

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q355

School Name:

COLLABORATIVE ARTS MIDDLE SCHOOL

Principal:

TAMMY HOLLOWAY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Collaborative Arts Middle School School Number (DBN): 29Q355
Grades Served: 6-8
School Address: 145-00 Springfield Blvd, 2nd Floor
Phone Number: 718-977-6181 Fax: 718-977-6183
School Contact Person: Sharon Hill Email Address: shill@schools.nyc.gov
Principal: Tammy N. Holloway
UFT Chapter Leader: Bradley Crump
Parents' Association President: Deiandra Terrell
SLT Chairperson: Tammy Holloway
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): n/a

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Ave
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tammy Holloway	*Principal or Designee	
Bradley Crump	*UFT Chapter Leader or Designee	
Deiandra Terrell	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
McGline Sebastien	Member/ Teacher	
Sarah Jandly	Member/ Teacher	
Jennifer Robinson	Member/ Teacher	
Monifa Taylor	Member/ Parent	
Jetia Byfield	Member/ Parent	
Natasha St. Laurent-Romain	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shelley Harrington	Member/ Parent	
Aneicea Torbert	Member/ Alternate	
	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.

Collaborative Arts Middle School, CAMS, (29Q355) was founded in the fall of 2011 with a three-prong focus on scholarship, artistry, and service. Our mission is to cultivate scholars, life-long artists, and community activists in an environment that respects the specific developmental needs of the middle school learner. For CAMS, the arts encourage, inspire, and support academic inquiry, while service learning allows students to apply their scholastic and artistic talents to community needs. Believing that "he who waits to be asked has waited too long," we are dedicated to providing our students with opportunities to give back to the world from which they benefit. In conjunction with our staff and wonderful families, we partner with TurnAround for Children (TFC) a non-profit organization that partners with public schools to address the obstacles to teaching and learning that stem from poverty as well as Children Center for New York, a children's counseling center focused on helping at-risk children and youth succeed in life.

Our school serves the Springfield Gardens neighborhood, a southeast section of the borough of Queens. We are a Title I school as such, we have a high percentage of children from low-income families. Our student population, which comes from across the African Diaspora, is nearly an even split of young ladies and young men from grades 6-8. We have a high percentage of special needs students, 25%. As a result, we serve students along the Special Needs Continuum.

The elements of the Framework for Great Schools that we made the most progress in was Collaborative Teachers, 91%, followed by Effective School Leadership, 90%. Our key areas of focus are Supportive Environment, 78%, and Strong Family-Community Ties, 80%.

29Q355 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	447	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	19	# SETSS	7	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	8	# Drama
				9
# Foreign Language	8	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.4%	% Attendance Rate		92.3%
% Free Lunch	69.7%	% Reduced Lunch		11.2%
% Limited English Proficient	2.4%	% Students with Disabilities		20.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		91.8%
% Hispanic or Latino	4.3%	% Asian or Native Hawaiian/Pacific Islander		1.7%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)		6.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.4%	Mathematics Performance at levels 3 & 4		8.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		16.4%
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
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.

Spring 2015 NYS ELA and Math Item Analysis revealed that all students have lower performance on tasks that require them to write short, extended, and constructed responses than they do on multiple choice questions that test the same skills. When students were tested on a standard with multiple choice and short response questions, they performed better on the multiple-choice question than on the short response one, indicating a gap in their ability to articulate their reasoning. In mathematics, the data shows that students performed below the City's average in each constructed response area.

Part 2 – Annual Goal

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

By June 2016, we will narrow the gap between the city's average and our average on constructed response questions from 11% to 7% in ELA and from .37 to .25 in Math as measured by the state exams.

←

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly collaboration of teacher teams and plan revisions of curriculum, units plans, analyze student work and design tasks with an emphasis on complexity and extended response.	Teachers	Sept.-June	Admin, Coaches
Teachers will use the item analysis to identify trends and gaps in achievement	Teachers	Sept.-Dec	Admin, Coaches
Teachers receive training and support on Kagan strategies and techniques to increase student participation in academic conversations.	Teachers	Sept- June	Admin, Coaches
Standardized school-wide practice that promotes increased student engagement through academic conversations	Teachers/Students	November-June	Admin, Coaches
Have students track their data and analyze it.	Students	Sept.-June	Students
Visit schools with similar populations and performance to develop best practices	Teachers	Sept-June	Teachers
Display school-wide performance data	Students Teachers	Sept-June	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Weekly teacher PD <ul style="list-style-type: none"> • School administrators schedule training sessions and provide feedback based on classroom observations • Coach from our Partner Organization, TurnAround for Children provides training on Kagan strategies and techniques to increase student participation in academic conversations • Peer Collaborative Teachers, and Model Teachers support classroom implementation of the Kagan strategies • Paraprofessional will receive training during extended day

