the 2014-15 school year, our school was rated proficient on several Instructional Core Indicators. Those indicators included 1.1- Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards; Indicator 1.2- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products; Indicator 2.2 - Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Additional findings from our Quality Review Report indicate that across content areas and grades, teachers ensure alignment of curricula and rigorous tasks to the Common Core Learning Standards and integrating the instructional shifts. The impact of this work included a collaborative design of curricula and challenging tasks that has built coherence across the school and consistently promotes college and career readiness skills. Moreover, school-wide engagement and accountable discussions have resulted in meaningful work products and students beginning to take ownership of their own learning as evidenced through classroom observations and student interviews.

Finally, findings from our Quality Review Report indicate that teachers and students are using assessments and rubrics aligned to the school's curricula to determine next steps for improvement. The impact has been that as a result of teacher feedback, students have been able to reflect on their work and collaboratively set goals that allow teachers to make the necessary instructional adjustments that meet their learning needs. This is evidenced by a variety of school-wide practices that include teachers utilizing performance task and department pre- and post-assessments aligned to units of study. Furthermore, the use of Edperformance, Mathletics, Smart Science, and Mind-Play will be used to determine student progress. Teachers used the data as they conferred with students to have them complete goal sheets that outlined where students are and their next steps towards improvement. In addition to student writing and performance tasks, standards-aligned rubrics were used as a means to set clear instructional goals and to provide guidelines for student performance.

24Q311 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	212	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	N/A	# SETSS	4	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	9	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		183.0%	% Attendance Rate		96.4%
% Free Lunch		93.0%	% Reduced Lunch		5.0%
% Limited English Proficient		45.0%	% Students with Disabilities		12.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		N/A
% Hispanic or Latino		92.0%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White		2.0%	% 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)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		4.6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		14.3%	Mathematics Performance at levels 3 & 4		26.3%
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					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		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			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

Part 1 – Needs Assessment

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

In April of 2015, our school underwent a Quality Review (QR). According to our Quality Review Report for the 2014-15 school year, our school was rated proficient on the following Instructional Core Indicators:

- Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards (1.1)
- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. (1.2)
- Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels (2.2)

According to the Framework for Great Schools Report 2015, our school is succeeding in the following areas of “Rigorous Instruction”:

- There is a 100% Common Core Shifts in ELA and Math as compared to the city average of 92% in ELA and 87% in Math.
- With regards to Course Clarity, our metric value is 92% as compared to the city average of 90%.
- With regards to Quality of Student Discussion, 98% are satisfied as compared to the city average of 78%.
- Our school was also rated proficient in the areas of providing an interesting and challenging curriculum (1.1), effective teaching and learning (1.2), & assessing what the students are learning (2.2)

According to the NYC School Survey 2014-2015 Report, our school is succeeding in the following areas of “Rigorous Instruction”:

- Our school has received 98% positive responses in regards to Rigorous Instruction as compared to the citywide average of 87%
- 90% of parents are satisfied with the education their child received during the 2014-2015 school year
- 85% of students believe that the school offers a wide enough variety of programs, classes, and activities to keep them interested
- 71% of teachers believe that they provide students reading and writing experiences grounded in evidence from text, both literary and informational
- 71% of teachers believe that they have the opportunity to develop students’ conceptual understanding, procedural fluency, and their ability to apply math in context

The data collected through Teach Boost, our school’s online observation system, indicated the following with regard to Rigorous Instruction:

- 74% of teachers are effective in Domain 1- Planning & Preparation
- 71% of teachers are effective/highly effective in Domain 3- Instruction

- 51% of teachers are performing at an effective/highly effective level in Domain 3B – Using Questioning & Discussion Techniques.

In the spring of 2014, our school administered the NYC Learning Environment Survey. The results of the survey as it pertains to our strengths with regard to rigorous instruction are as follows:

- As noted on page 1 of the NYC School Survey 2013-2014 Report (NYCSSR), 97% of our school’s stakeholders (students, parents, & staff) were satisfied with our Instructional Core as compared to the 89% average of all NYC middle schools.
- As noted on page 4 of the NYCSSR, 97% of parents strongly/agree that meaningful assignments are given to their child to help him/her learn and 99% are very/satisfied with the education their child received in the 2013-2014 school year.

The steps for improvement that were identified in the NYCSSR as they pertain to Rigorous Instruction are as follows:

- As noted on page 6, only 87% of students feel excited about learning.

The steps for improvement that we identified after reviewing the MSQS with regard to Rigorous Instruction are as follows:

- As evidenced on page 3, only 14% of our students met State standards on the State English test as compared to 27% in the City and 30% in the District.
- As evidenced on page 3, only 26% of our students met State standards on the State math test as compared to 29% in the City and 36% in the District.
- As evidenced on page 3, 86% is the average pass rate for courses in math, ELA, social studies, and science as compared to the City average of 91% and District average of 94%.

Based on the information and data collected above, our priority needs with regard to Rigorous Instruction are as follows:

- Focus on increasing student engagement
- Focus on Domain 3B- Using Questioning and Discussion techniques with targeted supports for our SWDs in both ELA and Mathematics (MSQS)

Focus on providing students with appropriate scaffolds and supports at their level of entry so that all students, including ELLS and SWDs, have access to rigorous, grade level curriculum

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

By June 2016, data on Performance Series will show that 15% of Students with Disabilities will gain 140 points on their overall score, which is equivalent to one full grade increase on their reading Lexile Level.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development- Yearlong differentiated book studies paired with inter-visitation intended to increase discourse and engagement in the classroom.</p>	<p>All pedagogical staff</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Administration</p>
<p>Participation in the Learning Partners Program during the 2015-16 school year with a focus on supporting students with disabilities both in and out of the classroom: Adapting accountable talk structure for diverse learners.</p> <p>Additionally, establishing a focus on serving students and families in the community through partnerships and innovative practices.</p>	<p>All pedagogical staff</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Administration</p>
<p>A plan to infuse parent engagement with student inquiry through the use of allotted professional time twice a month.</p>	<p>All pedagogical staff</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Administration</p>
<p>Classroom inter-visitation conducted in teacher team triads to support our instructional focus and modeled protocols during professional development. In addition, targeted classroom inter-visitations with a focus based on individual teacher need.</p>	<p>All pedagogical staff</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Content, Special Education, and AIS teachers</p>
<p>Interdisciplinary classroom modeling & coaching with a focus on meeting the needs of our SWDs.</p>	<p>Teachers performing at ineffective/developing in areas of Domain 3</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Literacy Coach</p>
<p>Classroom supports for SWDs (Mathletics, small group instruction, scaffolds and supports) during the school day and in our Saturday Academy.</p>	<p>Students with Disabilities (SWDs)</p>	<p>Start on 9/15 and</p>	<p>Content, Special Education, and AIS teachers</p>

		end on 6/16	
Weekly Common Planning Periods focused on student inquiry and the use of data to make instructional decisions on targeted student subgroups	Teacher teams	Start on 9/15 and end on 6/16	Instructional Cabinet

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.
<p>Professional Development Book Study Resources</p> <ul style="list-style-type: none"> Differentiated book studies Professional development time for book discussion overview and modeling of instructional strategies Professional Development Calendar for schedule of book study facilitation <p>Inter-visitation Resources</p> <ul style="list-style-type: none"> Inter-visitation plan (protocols, documents, & schedule) to support book study work with the lens of our instructional focus NYC Danielson Training on “Enhancing Professional Practice: Inter-Visitation Series” for Instructional Cabinet Turnkey of training information by Instructional Cabinet with a focus on evidence collection and coaching questions Schedule for targeted inter-visitation. Documents for evidence collection and synthesis/application of information and best practices <p>Interdisciplinary Classroom and Modeling Resources</p> <ul style="list-style-type: none"> Teach Boost observation data Learning Partner Program model teachers Protocol for inter-visitation Mentoring protocol

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, data on Performance Series will show that 15% of Students with Disabilities will gain 70 points on their overall score.
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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 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.

In March of 2015, our school underwent a Quality Review (QR). As noted on page 2 of the QR report, an area of celebration in our school as it pertains to the Capacity Framework element of “Effective Leadership” is as follows:

- School leaders consistently convey high expectations to all staff through ongoing feedback and professional learning support.
- School staff has established a culture of learning through high expectations that are consistently communicated to all students.
- Feedback from administrators is aligned to the Danielson Framework for Teaching and speaks to teacher’s strengths, with clear steps that outline what the teacher needs to do to improve their practice.
- Weekly professional learning, facilitated by school staff, is provided based on specific needs identified from classroom observations, along with those that are designed to address their focus for the year.
- The staff is provided with the *CASA Courier*, a monthly newsletter from the principal that provides resources and articles related to the school’s instructional focus, as well as instructional tips to support teacher practice.
- Principal met with all students at the mid-point of the school year to provide individual data reports that details performance levels from state assessments, as well as attendance percentiles.