2. Monthly school-wide professional development
 - School administrators facilitate book study
 - Coaching staff follow up with classroom support
3. Standardized school-wide practice that promotes increased student engagement through academic conversations
 - Administrators engage in classroom observations and provide feedback
 - Peer Collaborative Teachers, and Model Teachers support classroom implementation of the Kagan strategies and best practices from the book study
 - Parents and parent coordinators engage in studying techniques for enhancing academic conversations.

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

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

Part 5 – Progress Monitoring

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

1. December benchmark: The introductory use of Kagan strategies focused on student-to-student talk
2. March benchmark: The guided use of Kagan strategies and the incorporation of academic conversation skills (Elaborate and Clarify, Support Ideas with Examples, and Build on and/or Challenge a Partner’s Idea)
3. June benchmark: The independent and strategic use of Kagan, academic conversation skills. Review of State exam results.

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

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

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

Part 1 – Needs Assessment

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

A comprehensive assessment of our 2014-2015 School Environment Survey and our Overall Tripod Survey Results reveals that overall our performance in the element of Supportive Environment needs improvement as we are 7% points below the city average for middle schools at 78%. The results from the Tripod Survey reveal that our area of focus is Captivate with a school average of 290. Specifically, students were concerned with issues of safety, but their concerns were primarily in response to situations outside of the school, 52%. Other areas of concern for students were their off-task behavior when not directly monitored by a teacher, 55%, and their teachers' ability to make learning enjoyable, 51% .

Strengths:

- Our strengths lie in the parent and teacher perspectives within this element as both constituencies had markedly higher opinions of the school across all questions in the School Environment Survey than the students.
- Among students, our strengths lied in their understanding that their teachers expected them to work hard, and do their best with 93% of students responding positively.

Needs:

- One need is increasing student safety in areas outside of the school building that students consider unsafe.
- Another need is increasing student engagement in class. Currently, students do not have confidence that their teachers are able to make learning enjoyable.

Part 2 – Annual Goal

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

By June of 2016, 85% of the feedback we receive on the SY 2015-2016 School Learning Environment Survey in the area of Supportive Environment will be positive as evidenced by improvements in student perception of safety, self-regulation, and student-centered learning activities.

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>
<p>Administer student surveys about school safety</p>	<p>All students</p>	<p>October January April</p>	<p>Dean Safety Aides Guidance Counselor Classroom Teachers</p>
<p>Grade-level town hall meetings where students voice school-wide concerns.</p>	<p>All students</p>	<p>Monthly</p>	<p>Dean Safety Aides Student Government Advisory Teachers</p>
<p>Maintaining a Student Government Organization (SGO) to work on the concerns of the student body as well as design student activities and service-learning projects for the school.</p>	<p>All students</p>	<p>Bi-weekly meetings starting in October-June</p>	<p>Student leaders, SGO teacher advisor, Administration</p>
<p>Maintain a student-led School Newspaper where students can voice all pertinent concerns.</p>	<p>All students</p>	<p>Bi-weekly meetings starting in October-June</p>	<p>Student journalists, Faculty advisor</p>
<p>After training by the instructional coaches, Conduct weekly review of lessons in grade-level meetings to ensure aspects of student-centered activities where students have choice and voice</p>	<p>Teachers</p>	<p>Weekly starting in November-June</p>	<p>Classroom teachers Peer Collaborative Teachers (PCT)</p>

			Model Teachers (MT) Administration
Acquire new Advisory curriculum that is student-centered to increase student-to-student interaction	All students	Weekly starting in October-June	Classroom teachers Outside consultants for coaching. Peer Collaborative Teachers (PCT) Model Teachers (MT)
Mentoring program between older students (8th) and younger students (6th)	Targeted Students	Beginning in November	Dean
Mentoring program between high school students and our 8th graders	Targeted Students	Beginning in November	Dean
Survey students for the effectiveness of advisory programs	All students	February and May	Assistant Principal

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. November benchmark: Use TFC surveys to assess student and teacher perception of the learning experience. 2. February benchmark: Administer the Citywide Learning Environment surveys to the same constituencies and the parents. 3. June benchmark: Conduct last school-wide assessment survey.
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.

Based upon an analysis of the school survey, our teachers are working collaboratively with one another to ensure growth in our students. Last year we outperformed the city in this area of the framework. Our strengths lie in teachers sharing the responsibility for student learning, designing instructional programs collaboratively, and sharing student work. An area of growth is teachers' willingness to try new things in their classrooms.

Part 2 – Annual Goal

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

By June 2016, 50% of teachers will participate in a voluntary professional learning community that promotes trying new strategies in their classrooms, sharing their findings with their PLCs, and ultimately sharing their learning with the school community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Administrators and peer collaborative teachers will offer professional learning communities during cycle 1 covering a range of topics including google classroom, STEM, SWD, and building school culture</p>	<p>all teachers</p>	<p>Sept.-June</p>	<p>We will use google forms to have teachers sign into the PLC meetings. The sign ins will be monitored by administration</p>

Interest surveys will be shared after the first cycle of PLCs to encourage more participation during the second cycle	all teachers	December	Coaches will review this data and share with the cabinet
Cycle 2 will be facilitated by administrators, peer collaborative teachers, and model teachers.	all teachers	December-March	We will use google forms to have teachers sign into the PLC meetings. The sign ins will be monitored by administration
Cycle 3 will be facilitated by interested teachers who can either facilitate a PLC that they already attended or select a new topic	all teachers	March-June	We will use google forms to have teachers sign into the PLC meetings. The sign ins will be monitored by administration

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. December benchmark: Monitor attendance at workshops, minutes from team meetings, surveys from the first round of PLCs. 2. March benchmark: Monitor implementation from the first round of PLCs through classroom observations, attendance and participation at new PLCs, minutes and student work samples from team meetings. 3. June benchmark: Monitor implementation from the second round of PLCs through classroom observations and inter-visitations, review PLCs outcomes through teacher led showcase, examine student work for evidence of the school's instructional focus.
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.

A comprehensive assessment of Effective School Leadership as revealed in the 2014-2015 School Environment Learning Survey and the Written Feedback from the Principal Performance Observation shows that the faculty/staff are not a large part of the decision-making in the area of hiring of new personnel and use of discretionary funds.

Strength:

- Coherent instructional goals, 100%.
- Setting high standards for student learning, 100%.
- Using resources to provide consistent curriculum, instruction, and learning materials, 100%
- Participating in instructional planning with teams of teachers, 100%
- Maximizing teacher capacity (QR 1.3-Area of celebration)
- The assignment of instructional coaches and partners (QR 1.3-Area of celebration)
- Effective

Needs:

- Teacher influence in hiring new professional personnel, 50%
- Teacher influence in planning how discretionary schools should be used, 70%.

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, the administration will make the process for hiring and spending more transparent resulting in an 10% increase of teacher positive perception in the area of Effective School Leadership.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A hiring committee will be established that provides teachers and parents an opportunity to take part in the recruitment, interviewing, and consultation on hiring.</p>	<p>Teachers</p>	<p>May-August</p>	<p>Teachers Administration</p>
<p>Continue with the practice of giving departments a budget for equipment and materials</p>	<p>Teachers</p>	<p>December-March</p>	<p>Teachers Administration</p>
<p>Report on the financial status (allocations and spending) of the school</p>	<p>Teachers Staff</p>	<p>December March</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session, teachers, shopDOE, school budget (public view), vacancy lists</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • October: survey staff for immediate needs • December: survey staff for ideas for consideration for discretionary funds • March: collect budgets from each department • May: survey the staff for interest in becoming a member of the hiring committee
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

We met last year's goal of 10% of parents showing up to at least 3 events in the school as evidenced by attendance sheets. According to the 2014-2015 school survey, our school is average in strong family and community ties. Whereas 90% of parents felt that staff communicated with them regularly about their children's learning (strength), only 40% of parent respondents said that they had one more than one meeting with a teacher last year (weakness). The priority need for our school is to get more parents to come into the school for events and meetings.

Part 2 – Annual Goal

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

By June 2016, we will increase parental involvement to at least 55% of parents attending at least one conference with a teacher this school year as evidenced by their responses on the 2016 school survey.