According to Teach Boost, an online observation system aligned to the Danielson Framework, during the 2014-2015 school year, our teachers were assessed at the following percentages in Domain 3:

- Domain 3b - Using Questioning and Discussion Techniques: 45% of our staff is rated developing, 49% are rated effective, and 4% are rated highly effective.
- Domain 3c – Engaging Students in Learning: 18% of the staff is rated developing, 73% of the staff is rated effective, and 8% is rated highly effective.

According to the 2015 Framework for Great Schools Report, our school had succeeded in the following areas:

- In the category of Supportive Environment, 88% of parents, teachers, and students feels that peer interaction in school is positive. The citywide average is 81%.
- In the category of Effective School Leadership, 95% of the staff feels that they have influence over school policy. The citywide average is 67%. In addition, 100% of the staff feels that there is consistency in curriculum, instruction, and learning materials among teachers at the school.

CASA’s Instructional Focus states that “a common goal is to increase student discussion and content-area discourse in all classrooms.” This will address these two elements of Domain 3 using professional developments that is focused on increasing classroom discourse. Some of our scheduled professional developments is as following:

- Professional Learning Community book study on Mondays: Yearlong differentiated book studies paired with inter-visitation intended to increase discourse and engagement in the classroom.

- Professional Developments: (Insert New Professional Developments that deal with student discourse)
 - Promoting Student Discourse in the Math Classroom
 - Teacher Effectiveness: The Danielson Framework for Teachers
 - Constructing Deep Understanding with ELLs through Collaborative Academic Conversations
- CASA Professional Developments:
 - ELL strategies in the content area to increase accountability and conversations
 - Kagan strategies/Cooperative Learning
- Professional Learning Community:
 - Model Teachers will conduct a differentiated PLC group that focuses on the student discussion.
 - Inter-visitation intended to enhance their PLC group.
- Learning Partners Plus :
 - Model Teachers & School Administration will visit schools in the cohort in an effort to gain insight and stretching our educational practice that focuses Effective Pedagogy.

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, teachers participating in a differentiated book study PD & ongoing peer inter-visitation, will show a gain of 10% from last year’s data (53% to 63%) in either effective or highly-effective on 3b – Using Questioning & Discussion Techniques and a gain of 6% from last year’s data (81% to 87%) in either effective or highly-effective on 3c – Engaging Students in Learning as measured by Teach Boost and Advance data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide opportunities for all teachers to conduct inter-visitations with their colleagues and gain experience and ideas to engage students in learning.</p>	<p>All teachers</p>	<p>Start on 10/2015 and end on 06/2015</p>	<p>School Administration</p>

Provide new and targeted teachers with a mentor who will work with individuals weekly, through classroom observations and meetings, to discuss in implementing new teaching strategies that will meet their professional goals.	All new teachers in the DOE	Start on 09/2015 and end on 06/2015	Mentors, School Administration
Using differentiated book studies as a resource to help foster classroom discourse and classroom engagement.	All teachers	Start on 09/2015 and end on 06/2015	School Administration
N/A	N/A	N/A	N/A

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 Book Study Resources

- Differentiated book studies paired with inter-visitation intended to increase discourse and engagement in the classroom.
- Professional development time for book discussion overview and modeling of instructional strategies
- Professional Development Calendar for schedule of book study facilitation

Inter-Visitation Resources

- Inter-visitation plan (protocols, documents, & schedule) to support book study work with the lens of our instructional focus
- NYC Danielson Training on “Enhancing Professional Practice: Inter-Visitation Series” for Instructional Cabinet
- Turnkey of training information by Instructional Cabinet with a focus on evidence collection and coaching questions
- Schedule for targeted inter-visitation
- Documents for evidence collection and synthesis/application of information and best practices

Interdisciplinary Classroom & Modeling Resources

- Teach Boost observation data
- Model classroom/teachers
- Protocol for inter-visitation
- Mentoring protocol

Common prep time for planning & debrief

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

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

Part 5 – Progress Monitoring

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

By February 2016, there will be a gain from 53% to 65% on Domain 3b – Using Questioning & Discussion Techniques and a gain from 81% to 84% on Domain 3c: Engaging Students in Learning as measured by Teach Boost and Advance.

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

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

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

Part 1 – Needs Assessment

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

As per sign in sheets collected throughout the year at events, the following data represents parent participation for the 2014-2015 school year:

- 17.5% of the parents attended at least one PTA meeting.
- 55% of the parents attend Meet the Teacher Night.
- 55% of the parents participation attended Parent Engagement Tuesdays
- 601 % of the parents attended a parent teacher conference. Parent Teacher conferences May 2015- 60% parent participation
- LEAP parent workshops- 25% of the parents attended a least one of the following workshops:
 - LEAP
 - High School admissions
 - Pupil Path

As per student survey the percent of students who agree or strongly agree that students who get good grades are respected in the school is 83%.

According to the following data, our school has succeeded in the following areas:

- As Noted on page 20 of the NYC School Survey Report, 94% of parents surveyed agree that they are greeted warmly when they call or visit the school.
- As Noted on page 7 of the NYC School Survey Report, 95% of parents surveyed agree that teachers can communicate well with parents/ guardians from different cultures/ backgrounds.
- As noted on page 22 of the NYC School Survey Report, 94% of parents surveyed agree that teachers and parents / guardians think of each other as partners in educating children.
- As noted on page 22 of the NYC School Survey Report, 92% of parents surveyed agree that the staff at the school work hard to build trusting relationships with parents/ guardians like me.
- As noted on page 20 of the NYC School Survey Report, 94% of parents surveyed agree that teachers work closely with families to meet student needs.
- As noted on page 22 of the NYC School Survey Report, 95% of parents surveyed agree that they feel good about the way their child’s teacher supports him or her.

The following data represent areas of need:

- As noted on page 20 of the NYC School Survey report, 89% of parents surveyed feel that school staff regularly communicates with parents/ guardians about how staff can help students learn.
- As noted on page 20 of the NYC School Survey Report, 9% of parents surveyed disagree that teachers communicate regularly with parents/ guardians.

According to our 2014-2015 academic program, teachers were afforded the opportunity to work collaboratively in order to participate in professional development sessions to ensure both classroom and school wide success

- Teachers participate in a variety of school wide Professional Development sessions that include topics such as classroom management, differentiation, data analysis, and targeted instruction for English Language Learners and Students with Disabilities. In addition, they are engaging in a book study around the school’s instructional focus to increase classroom discussion and content area discourse which is followed up with classroom inter-visitations and debrief sessions.

All content teachers meet weekly for Common Planning. This time is used to align instructional units with the Common Core, develop rigorous lessons rooted in best practices, and design performance tasks aligned to the CCLS while incorporating ELA strategies across content areas.

Part 2 – Annual Goal

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

By June 2016, 10% of our parents will be engaged in a monthly Teacher-Parent Inquiry Team as evidenced by the monthly sign-in sheet. As a result, students of parents attending these meetings will show a 140 point gain on the overall score as measured by Performance Series data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher inquiry planning teams</p>	<p>All pedagogical staff</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Administration & Pedagogical staff</p>
<p>Personal reminders to specific parents</p>	<p>Parents</p>	<p>Start on 9/15 and end on 6/16</p>	<p>Guidance Counselor & Parent Coordinator</p>

Child care during inquiry/ parent meeting	Parents	Start on 9/15 and end on 6/16	School Aides
Monthly strategies developed by inquiry teams for parents to use with students	Students, Parents	Start on 9/15 and end on 6/16	Pedagogical staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Supervision for child care (i.e. school aides, teachers, etc.) • Translation materials (i.e. paper, ink, etc.) • Computers • Interdisciplinary celebrations of student work • Paper, ink, crayons, markers, coloring books • Inquiry planning period for teacher to meet • Inquiry parent engagement sessions for Teachers and parents to meet • Binders • Pens & pencils • Curriculum materials 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, parents will be engaged in a monthly Teacher & Parent Inquiry Team as evidence by the monthly sign-in sheet. As a result, students of parents attending these meetings will show a 70 point gain on the overall score as measured by Performance Series data.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Used multiple sources (NYS ELA Assessment, Teacher observations Assessments, Report Cards, Performance Series data, Matheletic) to identify students who are not meeting the standards in ELA	Rally, Finish Line, Words Their Way, Teacher Created Materials, Word Sorts	Small group instruction, Pull-Out, Push-In, one-on-one.	During the school day in small group and AIS periods, after school, and Tuesday's Parent Engagement Time. Saturday Academy will be starting in January.
Mathematics	Used multiple sources (NYS Math Assessment, Teacher observations and assessments, Report Cards, Performance Series, & Mathletics assessments) to identify students who are not meeting standards in math.	Big Ideas Math, Mathletics, Finish Line, Teacher Created Materials, Carnegie Learning Series	Small Group instruction, Pull-Out, Push-In, one-on-one	During the school day in small group and AIS periods, after school, and Tuesday's Parent Engagement Time. Saturday Academy will be starting in January.
Science	Teacher observations and assessments, Edperformance Lexile level	RTI through the Inquiry process, Smart Science,	Small group instruction	During the school day, after school, and Tuesday's Parent Engagement Time
Social Studies	Teacher observations and assessments, Edperformance Lexile level	RTI through the Inquiry process, Edperformance	Small group instruction	During the school day, after school, and Tuesday's Parent Engagement Time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor reports, SIT observations,	One-on-One Counseling, Small Group Counseling, SIT Team	Crisis Intervention Team meets monthly to discuss individual students regarding attendance, behavior, concerns, and educational progress	During the school day and Tuesday's Parent Engagement Time