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>Send out parent survey to determine preferred means of communication (phone, text message, email, etc.)</p>	<p>Parents</p>	<p>October</p>	<p>Parent Coordinator</p>

Reach out to parents before parent teacher conferences should begin 2 weeks before the conferences are to be held. Communication will all be in parents' preferred languages.	Parents	Sept.- June	advisors
Plan for last two conferences to be student led in order to motivate students to bring their parents to the conferences.	Students	February and April	advisors, teachers, data specialist
Monitor sign in sheets from first parent teacher conference and reach out to parents who have not yet attended a conference. Set up appointments with these parents for Tuesdays during parent engagement time.	Parents who are not meeting our goal.	November	Parent Coordinator

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"> • Maintaining the employment of a Parent Coordinator • Yearly calendar of parent events • Monthly parent workshops • Quarterly school-wide events • Training of Faculty Advisors on Parent Outreach • Monthly information sessions at PTA meetings • Maintenance of a PTA Room 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • December: 30% of parents attending one parent engagement • March: 45% of parents attending parent engagement and 5% at monthly workshops • June: 45% of school families have attended one parent engagement event and an average of 10% regular attendance at parent workshops yearlong.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • NYS ELA scores • Reading fluency (DRA) • Decoding test (WADE assessment) 	<ul style="list-style-type: none"> • Class level conferences for reading/writing intervention • Just Words used for fluency remediation • Wilson used for decoding remediation • Study Island for comprehension skills remediation 	<ul style="list-style-type: none"> • Small group, in class sessions for conferencing and Just Words • Small group pull-out sessions for Wilson Reading System 	<ul style="list-style-type: none"> • All services are during the school day.
Mathematics	<ul style="list-style-type: none"> * NYS Math scores * AIMS web for math fluency assessment 	<ul style="list-style-type: none"> * Class level small group, guided instruction * Assessment and Learning in Knowledge Spaces, a Web-based, artificially intelligent assessment and learning system for math fluency remediation * Study Island for math skills remediation 	<ul style="list-style-type: none"> * Small group, in class sessions for guided instruction * ALEKS during math fluency periods for self contained classes * Study Island for math remediation during math foundations periods 	<ul style="list-style-type: none"> * All programs are during the school day
Science	<ul style="list-style-type: none"> * MOSL * In class unit assessments 	<ul style="list-style-type: none"> * Guided practice 	<ul style="list-style-type: none"> * Small group 	<ul style="list-style-type: none"> * During class
Social Studies	<ul style="list-style-type: none"> • NYS ELA scores • Reading fluency (DRA) 	<ul style="list-style-type: none"> • Class level conferences for reading/ 	<ul style="list-style-type: none"> • Small group, in class sessions for conferencing 	<ul style="list-style-type: none"> • All services are during the school day.

	<ul style="list-style-type: none"> Decoding test (WADE assessment) 	<p>writing intervention</p> <ul style="list-style-type: none"> Just Words used for fluency remediation Wilson used for decoding remediation Study Island for comprehension skills remediation 	<p>and Just Words</p> <ul style="list-style-type: none"> Small group pull-out sessions for Wilson Reading System 	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> * Online anecdotal logs from Skedula (logged by teachers) * Teacher referral 	<ul style="list-style-type: none"> *Advisory *At-risk Counseling *Dean referral mediations 	<ul style="list-style-type: none"> *Whole Class *One-to-one and small group *Small group 	<ul style="list-style-type: none"> * During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Forming hiring committee (made up of administrators and teachers), which creates the hiring protocols, conducts interviews, and evaluates demonstration lessons. • Attending middle school hiring fairs, use new teacher finds, and Open Market to find teachers that are highly qualified • In-house referrals for potential hires • Teacher input to professional development calendar to ensure alignment with what teachers need to feel supportive • Weekly, content-specific department level professional development sessions

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • The administration, Peer Collaborative Teachers, and teachers designed the yearlong professional development plan with the Danielson Framework for Teaching. • Peer Collaborative Teachers conduct biweekly New Teacher Mentoring sessions and weekly 1-1 mentoring sessions • Administrators provide frequent feedback sessions using the Danielson Framework for Teaching • Teachers attend professional development sessions on Common Core Learning Standards and Mathematical Practices in weekly department meetings • Teachers use the Framework for Teaching to turnkey professional development • Differentiated professional development offerings during Monday's professional time • Professional Learning Communities conducted during Tuesday's professional time (Google classrooms, Socratic Seminars, STEM, Special Education, and School Culture) • TurnAround for Children provide 1-1 coaching as well as whole school professional development on developing positive classrooms

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.

Within our school teachers meet on both content grade and content department levels. During those meetings, teachers collaboratively plan pre and post assessments. Additionally, teachers seek out professional development workshops they wish to attend and get approval from the administration. Furthermore, we provide our new teachers with weekly mentoring meetings. One week a month, they get to select the topic. Other than that, we design a yearlong professional development plan that includes weekly PDs, lunch and learn and monthly sessions.