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment for staff in our new middle school begins in January. Once postings are put up, staff members are interviewed by a hiring committee made up of administration, teachers, and support staff. There is a priority focus for teachers that hold multiple licenses and/or bilingual extensions to support our Dual Language Program.</p> <p>Once hired, new staff engages in six half-day sessions of professional development during the summer months. Three of the sessions focus on culture building while the additional three focus on instruction and lesson planning. Teachers are partnered up with content teachers from both inside CASA and also with a neighboring school to review curriculum (i.e. curriculum maps, pacing calendars, unit assessments, performance tasks, etc.).</p> <p>By September, all new staff members are assigned a mentor that they meet with on a weekly basis. Mentors visit with new teachers both during and outside of class time to provide feedback on classroom norming, lesson planning, lesson execution, student engagement, questioning and discussion, data collection and analysis, etc. In addition, teachers are assigned a Common Planning period to meet with grade level and department teams for support. When necessary, targeted inter-visitation plans are created.</p> <p>The professional development plan was created by our PD team and focuses most of the content around our school's Instructional Focus for 2015-2016. With the launch of a differentiated book studies, our teaching staff is also engaging in rounds of inter-visitation to provide feedback to peers regarding the work around our PD sessions.</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>The professional development plan was created by our PD team and focuses most of the content around our school's Instructional Focus for 2015-2016. With the launch of a differentiated book studies, our teaching staff is also engaging in rounds of inter-visitation to provide feedback to peers regarding the work around our PD sessions. In addition, there are targeted PD sessions where teaching staff are provided choice PDs that they are able to align with next steps for professional growth that have been outlined in individual observation feedback.</p>

In addition, all staff members (teachers, administrators, and paraprofessionals) have attended professional development sessions that were targeted towards their individual needs. Such sessions have been offered by both our Support Network (CFN 606) and the Department of Education (i.e. Danielson training on Enhancing Professional Practice). In addition, select staff members have sought out opportunities to attend Showcase School events so that they are able to bring back additional practices to share with our school community.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Beginning in June, a “MOSL” committee is selected to make school-wide decisions for the local assessments that will be calculated into each teacher’s rating. It is this committee that also determines the baseline and benchmark assessments that we will administer throughout the course of the school year. This committee meets no less than four times from June – September. Following each meeting, members are responsible for sharing information and obtaining feedback from their colleagues to make an informed decision.

The Instructional Cabinet, made up of some members of the MOSL Committee in addition to other staff, provide feedback and assessment information in order to make decisions regarding professional development and the improvement of instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	175,996.00	X	Section 5A – Part 4b, Section 5D – Part 4b, Section 5E – Part 1, Section 5E – Part 4b
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	11,200.00	X	Section 5A – Part 4b, Section 5D – Part 4b, Section 5E – Part 1, Section 5E – Part 4b
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,061,740.00	X	Section 5A – Part 4b, Section 5D – Part 4b, Section 5E – Part 1, Section 5E – Part 4b

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Compact (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Corona Arts & Sciences Academy (CASA) 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. **Corona Arts & Sciences Academy (CASA)**, 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. **CASA** 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 **through an established Parent-Teacher Team that follows the inquiry process**;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

Corona Arts & Sciences Academy (CASA) School-Parent Compact (SPC)

Corona Arts & Sciences Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

1. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Corona Arts & Sciences Academy</u>	DBN: <u>24Q311</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Rational: For 2014-2015 school year our Title III program will serve 46 current English Language Learners. The program was designed to complement the bilingual and push-in ESL services that our ELLs are receiving during the school week. The program will utilize a Science and Arts focus to improve the reading, writing, listening and speaking of our ELLs and thereby enhancing their academic achievement. Q311 is currently researching texts which are aligned to our focus. The school's ESL coordinator, Principal and Assistant Principal will be overseeing the program and its' implementation. In addition, they will monitor student attendance and progress. Title III program will run simultaneously with our CASA Saturday Academy therefore, the above mentioned will be at no cost to Title III.

Subgroups and grade levels of students to be served: For the 2014-2015 schools year our Title III program will serve 46 ELLs of which 22 are in the 6th grade and 24 are in the 7th grade. The subgroups include Newcomer ELLs and ELLs with IEPs who are reading significantly below grade level. Within the program, instruction will be differentiated according to students' current ESL levels and specific language needs.

Schedule and Duration: For the 2014-2015 school year our Title III program will run for 12 Saturdays from 9:30 am to 12:30 pm. For the 2014-2015 school year our Title III program will begin Saturday, January 24, 2015 through and including Saturday, April 9, 2015.

Language of Instruction: For the 2014-2015 school year the language of instruction for our Title III program will be English.

Number of teachers and Certifications: For the 2014-2015 school year our Title III program will be taught by 2 certified ESL teachers and 2 Common Branch or content teachers. ESL teachers will plan alongside Common Branch teachers to develop lessons that provide students in the program with language support necessary to become college and career ready. We will follow a collaborative team teaching model of language instruction and each team teaching pair will consist of one certified ESL teacher and one certified Common Branch or content teachers. Grouping will be a combination of heterogeneous grouping to allow for interaction with ELLs of varied language levels and homogenous grouping to allow for targeted instruction based on student's needs.

Types of Materials: For the 2014-2015 school year our Title III program will utilize a variety of instructional materials such as, Continental Press's New York ELLs, MaxScholar, Achieve 3000 and other authentic texts that will provide students with real-life opportunities for language use. In addition, we are looking into programs to provide Reader's Theatre and STEM opportunities. The above mentioned instructional materials are at no cost to Title III program with the exception of Continental Press's New York ELLs. Materials will be used based on teacher assessment of student needs informed by a variety of data sources such as, ELA and Math benchmark scores, DRA scores, data collected during team teaching inquiry sessions and day to day assessment of student progress. Utilizing the above mentioned information Title III instruction will focus on improving and enhancing the acquisition of the English Language, as well as facilitating the learning in core subject areas for CASA's ELL population.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Rational: For the 2014-2015 school year MSQ311 will provide all of our teachers who provide instruction to current ELLs and former ELLs with high quality professional development. This will be infused with best practices for working with ELLs. This will be accomplished through a combination of in-house, DOE, and network sponsored workshops. These workshops are not funded by Title III monies. The focus of these workshops will be language acquisition, ESL methodologies, and content based ESL instruction.

Teacher to receive training: ALL

Schedule and Duration: Varied

September 16 & 23, 2014 "Who are our ELLs?" - All staff

November 21, 2014 and December 19, 2014 and January 23, 2014 Constructing Deep Understanding of ELLs through Collaborative Academic Conversations Series. - ELL coordinator & ESL teachers

School-Wide Book Club: Content-Area Conversations, How to Plan Discussion-Based Lessons for Diverse Language Learners by Fisher, Frey, & Rothenberg - All staff

Topics to be covered: Best ELL Practices and Content Area Discourse

Name of Providers: Network 606 & school staff

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Rational: CASA is committed to creating a solid home-to-school connection for our ELL families. This will be achieved by inviting parents not only our school but our classrooms. The goal is to have parents involved in every aspect of the school community. Since, parental engagement is a key ingredient for student success faculty and staff will work closely to design activities that are both engaging and interactive.

-

-

Schedule and Duration:

Topic: Title III Info Session

Rationale: During this information session parents will be introduced to and receive a general overview of our Title III Saturday Academy: teachers, instructional approach, goals of the program and materials that will be utilized during the program.

Date: 1/15/15

Time: 6:00pm to 7:00pm

Name of Provider: Ms. Joanna Fessaras

Audience: 6th and 7th grade parents of current ELLs

-

Part D: Parental Engagement Activities

Topic: Title III "Reading is the Key to Success" parent workshop

Rationale: During this workshop parents will learn the about the role of literacy in their children's lives and how the time spent reading at home can impact their child's academic progress. In addition, parents will go home with specific strategies that they can use to support their child's literacy development.

Date: 02/12/15

Time: 6:00pm to 7:00pm

Name of Provider: Ms. Barbosa

Audience: 6th and 7th grade parents of current ELLs

-
Topic: 2014-2015 Title III Celebration

Rationale: Parents will be invited to take part in a celebration in honor of student achievement during the 2014-2015 title III program.

Date: 5/22/15

Time: 6:00pm to 7:00pm

Name of Provider: 2014-2015 Title III Program Instructional Staff

Audience: 6th and 7th grade parents of current ELLs

Parent Notification of these activities: Parents will be notified of these activities through bilingual flyers, school door postings, School Messenger calls from the Family Worker. We will work closely with bilingual staff to ensure that appropriate translation services are provided at all meetings and workshops.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 311
School Name Corona Arts & Sciences Academy		

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 Beth Hert	Assistant Principal Kujtim Daliposki
Coach Karen Posey	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Melida Barbosa	School Counselor Emelin Taveras
Teacher/Subject Area Sergio De Mesa, ELA	Parent Naomi Varela
Teacher/Subject Area Aprill Taitt, ELA	Parent Coordinator Stephanie Ruiz
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent N/A	Other (Name and Title) N/A

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	307	Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	18
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	16

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	16			4			4			0
ENL	7	1	1	12		7	12		10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE													6	25	7	22	11	21	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>9</u>	Number of students who speak three or more languages:
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	9	13	7	0	0	0	0	0
Chinese	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other N/A/	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							3		2					0
Emerging (Low Intermediate)							1	1	3					0
Transitioning (High Intermediate)							2	1	2					0
Expanding (Advanced)							13	16	12					0
Commanding (Proficient)								3	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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							15	3	21					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	6	0	0	0
7	16	1	0	0	0
8	15	3	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	10	0	6	0	1	0	0	0	0
7	12	1	3	2	0	0	0	0	0
8	4	8	1	3	1	0	0	0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									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				N/A
Math				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				N/A
Other				N/A
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								In addition to 2015 NYSESLAT data, Q311 is also utilizing data collected from Scantron Performance Series, a computer based literacy assessment, which provides students with a baseline that adjusts in difficulty based on student answers. Student progress

								<p>is assessed and lexile levels are calculated . Other programs such as, Words Their Way and Rally Rehearsal Plus Assessments to set benchmarks for tracking student progress. These programs identify lexile and skill level. Students are able to take the math portion in Spanish to allow for a true gauge of content ability. Native language support is provided when necessary based on the baseline/ benchmark assessments. The data sets show that our students are in need of writing skills such as the</p>
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								<p>ability to cite textual evidence and following specific English language conventions (i.e. run-on sentences, subject-verb agreement, transitions and structures). Utilizing data sources, teachers will determine which component (decoding, fluency or reading comprehension) they will use to plan and differentiate their instruction accordingly.</p>
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After reviewing and analyzing the assessment data, answer the following:

1. 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.

NYSESLAT data has shown that our ELL students are performing lower in the writing section than any other tested modality. Out of the 55 ELL students currently on our roster, the 4 Emerging ELLs are showing trends of performing higher in listening and reading than speaking and writing. There are only 4 Entering ELLs, three of which have no modalities breakdown as of yet because they are new admits, therefore it is not feasible to identify trends as of yet. We will continue to monitor these students for progress. Our 5 Transitioning ELLs are showing need of support in writing and, in general, are performing higher in Speaking and Listening. The data also shows that the majority of our ELLs are currently identified as Transitioning. Out of 55 Ells 41 are Transitioning. The data shows that the majority of these students are performing higher in Listening and Speaking and require additional support in Reading and Listening.

All of the new admits for this school year were from Spanish speaking countries. When the NYSITELL was administered, 3 out of 3 students were unable to answer any parts of the test. However, they performed above 70 percentile in the Spanish Lab-R.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Currently Q311 is using the AMAO tool to identify students that would benefit from small group instruction, Academic Intervention Services, and ELL Saturday Academy. This tool has allowed us to analyze the data so we are able to pinpoint students that have made progress consistently. For these students we can put plans into place that can continue to foster their language development such as providing them with computer based accounts which they can use in and outside of school to reinforce and practice skills they have learned and continue to develop. In addition, this tool provides us with specific numbers as to how many of our students are at risk by level so that specific interventions such as, Words Their Way and Just Words can be infused into their program to help in the development of specific language skills.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 - a) The patterns we have been able to identify based on the assessments administered so far this year are that, overall, ELLs perform higher on content tests taken in their home language. As part of our Dual Language and ENL programs, students can take assessments in either English or their home language. The purpose of these assessments is to test content knowledge rather than English proficiency, therefore allowing students to test in their home language provides teachers with more reliable data source of content ability. The patterns identified across our ELL population indicates that students are showing difficulty with writing as evidenced by the 2015 NYSESLAT. In addition, the data showed that the majority of our students across grade levels were identified as Expanding. Out of 55 ELLs 41 of them were identified as Expanding based on the 2015 NYSESLAT exam.
 - b) Currently we are utilizing the results of the 2014-2015 ELL periodic assessment to infuse into our classrooms a focus on reading, writing, and speaking for critical analysis and evaluation. Based on the results, our students were only able to answer with 52.4 percent accuracy. This data informed the school leadership and teachers that our students need to develop these skills further during instructional time. To address this area of need we have implemented the following strategies across all classrooms: Close reading strategies, Depth Of Knowledge (DOK) questioning protocols, and running records for students whose decoding, fluency and comprehension abilities need to be assessed.
 - c) Out of 44 ELLs who took the 2014 periodic assessment, 7 have since then tested commanding/proficient on the NYSESLAT. These seven students were among the students that scored highest on the periodic assessment. Therefore, the periodic assessment can serve as an indicator for the students that are far along in their language development to test proficient on the NYSESLAT. As far as home language, it is clear that students whose home language skills are strong score higher on average than those who have less well developed home language skills.
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?

We are a middle school teaching 6th, 7th and 8th grade during the 2015-2016 school year. This questions does not apply to us.
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](#).]
Teachers throughout the building are continually assessing students to identify where scaffolds are necessary and/or accommodating their instruction accordingly. In addition to classroom level scaffolds and individual student conferences, we are implementing the use of computer based programs such as , Mind Play, NewsEla, Smart Science which scaffolds the learning of English with Spanish support. In addition, these programs identify individual student lexile levels and matches text accordingly when applicable.
6. How do you make sure that a student's new language development is considered in instructional decisions?
MSQ311 is following the 50-50 Dual Language Program. Currently NLA teachers are utilizing 2013-2014 ELE results along with American Reading Company's ENIL program to assess EP in the target language. These data sets provide teacher with student's overall reading level and their independent reading level. This allows teachers to make the necessary adjustments to their instruction to ensure that all students needs are being met. Currently, 68 out of 92 students currently enrolled in Dual Language are English proficient. Among these students, 33 are level 1 in ELA, 36 are level 2 and 18 are level 3. Our goal at Q311 is to foster our student's ability to become biliterate, bicultural and bilingual. Students in our dual language program are administered classroom level assessments in both English and Spanish. Classroom level data is collected to assess proficiency in both languages. Based on the data collected, our English proficient students have a good command of the second language, in this case, Spanish but can benefit from consistent exposure to reading, writing and listening of the target language to improve reading comprehension and expository writing skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

In this third year Q311's ELL students are demonstrating clear progress. In the last two years we have had a total of 21 students test Commanding/Proficient on the NYSESLAT exam. These students continue to receive services according to CR Part 154.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Q311 follows the mandated protocols to place ELLs where they can benefit the most. The Bilingual staff is comprised of a School Aide (Regla Pineda), Guidance counselor (Emelin Taveras), Parent Coordinator (Stephanie Ruiz) and ELL coordinator (Melida A. Barbosa) who are all trained to assist parents during the enrollment process.

When a student comes to Q311 for initial registration, Melida Barbosa, certified bilingual (Spanish/English) ESL teacher, administers the Home Language Identification Survey (HLIS) to the parents. Subsequently, she conducts the informal oral interview with the student in English and in the native language if applicable, as well as administer the NYSITELL within the first 10 day time period if the student's home language is identified as other than English. If the student scores below proficiency in the NYSITELL he/she will be identified as an ELL student. For Spanish speaking students, the Spanish LAB-R is also administered by Ms. Barbosa certified bilingual (Spanish/English) ESL teacher. In addition, during the admission process, the parents participate in a Parent Orientation during which they are informed of the three educational programs offered to ELLs (TBE, Dual Language or Free-Standing ESL). Subsequently, parents complete the Program Selection form. All documentation necessary and the designated area to conduct the orientation is pre-arranged

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.

At Q311 SIFE identification begins during the ELL Identification Process. During the completion of the HILS parents answer questions about their child's prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the ELL Coordinator proceeds with the SIFE Identification Process for students who are newly identified ELLs, and in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. The assessment process begins with the administration of the oral interview questionnaire. Then, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the the Literacy Evaluation for Newcomer SIFE (LENS) is administered. Based on the results of these assessments, Initial SIFE is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

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).