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	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	163,102.00	X	Section 6, Section 5B, Section 7 (2b), Section 6, Section 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,034,685.00	X	Section 7 (2a, 2b), Section 6, Section 5B, Section 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Collaborative Arts Middle School]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

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

I. School Responsibilities:

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:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 355
School Name Collaborative Arts Middle School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Tammy Holloway	Assistant Principal Nordia Brackett
Coach Kristen Pelekanakis	Coach Kimberly Clinton
ENL (English as a New Language)/Bilingual Teacher Lily Song	School Counselor Gina Curcio
Teacher/Subject Area Kimberly Clinton/ SWD	Parent
Teacher/Subject Area Kristen Pelekanakis/ Hum.	Parent Coordinator Antona Williams
Related-Service Provider Gina Curcio	Borough Field Support Center Staff Member
Superintendent Murray	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	398	Total number of ELLs	9	ELLs as share of total student population (%)	2.26%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups							
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)			7	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)			1	Long-Term (ELLs receiving service 7 or more years)	1

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											
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	7	1		1	0		1		1		9
Total	7	1	0	1	0	0	1	0	1		9

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic							0							0
Spanish									0					0
SELECT ONE														0
TOTAL	0													

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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									2					2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian							0	1	3					4
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	1	6	0	0	0	0	9

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)								2	1					3
Emerging (Low Intermediate)								3						3
Transitioning (High Intermediate)														0
Expanding (Advanced)							1	1						2
Commanding (Proficient)								1						1
Total	0	0	0	0	0	0	1	7	1	0	0	0	0	9

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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							1	0	1					2

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use the DRA as a universal screener for reading. This provides reading lexile levels for our students. The teachers can then modify texts and provide readings that are within the reading range for each student. Last year, four of the twelve students who are designated as ELL scored in the lowest 20th percentile on the universal screening. They are currently receiving Tier II reading intervention on the classroom level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Across the board, our students score lowest in the writing subsection of the NYSESLAT. With the exception of two students, reading is the second lowest category. This year we had only one student take the NYSITELL. His data reveals that he is entering in all four modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Once the RNMR is available, the ELL teacher will review each student's individual result to determine if there needs to be a greater emphasis on reading and writing or listening and speaking. As a school, we focus heavily on academic conversations requiring all students to participate in conversations within their classrooms. Students with lower speaking skills will be given sentence starters and questioning prompts. The ELL teacher shares the data from the AMAO with the ELA, math, and content area teachers along with instructional suggestions and support.
 The growth of the students will be tracked throughout the year using city provided benchmarks as well as tracking class assessments using the online data system, DDC. We will check for alignment between their growth and the projected growth on the AMAO toolkit.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - There are not enough students on any grade to form a reliable subgroup for noticings of patterns and trends.

- b. The school leadership reviews the data in Academic Cabinet to make instructional decisions for the ELL students. The data is shared with the classroom teachers so that they know which areas will need more scaffolding for their ELL students.
- c. Last year's results showed that more focus needed to be placed on reading and listening than writing and speaking. Only 2 out of the 8 tested students last year scored commanding in reading and only 3 in listening.
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*.]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers are asked to consider their students' background when selecting texts, problems, and examples in their classrooms. Teachers are asked to consider students' language development when assessing students in class.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Due to the fact that we do not have a subgroup of ELLs, teachers look at the individual ELL students and chart their progress. We also use benchmark exams provided by the city.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.
The following structures are in place at our school to identify ELLs in our school:
 - At enrollment, trained school staff members meet with the parents to determine the child's home language.
 - The pedagogues responsible for conducting the initial screening is Kristen Pelekanakis.
 - This process is formalized through Home Language identification Survey (HLIS) where the parent indicates what language the child speaks at home.
 - This survey is given to the parent in their native language and/or in English.
 - After collecting the HLIS the ELL coordinator conducts an informal interview with the parents in English and if necessary in the native language.
 - If the student does not speak any language other than English, the student is not an ELL and enters general education program.
 - If it is determined that the student speaks a language other than English and speaks little or no English then the child is administered a NYSESTIL by Lily Song, which is a formal initial assessment that establishes English proficiency level within 10 days of enrollment.
 - A student's performance on the test will determine if the student is entitled to ENL services
 - Spanish speaking students are administered the Spanish LAB within ten days of enrollment
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The following structures are in place at our school to identify SIFE students within 30 days of enrollment in school:
An educational history of the student is conducted.
If there is inadequate proof of enrollment in a school previously, the oral interview will be conducted. If there is no staff on hand to conduct the oral history, the school will use translation services to conduct the interview.
If there is inadequate proof of school enrollment, students are given the LENS exam as a way to determine education in the home language.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, *ELL Identification* section).
If a student enrolls with an IEP, with a home language other than English, we convene a Language Proficiency Team consisting of Lily Song, ENL teacher, Kristen Pelekanakis, ENL coach, Kimberly Clinton, director of Special Education, and the parent or guardian. During the meeting, interpretation services will be provided if needed. The team will review and decide if the student must take the

NYSITELL. If the recommendation is yes, the student will take the NYSITELL in order to be placed in the appropriate program. The team will complete the Language Proficiency Team Language NYSITELL Determination Form. If the answer is no, the principal, Tammy Holloway, and or the superintendent will need to review the material and make a final decision regarding the student's placement within 20 days.

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

Within 5 days of the NYSITELL exam being scored, our ESL teacher, Ms. Song, fills in the entitlement letter or non entitlement letter and gives it to the school secretary, Ms. Hill, to mail home. Letters will be sent in parents' preferred language. Ms. Hill retains copies of the letters and places them in a folder in the students' cumulative records.

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).

This information is provided during the intake process. Our school secretary, Ms. Hill, informs parents that once they receive their entitlement letter, they have 45 days to appeal the decision. This correspondence will take place in the parents' preferred language either using in house translators or translation services. Copies of all correspondence will be retained in the students' cumulative records.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The overall orientation for ELL parents takes place the second week of school during the Open School Night. Additionally, Tuesday afternoons at 2:40 are reserved for new parent orientations if we receive new admits who are ELL. Parents would be informed of the orientation when registering their child. This correspondence will be in the parents' preferred language.

During the orientation, all three programs are described with the assistance of the translation services if necessary. Parents will also have the opportunity to view the Parent Orientation Video at these meetings. Parents receive their Program Selection forms to decide their placement. They have five days to return this paper to the school. If it is not returned within five days, default (bilingual) will be selected.

Parents will be informed if 15 students who speak the same language and are in the same grade or two contiguous grades are enrolled and a bilingual program or dual language classroom is opening. Parents will receive this letter in their preferred home language.

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

The ENL teacher follows up by phone (using translation services if necessary) two days after the orientation to remind parents and guardians to return the forms. The forms are collected and stored in the students' cumulative folders. The choices will be entered on the ELPC screen in ATS. These reports will be reviewed whenever a new ELL student is admitted to see if there are at least 15 students in two contiguous grades who have the same native language selected the same program. If we reach 15 students, parents will be notified in their preferred language both via phone and letter. Parents will, at that point, have the opportunity to enroll their child in the new class.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Forms that are not returned within five days will be considered as bilingual education. This will be entered on the ELPC screen in ATS. The attempts made by the school's ENL teacher will be recorded in our online anecdotal log, skedula. The logs will then be printed and placed in the cumulative folder. Ms. Song, the ENL teacher, will make phone calls as well as send letters home with students in the parents' preferred language.

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

Once a student's program has been determined, the ENL teacher will complete a placement letter, in parents' preferred language, and return it to the school secretary to mail home. If the parent has selected bilingual or dual language, two programs we currently do not offer, the parent will be notified that the student may either stay enrolled at CAMS in our current ENL program or transfer to another school where their desired program is offered.

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

Our school will retain copies of all ELL documentation in separate folders attached to the students' cumulative records by our school secretary, Ms. Hill. In addition to all required forms, these records will also house print outs of parent outreach in regards to ELL programming. The folders will be secure and will only be released following FERPA guidelines.

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.

Before the first day of the NYSESLAT testing window, Ms. Pelekanakis will run the RLER report to determine who is eligible to take the NYSESLAT. She then schedules all eligible students to take the NYSESLAT during the testing window. The exams are administered early in the testing window leaving time for makeup exams for students who missed earlier portions.

The school's ENL teacher, Ms. Song, proctors the reading, writing, and listening sections of the exam. The school's ENL coordinator, Ms. Pelekanakis, proctors the speaking portion of the exam while Ms. Song is in the room. The writing portions of the exam are scored by ELA teachers (Mr. Colon, Mrs. Lindh, and Ms. Wahab) who do not teach the students tested. For example, the sixth grade ELA teachers will grade 7th grade exams (dividing the questions so nobody grades an entire exam).