If a newly enrolled student with an IEP is found to have a language other than English the LPT consisting of Mr. Britt Saffer (Special Ed. Coordinator), Ms. Melida A. Barbosa (ELL Coordinator), Mr. Kujtim Daliposki (Assistant Principal) and student's parent or guardian reviews evidence of the student's English language development. Interpretation services are provided for parent if necessary. LPT team will either recommend that the student take the NYSITELL and the ELL identification process will continue as with all students or they will recommend that the student not take the NYSITELL and the decision will be forwarded to the principal for review. If upon review, the principal determines the student should take the NYSITELL the student will take the NYSITELL and ELL identification process will continue as with all students. If upon review, the principal determines that the student should not take the NYSITELL, the Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. If upon review, the superintendent or designee determines the student should take the NYSITELL, the student will take the NYSITELL to determine ELL status. ELL Identification Process continues as with all students. If upon review, the superintendent or designee determines the student should NOT take the NYSITELL. Parent is notified. ELL Identification Process terminates.

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).

Once a student is identified as having a home language other than English, Program Selection forms choice are provided by ELL Coordinator (Melida A. Barbosa). Once the parent decides on their program of choice, the student is placed in the requested bilingual (dual language) or ESL program and letters are sent home via mail in parents' preferred language. All returned Program Selection forms are securely stored in our ESL file located in the school's main office.

Once a student is identified as not having a home language other than English, letters of non-entitlement are sent home via mail in parents' preferred language and a follow-up phone call by Melida A. Barbosa, ELL Coordinator will ensure that parents are aware of the determination and understand where their child will be placed.

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.

At the time of the initial orientation and interview parents are notified of their right to appeal if they do not agree with their child's ELL identification. Ms. Melida A. Barbosa, ELL Coordinator provides parents with specific information pertaining to the re-identification process. The parent or guardian is informed that a written request needs to be received for the process to begin. Once written notice is received, the parent or guardian will be notified that the re-identification process will begin within 10 days of its receipt.

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).

ELL identified students and their parents have the choice of free-standing ESL, dual language, or transitional bilingual program options. Our goal is to ensure that the parents of the students are both informed and fully confident in the class placement decision-making process. Q311 has structures in place to ensure that parents understand all program choices. According to recent trends, the majority of parents have selected bilingual programs. Parents are informed by Melida A. Barbosa, ELL Coordinator about the program choices offered to ELLs through parent orientation meetings, which are held on an as needed and individual family basis during the summer months and throughout the school year.

When parents register their children, the following protocols are in place. Melida A. Barbosa, ELL Coordinator conducts initial interview during which parents complete the Home Language Identification Survey (HILS). If a home language other than English (LOTE) is indicated on the HILS form, parents then view the DOE program options video in their home language. This video introduces the parent to the NYC DOE and its program options. In addition, the ELL Coordinator provides parents with translated materials describing the different program options. After viewing the video, parents are provided with ample opportunity to ask questions that arise. Once it is clear that parents understand all program choices and all questions have been answered, they complete the "Parent Survey" and "Program Selection" form. Eligible students are administered the NYSITELL to determine the level of English language proficiency and then are placed into the program selected by their parents. If parents choose a program not currently running in our school (i.e. TBE) that also has insufficient parental requests, they will be offered the option of transferring their child to a school that is currently running that bilingual program or placing his/her child into free standing ESL or dual language.

Based on the review of the Parent Survey and Program Selection Forms for 2013, 2014, 2015, parents of Spanish-speaking students at MS 311 are more likely to request either the dual language program or ENL. On average 70% of the families are choosing dual language and 30% of families are choosing ENL.

Other opportunities for receiving information on ELL programs are available during PTA meetings, "Back to School Night," and parent-teacher conferences. In addition, our school's Parent Coordinator and ELL Coordinator continue to reach out to parents to ensure that communication is maintained. As our school is growing, we are also planning to conduct future open house sessions where our Dual Language and ESL programs are highlighted.

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.

Currently Melida A. Barbosa, ELL Coordinator distributes and ensures that the Parent Surveys and Program Selection Form are completed in the parents' preferred language during the initial orientation and interview process. This ensures that they are completed within the time frame mandated by CR Part 154. In addition, parents are informed at that time that if the Program Selection Form is not returned the default program will be ENL.

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.

As of yet, we have not had to keep track of Parent Survey and/or Program Selection forms that have not been completed and returned. All Parent Survey and Program Selection forms are completed by ELL Coordinator and the parent/guardian of the incoming student during the initial orientation and interview process in the parents' preferred language. Our current process of completing them with the incoming families has ensured that these are completed and collected in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Placement notifications are provided to parents by Melida A. Barbosa, ELL Coordinator either in person or via mail in the parents' preferred language.

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

All the ELL documentation is photocopied by Melida A. Barbosa, ELL Coordinator. Originals are kept in the student's cumulative folder and copies are placed in the ELL file cabinet in the school's main office.

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

Students identified as eligible (ELLs) to take the NYSESLAT exam will be scheduled for each of the sections required. This will be done in accordance with the NYC testing calendar which is open this year for NYSESLAT from April 12 - May 13, 2015. ATS reports (i.e. RLAT and RESI) are used to determine NYSESLAT eligibility by applicable staff. A testing schedule will be created by Ms. Hert, the school's Principal and Mr. Daliposki, the Testing Coordinator, to ensure that all sections are administered to all students and testing modifications for SWDs are adhered to. All parts of the assessment will be administered by Ms. Barbosa, the ELL Coordinator. Make-up sessions will also be scheduled for students who missed any/all parts of the assessment. The results of this assessment will be used to place students according to the level of proficiency they achieve. The speaking modality is administered individually by a licensed ESL Teacher. A rubric is used to determine their scores. The listening, reading, and writing modalities are administered according to their grade in a group setting. The ELLs with special needs are tested based on IEP testing modifications. The scoring of the writing modality is done at the school by licensed ESL teachers using the writing rubric provided. Teachers are not allowed to score their own students.

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.

Once NYSESLAT scores are received appropriate letters are prepared in parents' preferred language and sent via mail to each family by Melida A. Barbosa, ELL Coordinator.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Q311 is currently entering it's third year of existence. As of this year, the trend shows that our parents are selecting either Dual Language or ENL for their children. In the last three years, we have admitted 10 newly enrolled families whose home language has been identified as a language other than English. Of those families, 70% selected Dual Language and 30% chose ENL. Based on that information we can conclude that our school models are aligned with parent requests.
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).

Delivery of ENL services is provided through a combination of Integrated and Stand-alone ENL classes in mathematics, science, and social studies. ELLs in free-standing ENL classes are provided with four or five periods of Stand alone, content-infused, ENL instruction in addition to three or four periods of ENL integrated services during English Language Arts (ELA) or Social Studies. ENL teachers support their content area co-teachers by helping to facilitate the infusion of vocabulary and comprehension skills, as well as incorporating ENL strategies into content instruction. During content area co-teaching periods, ENL educators teach processing and literacy skills in order to help make content comprehensible to ELLs.

During the Stand-alone ENL periods of instruction, ENL teachers provide focused content and standard based instruction in the development of language and literacy. ENL teachers are incorporating programs procured through the ELLs Dual Language grant and other funding sources, into the ENL curriculum, specifically: , American Reading Company's ENIL, Mathletics, Continental Press Publications, and focused Dual Language Professional Development from New York State Department of Education's Department of English Language Learners and Student Support.

Balanced Literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting. Through teacher-student conferences, progress is analyzed, charted, and individualized. Instruction is data-driven; literacy connects the concepts. Services also include ESL support and differentiated instruction during the work period through the Writer's Workshop during the designated literacy period. Assessing and conferring will result in progress made and instruction required. ENL strategies and classroom structures include daily source book writing, vocabulary building activities, leveled libraries, and the use of technology. In order to ensure that ELL students meet the Common Core State Standards, the ENL program is developed with each students specific goals and needs in mind. This approach targets a variety of language levels and affords smaller learning environments. Additional support will be provided through Title III Saturday program which is anticipated to begin in January 2016.