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Song drafts the continued entitlement and transitional support notification letters after reviewing the BESIS data on the RLAT form with Ms. Pelekanakis, the ELL coordinator. Letters are sent home in parents' preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The parents choose Stand Alone services the majority of the time. This is the model available at our school. Currently, we do not have enough students in any two contiguous grades that have the same native language.

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.
All of our ELL students on a grade, both transitional and current, are grouped in the same class where possible. In the sixth and eighth grade, Ms. Song provides integrated ENL two periods a week, and stand alone for four periods. In the seventh grade, Mr. Colon (a dual certified teacher) provides integrated ENL for four periods a week. Stand alone ENL is grade specific but heterogeneous in terms of proficiency.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
By grouping the students together in the same class, students receive the majority of their mandated integrated ENL services. The standalone time is shared with the other school in our building, allowing for our students to all receive their mandated times for standalone.
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.
Our school uses Expeditionary Learning in our Humanities classes. During integrated ENL the ENL teacher pushes in classrooms and works with small groups of ELLs using the curricular materials provided by the city. Students receive native language support through the use of google translate, native language versions of class novels (when available), and native language versions of the CMP3 Math curriculum, when available.
During the standalone periods the teacher is focused primarily in teaching code based as well as meaning making strategies using the CCLS Language, Speaking and Listening Standards. There is also a focus on mini writing projects by using mentor texts from content area to unpack the text by focusing in on the language of the text. i.e.: problem solution, cause and effect, argument, sequential writing) Additionally, there are periods dedicated to guided reading allowing for scaffolds of instruction are used to reinforce reading skills. i.e.: main idea, drawing conclusion, inferencing.

Ms. Song has access to all curriculum maps and unit maps for the school. During ENL classes, she is able to frontload the necessary vocabulary for students' upcoming units in humanities, math, and science.

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

Paste response to question here:

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

Our school uses the benchmark exams provided by the city. Additionally, the ENL teacher charts progress using class assessments in the four modalities throughout each unit. Finally, as a school we use DDC to collect data and analyze student progress. When given class based assignments, all questions are tied to their respective standard (inclusive of reading, writing, speaking, and listening).

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

a. SIFE - The primary focus for SIFE students is to develop the student's speaking and listening skills. In both standalone and integrated ENL periods, the student will primarily be responding verbally as well as being read to. If necessary, the student will receive additional phonics support using Just Words or a similar program. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

b. Newcomer - Similar to a SIFE student, the goal when working with newcomer students is to develop the student's speaking and listening skills. In both standalone and integrated ENL periods, the student will primarily be responding verbally as well as being read to. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

c. Developing - Students who are developing will be asked to respond in writing more often and will get less auditory support when reading. They may use an ereader that incorporates a dictionary or a text to speech function, but the majority of the demands of reading will be on the student. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

d. Long Term - Long term ELLs will receive few scaffolds to support reading with the exception of previewing vocabulary and building background knowledge. Students will continue to receive scaffolds and support for their writing.. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

e. Former ELLs up to two years after exiting ELL status- Former ELLs will receive 90 minutes of integrated support a week. This will be an opportunity to review their work with their teacher. This is also an opportunity to develop more domain specific vocabulary to be used in writing and speaking. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

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.

After 6 months, the Principal will review all benchmark data collected on the student. In our school, this includes schoolnet data as well as class level assessments. If the principal determines that the student is not making progress in the current setting, she will consult with the ELL coordinator, the parent, and the student to review the new placement. If the principal decides to reverse the new placement, she will need to speak with superintendent and then send a letter home within 10 days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The classroom paras are being trained in Wilson Just Words which can be used with ELL-SWDs to accelerate their language acquisition. Additionally, the Expeditionary Learning curriculum, grade level appropriate, has modifications built in for both ELL and SWD classrooms. These include scaffolds, multiple means of representation, and direct vocabulary instruction.

Both CMP3 and Expeditionary Learning focus on vocabulary acquisition. Using these programs, teachers can front load necessary vocabulary for their units. Additionally, teachers reserve three periods a week for Tier II interventions within their classrooms. This is time for teachers to work on students' explicit understanding of classroom texts or math fluency.

Finally, all SWD receive intervention periods each week using an online platform that adjusts to the students' levels.