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.
Currently Q311 does not have a TBE program.
 - b. TBE program. *If applicable.*
Q311 currently runs a Dual Language programs in accordance with CR Part 154 and Title III guidelines for general education English Language Learners (ELLs) in order to support the development of English proficiency and literacy in an academic context. Like the ENL program this program also runs from September through June. Certified ENL teachers are delivering services. All students at the Entering and Emerging levels of English proficiency receive the mandated eight periods (360 minutes) of ENL instruction a week in a self-contained model. In addition, although students at the Expanding level are required to receive only four periods (180 minutes) of ENL instruction, our students are being over serviced with eight periods (360 minutes) of ENL instruction (three periods through the push-in model and five periods departmentalized).
 - c. DL program. *If applicable.*
Delivery of ENL services is provided through a combination of a Stand-alone, Co-teaching model, and Integrated ENL classes in mathematics, science, and social studies. ELLs in Stand-alone ENL classes are provided with four periods of, content-infused, ENL instruction in addition to three or four periods of ENL push-in services during English Language Arts (ELA) or Social Studies and/or Math.
In Dual Language certified ENL teachers are delivering services.
All students at the Entering and Emerging levels of English proficiency receive the mandated eight periods (360 minutes) of ENL instruction a week in a stand alone model. In addition, although students at the Expanding level are required to receive four periods (180 minutes) of ENL instruction, our students are being over serviced with eight periods (360 minutes) of ENL instruction (three periods through the push-in model and five periods departmentalized). In addition, students in our Dual Language program are receiving four periods of (180 minutes) of HLA instruction per week.
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)?
In Stand-alone ENL, students receive all core content classes in English. In Dual Language, students receive Social Studies and Science in English and Spanish. Target language alternates by day of the week. The instructional approach across bilingual programs is grounded in the belief that students learn best when they are actively engaged in meaningful learning. Our ELLs are constantly challenged to think critically about Social Studies and Science topics in both languages and to transfer knowledge from one language to another to develop their understanding even further. In addition, students are assessed on an on-going basis to allow teachers to modify lessons and curriculum to meet the specific needs of their students i.e. incorporating visuals, technology, real-world connections and the like. This approach makes input comprehensible for our ELLs through multiple pathways of learning.
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.
Q311 administers the ELE exam to students in the Dual Language program. Teachers and administrators use then use the information from the ELE to identify those students who need extra help in making progress in Spanish native language arts. ELE results are used for student placement in the appropriate level of Spanish native language arts instruction. Teachers and administrators at Q311 use ELE results to improve their instruction. In addition, For the first time this year NLA teachers are using American Reading Company's ENIL: Evaluacion de nivel de lectura independiente to identify students independent reading level. A benchmark is completed in September and students are retested at the end of the year. This test allows teachers to identify those students who need additional support during independent reading as well as ensuring that students are provided with books at their level to ensure comprehension and the continued development of their reading skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Throughout the school year the students at Q311 are formally and informally assessed on an on-going basis. Teacher created pre-tests for each unit are administered in each content area. Translated version of these exams are provided for students on an as needed basis. These assessments capture students levels primarily in reading and writing. Listening
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 - a) Screening for LEP/ELL SIFE takes place at the point of entry to NYC DOE schools. This includes the Home Language Identification Survey (HLIS), NYSITELL, and the Oral Interview Questionnaire. However, we have designed a plan for SIFE students that will support their educational needs and progress while simultaneously maintaining high expectations of this population. At the beginning of the school year the ENL coordinator in conjunction with various instructional team members will monitor incoming students to ensure that students are assessed for possible SIFE designation. The following step will be followed to ensure that students are appropriately placed: writing samples in English and their native language will be collected and analyzed, teachers

will refer students that they believe may have had interrupted formal education, academic records will be reviewed to determine whether student wer identified as SIFE, on-going informal assessments will be done by all teachers, and as needed, student's and/or parents will be interviewed to gather information that will allow MSQ311 to provide the student with instruction he or she requires.

b) As is with all students, parental involvement and communication is key to student success. For newcomer students a strong home-to-school connection is critical due to the fact that they are not only navigating a new school system but an entirely new culture simultaneously. Therefore, MSQ311 has designed an instructional program for this population that focuses on creating a solid home-to-to-school relationship while simultaneously holding students to high expectations. Our newcomer ELLs are supported through the use of scaffolding, differentiation and countless other ESL strategies. However, they are expected to improve and show progress as all CASA students are. In our classrooms, students are grouped based on quantitative data collected from content specific pre-assessments. Newcomer Ells are provided with pre-assessments in their native language to assess their content knowledge versus their language ability in the content area. During the work period, tiered activities are used on an on-going basis to target the varied language proficiency needs of each student. In addition, Saturday ELL program is offered to students. Lessons during these sessions are designed with the needs of all our ELLs in mind therefore the necessary scaffolding and differentiation is included for our newcomer ELLs. In addition, modified texts and native language support (i.e. bilingual glossaries) are provided when necessary in all content areas.

c) The instructional plan for these students has high expectations at its core. These students will continue to receive the ESL infused instruction that is differentiated and scaffolded to their level while allowing for high expectations. This population of students as with all MSQ311 students are expected to perform at age and grade level. With high expectations comes meaningful grouping, data driven instruction and meaningful content that will tap into each students needs and interests. In addition, this population will benefit from AIS programs and ELL Saturday program to further support their language learning.

d) The instructional plan for these students addresses their specific needs as long-term ELLs. At MSQ311 our goal is to move these students to language proficiency by providing them with data driven individualized instruction in the form of AIS services, ELL Saturday program and small group instruction. In the classroom, instruction about grammatical forms and structures will be embedded in meaningful activities. ESL instruction will integrate literacy with academic content. Teachers will continue to draw on students' cultural and linguistic backgrounds and life experiences to aid in connections made between this population and the areas of study. These connections will motivate students toward their language learning goals.

e) The instructional plan for these students include the mandated 90 minutes of integrated ENL services up to two years after exiting ELL status, as per CR Part 154.2, ELL accommodations, AIS services and the option of taking part in our Saturday ELL program. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment.

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

As of yet, we have not had any cases where families have requested re-identification. If one should

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.

MSQ311 is currently using 6th, 7th and 8th grade specific texts for Social Studies, Science, and Mathematics. Texts are provided in Spanish for Newcomer students and/or students currently in our Dual Language Program. The instructional team supplements these texts with modified versions or excerpts on an as needed basis. In addition, English language use is adapted to meet the students' level of proficiency. Incorporating strategies such as having students restate complex sentences as a sequence of simple sentences; explaining the use of idiomatic expressions; providing explicit explanations of key words and special or technical vocabulary; using demonstrations or role playing to illustrate a concept; allowing time for students to discuss what they learn and to generate questions in areas that require clarification; and providing explanations for the language used in the classroom. Teachers allow students to share their explanations and/or thinking before writing them down on paper. These strategies allow the content to become comprehensible input. Technology is also being incorporated as part of our curricula. Programs such as Mathletics, News ELA, Smart Science, Mind Play and Just Words are infused into the curriculum, providing students with an opportunity to practice skills and ideas thereby reinforcing the learning that is going on during instruction.

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?

Chart Classroom instruction and content curriculum are differentiated to meet the individual needs of all students, including ELLs and SWDs, as evidenced by lesson plans, curriculum materials, and leveled libraries. As a school growing to capacity our instructional vision ensures that all students with disabilities are placed in the least restrictive environment. At present, there are ICT and SETTS services at each grade level along with an Alternate Placement Paraprofessional at the sixth grade level for Native Language support.

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?

Q311 is currently delivering instruction in all content areas (ELA, Math, Science, Social Studies) utilizing ENL strategies, as well as providing students with the individualized differentiated instruction and scaffolding strategies. This is being carried out at all ELL language levels through the use of computer-based programs and/or interventions such as, Mathletics, NewsELA, Smart Science, Mind Play and Just Words. These programs are used in the classrooms and/or during Academic Interventions Services (AIS) to provide students with additional language and content support. In addition, ELLs will receive focused intervention during Title III Saturday Academy through the use of Playbook's Reader's Theatre. This program allows students to put into practice all the knowledge that they are learning during direction instruction through incorporation of the four modalities of reading, writing, listening and speaking. This program is especially beneficial for newcomer ELLs as it allows them a safe space to practice their English and to hear language models in their classmates that will aid in their pronunciation. Native Language support is infused through all content areas as needed. As evidenced, by the use of word banks, glossaries, native language texts, and bilingual language translation.

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

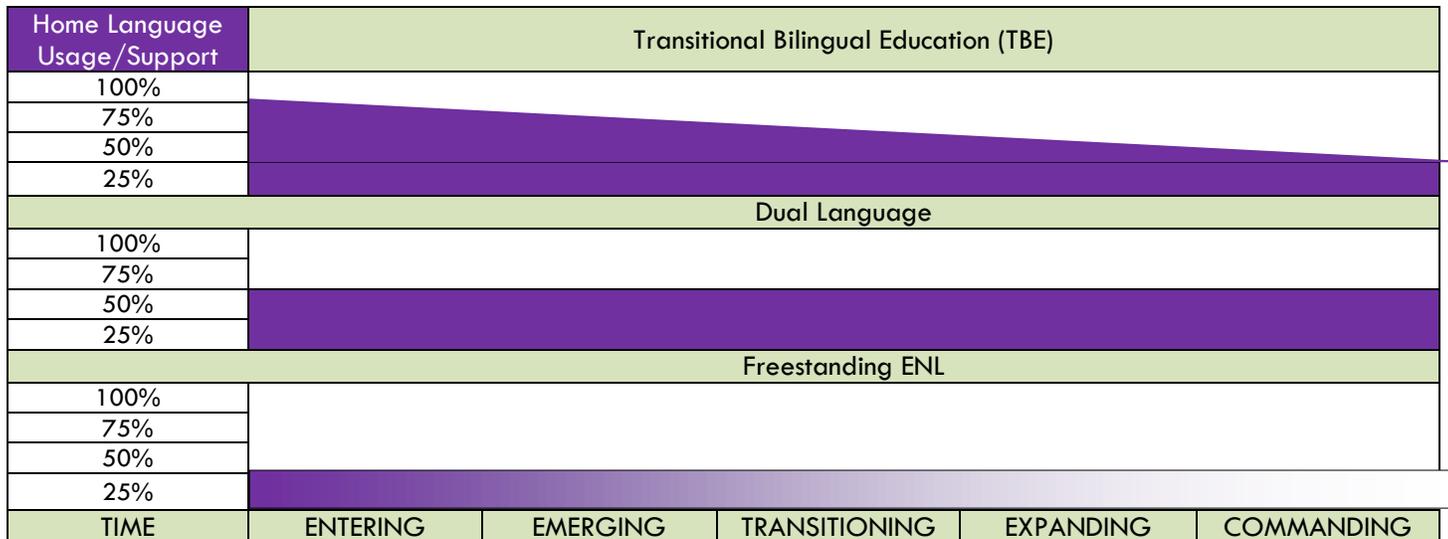


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Currently, our program provides our Ells with support in both their language development and content development through rigorous instruction that challenges students to think critically while always having their home language and transferable skills in mind. In the content areas (ELA, Math, Science and Social Studies) this is ensured through native language support, graphic organizers, and computer based programs. These type of supports scaffold the learning so that students are able to successfully complete any task. In addition, students are immersed in a text rich environment where teachers are consistently asking them to use words to communicate with other about the world around them. This approach encourages Ells to push their language development forward in a safe and stress free environment. All staff members are notified of individual student ELLs status in multiple ways. At the start of the school year staff receives class rosters which list LEP status and level. In addition, ELL Coordinator Melida Barbosa periodically generates a school roster of ELLs by class.
- In order to assess our program we are utilizing Common Core aligned teacher created pre and post assessments in ELA, Math, Science, Social Studies, and HLA. Additionally, we use yearly state ELA, Math and NYSESLAT exams to track student progress. Data is analyzed on an on-going basis and used by teachers to drive curriculum and lesson planning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Q311 is currently looking into piloting ThinkCerca, a literacy program which has an online reading and writing platform, with one 8th grade stand-alone ENL classroom.
12. What new programs or improvements will be considered for the upcoming school year?
- Q311 has discontinued the use of Achieve 3000. The program was used for the past two years as a supplementary reading and writing program. Students read articles and answered questions based on the reading however the lexile level of the articles were modified based on student on-line benchmarks. The articles were shortened and simplified for students based on that data. After much reflection it was decided that we needed to find a program that provides students with non-fiction text at multiple levels but through the use of actual at level articles and not through modified articles.
13. What programs/services for ELLs will be discontinued and why?
- Q311 provides students with a morning athletic program in conjunction with CHAMPS that is open to all students. In addition, we have a Community Based Organization (CBO) afterschool program run by The Child Center of New York that provides all students including Ells, with a wide array of afterschool activities as well as academic support. The notices about the programs were published in various languages to meet the needs of our ELL population.
- In addition, a Title III Saturday program will run at Q311 this year from January 23rd to May 7th. The program will incorporate a reader's theatre program through which students will practice reading, writing, speaking and listening. This program will culminate with a performance of a play selected by the students. All Ell families will be invited.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- As mentioned previously, we are currently using supplemental computer-based programs in the content areas; specifically ELA, Social Studies, Mathematics, and Science. In addition, they are being utilized during AIS periods. Some of these programs provide language support and scaffolding for ELLs. In cases where the program does not embed ENL support the classroom teacher is providing language support on an on-going basis to ELLs. This is achieved by providing texts in the native language as necessary. In order to meet the testing modifications requirements we also provide each ELL with a pocket size word to word translation dictionary in their native language and photocopies of bilingual glossaries in the available languages in math, science, and social studies. It is crucial that the students use these dictionaries and glossaries everyday so that this tool becomes part of their routine and they will be comfortable using it on the NYS assessments such as, ELA, math, & science. During instructional periods students are encouraged to use regular bilingual dictionaries in conjunction with these translation dictionaries.
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.
- Native language support is essential to the English language learning process. For ELLs to be successful the most efficient and effective method of instruction is infused with native language support. At MSQ311, we have designed an ENL program that has native language support at its core. We have made it a priority to ensure that texts are available in student's native language, so that they may transfer the skills that they have in their native language to their English language learning. We know it is important to use the skills that students already have to fortify their language learning. These pedagogical practices are infused throughout all our language learning classrooms (Dual and ENL).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- At Q311 we understand the importance for scaffolding up to student learning. As middle schools students, our population requires certain support and services and this does not change in any way for ELLs. The only aspect that changes is that we have to design different paths of getting to the same goal. We strongly believe in the use of scaffolding to utilize age and grade level materials. In our classrooms, this is achieved through the use of supplemental materials, glossaries, dictionaries, technology and

student-to-student interaction and collaboration. These paths will allow our ELLs to meet the same goals as their English dominant counterparts.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Every year Q311 schedules an Open House in June for incoming families who will join our school community in September. During this event incoming ELLs and their families are well informed about the different programs provided by our school. In addition, all ELLs, despite enrollment date, receive on going guidance by their homeroom teachers, our guidance counselor, ELL Coordinator and additional instructional staff as needed.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Begin the school year 2015-2016 we began to offer Spanish as a foreign language to our non-dual language 8th grade students. In addition, 6 graders can select from an arts elective, a fitness elective or a music elective. This elective rotates three times during the school year so that each student is exposed to each elective a least once. In the 7th grade students choose two of the electives and rotate twice and finally in the 8th grade students choose one of the three previously mentioned electives and focus on that one the entire school year.
19. What language electives are offered to ELLs?
 - a) Q311 is following the 50-50 Dual Language Program. The instruction day varies by grade level. One teacher provides instruction in both English and Spanish alternated by day. The schools weekly instruction begins in English and alternates each day of the week. Currently, we are a zone school therefore we do not have a Dual Language feeder school. Our students register based on address therefore at the schools Open House in June, incoming families receive a Dual Language Survey to identifying students that would like to be part of our program. In addition, student interviews are conducted by the ELL Coordinator to gauge each students target language ability.
 - b) Currently Science and Social Studies are taught in Spanish/English.
 - c) Languages (Spanish/English) are separated for instruction by class period. We have either 45 or 90 minute block periods.
 - d) Since students are receiving NLA as part of their Dual Language Instruction, emergent literacy in the child's native language is provided as needed based on teacher created assessments, ELE results and ENIL assessment.
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)?

In order to establish high quality level of instruction, ongoing professional development on ELL strategies and methodologies and research-based best practices are being offered through staff development sessions, faculty meetings, one-on-one teacher conferences, and pull-out PD with follow-up coaching. Staff Development sessions are facilitated by the principal, assistant principal, teachers, coaches, ELL coordinator, city and Borough Field Support Center (BFSC) ELL experts, and outside providers such NewsELA, Mathletics, and Smart Science. Topics to be covered over the course of this school year include curriculum alignment to the CCLS, differentiating instruction, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc.

In order to establish high quality level of instruction, ongoing professional development on ELL strategies and methodologies and research-based best practices are being offered through staff development sessions, faculty meetings, one-on-one teacher conferences, and pull-out PD with follow-up coaching. Staff Development sessions are facilitated by the school administrators, teachers, coaches, ELL coordinator, city and BFSC ELL experts, and outside providers such Achievement Series, Smart Science, Mathletics & the Center for Integrated Teacher Education (CITE). Topics to be covered over the course of this school year include curriculum alignment to the CCLS, differentiating instruction, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc.

Through the various opportunities for professional development teachers will provide the tools, scaffolding and structure for student learning. They will incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input the entire instructional team, administrative staff will assess the professional development needs, then plan and coordinate meaningful and relevant workshops / coaching sessions that make connections between theory and best practices based on scientific research. Professional development will take place both in-house and within our new network structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices to provide our

students with the necessary tools to develop language proficiency.

The required minimum 7.5 hours of ELL training to all staff will be conducted during common planning periods, and our three school-wide conference days. Teachers cycle through ELL professional development workshops of a half hour, an hour, and an hour and thirty minutes in duration, respectively, during the opening Chancellor's Conference Day, Election Day, and Chancellor's Conference Day in June. Professional development sessions, regardless of their format, will continue to provide ENL teachers with the support system they need to effectively plan lessons so that our students will achieve linguistic and academic success.

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.)
Through the various opportunities for professional development teachers will provide the tools, scaffolding and structure for student learning. They will incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input from the entire instructional team, administrative staff will assess the professional development needs, then plan and coordinate meaningful and relevant workshops / coaching sessions that make connections between theory and best practices based on scientific research. Professional development will take place both in-house and within our new BFSC structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices to provide our students with the necessary tools to develop language proficiency.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development workshops that focus specifically on language acquisition and development provide teachers with knowledge of the various degrees of language acquisition and the ever-changing needs of students as they progress in language development. In addition, Emelin Taveras, Guidance Counselor
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The required minimum 7.5 hours of ELL training to all staff will be conducted during common planning periods, and our three school-wide conference days. Teachers cycle through ELL professional development workshops of a half hour, an hour, and an hour and thirty minutes in duration, respectively, during the opening Chancellor's Conference Day, Election Day, and Chancellor's Conference Day in June. Professional development sessions regardless of their format will continue to provide ENL teachers with the support system they need to effectively plan lessons so that our students will achieve linguistic and academic success. Agendas for all meetings are kept on file in individual employee files and school wide Professional Development Binder.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Since our students are largely ELLs or former ELLs this particular population is very active in our school community. We have a Parent-Teacher Association (PTA) and meetings occur monthly. Our school's Parent Coordinator is communicating with parents regularly about their needs and/or concerns and bringing those to the PTA meetings. Q311 and its teachers are developing ways of utilizing our ELL parent population and everything they have to offer in our classrooms. The goal is to continue to foster the home-to-school connection through parental involvement.

Q311 is fortunate to be able to provide opportunities for parental involvement that are open to all parents. All parents are offered training sessions about specific school-wide technology programs currently in use such as, Engrade. During Back to School night, parents received information on the use of Engrade and how it can help foster communication between parents, students and teachers. Ms. Emelin Taveras, guidance counselor provided ELL parents with a workshop in their native language that conveyed the importance of monitoring Engrade regularly to follow their child's academic progress.

The ELL coordinator, Parent Coordinator and the instructional staff are currently communicating with parents and the PTA to assess needs. The PTA administers formal and informal surveys to identify specific school community needs. In addition, they plan for guest speakers at monthly PTA meetings to help families with topics of interest (i.e. immigration, financial advice, etc.). Translation services are available at all school events by school staff. All notices home are translated.

This year we are piloting a Parent-Teacher Inquiry Team where parents will work side-by-side with teachers for five sessions of 1 hour and twenty minutes in length. The team will work together to develop student specific strategies that will help children at home. The families invited to take part in the team were carefully selected based on student need identified through a combination of state ELA and Math results, grade team teacher feedback, in-house assessments (i.e. performance series) and on-going formal and informal classroom assessments i.e., pre and post tests, Performance Tasks, Midpoint assessments.

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?

In late August, early September ELL families receive their notification letters via mail. Along with these letters there is welcome letter that informs parents that an individual meeting will be scheduled to review their child's language development progress. Parents are asked to contact ELL Coordinator, Melida Barbosa to schedule their meeting. Follow-up calls are made to ensure receipt and schedule meetings for those families who do not respond. Sign-in sheets for these meetings are stored in the main office.

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.

Title III meeting scheduled for January 21, 2016

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

Title III funding used for ESL classes for parents through LEAP.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The ELL Coordinator, Parent Coordinator and the instructional staff are currently communicating with parents and the PTA to assess needs. The PTA administers formal and informal surveys to identify specific school community needs. In addition, they plan for guest speakers at monthly PTA meetings to help families with topics of interest (i.e. immigration, financial advice, etc.). Translation services are available at all school events by school staff. All notices home are translated. In addition, we evaluate the needs of parents through our own in-house parent surveys, DOE learning environment survey, and one-to-one meetings with families. At Q311, we pride ourselves on having an open door policy that creates an environment where parents can easily communicate their concerns, questions or needs with administration and staff.

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

Based on the surveys and parent feedback we have identified and implemented the following activities: Translation services, child care during meetings and parent events, access to technology, workshops for Engrade, grading policy, health & nutrition, high school admissions, and technology.

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

N/A

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.

Corona Arts & Sciences Academy

School Name: 24Q311		School DBN: Beth Hert	
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)
10/30/2015	Principal		Kujtim Daliposki
10/30/2015	Assistant Principal		Stephanie Ruiz 1
10/30/2015	Parent Coordinator		Melida A. Barbosa
10/30/2015	ENL/Bilingual Teacher		Naomi Varela
10/30/2015	Parent		Sergio De Mesa, ELA
10/30/2015	Teacher/Subject Area		April Taitt, ELA
10/30/2015	Teacher/Subject Area		Karen Posey
10/30/2015	Coach		N/A
10/30/2015	Coach		Emelin Taveras
10/30/2015	School Counselor		N/A
10/30/2015	Superintendent		N/A
N/A	Borough Field Support Center Staff Member <u>10/30/2015</u>		N/A
N/A	Other <u>10/30/2015</u>		N/A
N/A	Other <u>10/30/2015</u>		N/A
N/A	Other <u>10/30/2015</u>		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: Q311 **School Name: Corona Arts and Sciences Academy**
Superintendent: Madelene Chan

Before you begin, please check the following:

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

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

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

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

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

Based on the data in the Home Language Report, this school is 87% Spanish, 2% Chinese, 1% Bengali, .7% Urdu and .3% Tibetan. Currently we have several staff members that assist in translations of in-house documents into Spanish. Since our largest non-English speaking population come from Spanish speaking households we are able to ensure that language support is provided as needed. For the low-incident languages we utilize the Department of Education's document translation services to ensure communication with those families. Documents such as, Discipline Codes, Title III and Title I entitlement letters, among others are all provided to students in the parents' native tongue and obtained from the Translation and Interpretations Unit. Announcement and notifications phone calls are made by voicemail using the school-wide system in both English, Spanish and Chinese. Students are provided with written or oral translations for all state exams as needed. In addition, we monitor Blue Cards, Parent Surveys and ATS Report of Preferred Language to ensure that our records are current and up to date.

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.

The majority of Q311's parents have a preferred language for both written and oral communication of Spanish. We have 3 families whose preferred language is Bengali, 1 family with a preferred language of Tibetan, and 1 family whose preferred language is Urdu. We have 7 families who have a preferred language of Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Written translation services are provided for all communication (such as, school events, parent-teacher conferences, PTA notices, CASA announcements, CASA newsletters, and workshop schedules,) between home and Q311 in Spanish as well as in all other languages approved by the Department of Education as needed. Currently, we have several staff members that are available to provide written translations into Spanish as needed. For low-incident languages we utilize the services provided by the Department of Education's Translation and Interpretation Unit. The school accommodates for these types of written translations services as necessary and in a timely manner. Translation services are also provided for all school communications to parents as needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral interpretation services will be provided by the in-house Spanish speaking staff during small group meetings, Parent-Teacher conferences, PTA Meetings, School Leadership Team meetings, Open-Houses, and any other activity as needed. For low-incident languages our school accommodates families as needed using the services provided by the Department of Education Translation and Interpretation Unit.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Q311 provides written translation in Spanish for all documents sent home. For low incidental languages such as, Bengali, Urdu and Chinese we utilize the Translation and Interpretation Unit. Documents are always translated in a timely manner to ensure that parents receive notification well in advance of event and/or relevant policy or announcement.

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.

Q311 will meet the identified interpretation needs of our school community by providing families with written and oral communication in their preferred language through the use of a combination of in-house staff and the services provided by the Department of Education's Translation and Interpretation Unit. Oral interpretation will be provided by in-house staff when applicable and/or through the use of the over-the-phone interpreters via the Translation and Interpretation Unit as needed for low incident language such as Bengali, Urdu and Chinese.

Part D: Training Staff on Policies and Procedures

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

The pamphlets and signage from the Translation and Interpretation Unit is displayed in a central location in our main office and in the Parent Coordinator's office. In addition, staff members are given a tutorial at the beginning of the school year of the services provided by the Department of Education's Translation and Interpretation Unit and how to access them. They are also made aware that they can contact the school's Language Access Coordinator for further assistance.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

School fulfills Section VII of Chancellor's Regulations A-663 by:

- a) Providing each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- b) Posting in our Main Office and School Lobby a sign in each of the covered languages or most prominent languages indicating the availability of interpretation services.
- c) Creating a Safety Plan containing procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- d) The Translation and Interpretation Unit will be used to translate to parents of low incidental languages.

Part F: Monitoring and Quality Control

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

Q311 utilizes the Department of Education's Learning Environment Parent Survey to gather feedback from parents on the quality and availability of services provided by our school. In addition, our open door policy allows for on-going communication between school and home to ensure that parents/families are receiving the services they require.