In order to ensure that SWD ELLs are properly serviced, the IEP coordinator, Ms. Clinton, reviews all IEPs at the beginning of each school year. Additionally, during all IEP meetings, a translator is made available so that the meeting can be conducted in the parents' preferred language. Finally, all tri-annual reviews are conducted in the student's native language.

Chart 5.1

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?

Currently, we have one ELL-SWD. He is able to remain with his class for the majority of his periods and receives only standalone ENL class. This allows for him to continue to receive the support within his core classes from his SWD teacher as well as improve his language skills while with his ENL teacher. He is also programmed to be in class with his non SWD peers during physical education, art classes, and lunch. In order to change his setting to an ICT setting, this would need to be recommended before the IEP meeting. The recommendation would be relayed to his/ her parents in preferred language.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	

Chart 5.2

STAFFING/ PERSONNEL	<p>STAND-ALONE ENL K-12 Certified ESOL teacher</p>	<p>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications</p> <p>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)</p>			
<p>The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.</p>					

*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.

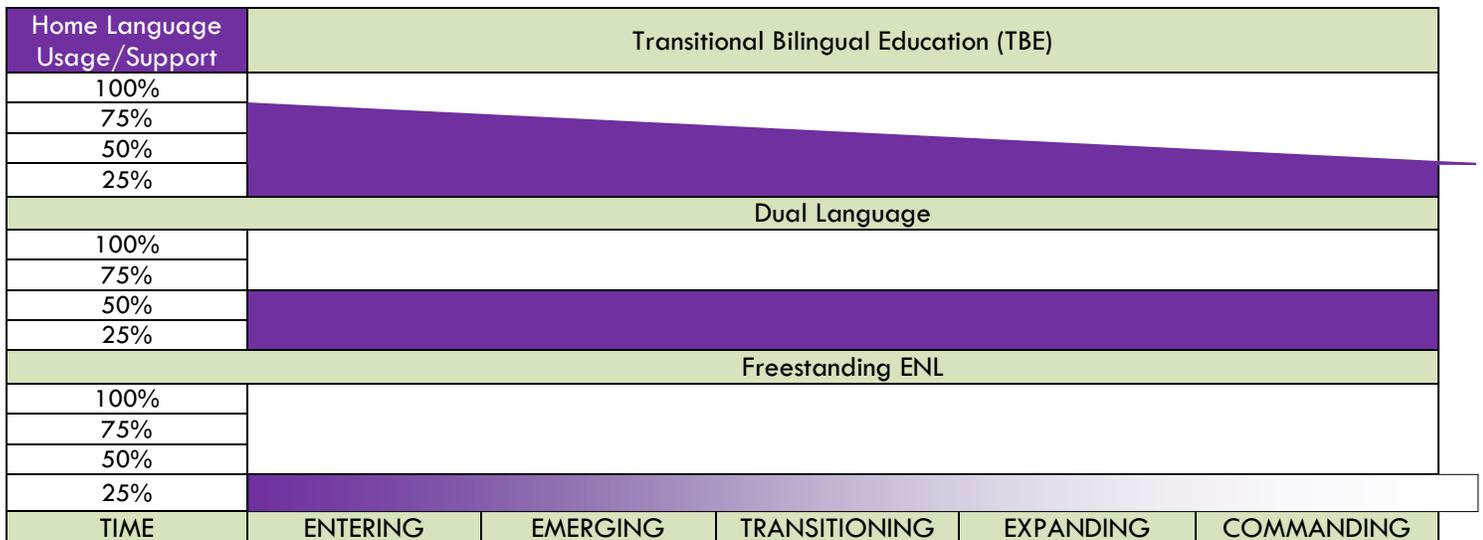


*Note: “other approved services” does not apply to New York City at this time.

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 targeted intervention programs include: ALEKS for math, Wilson Reading for ELA, math fluency guided practice, and reading fluency guided reading in all classrooms. Students are offered these supports during their core content classes. Science targeted intervention is aligned with the ELA intervention. Our social studies classes are rolled into our ELA classes. When available, translated versions or native language versions of intervention are used. For example, the performance series is available in Spanish for math.
These are all offered in English. Additionally, we offer afterschool instruction two days a week using the Coach curriculum by Curriculum Associates.
The data from last year's exams show growth in ELA over previous years.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program allows for the required time of ESL instruction. Students spend the majority of their week immersed in an English only setting allowing for faster language acquisition.
Teachers are made aware of the ELL students they teach by Ms. Song. She introduces herself to the students' teachers. Students take the same assessments as their non-ELL peers. Additionally, we use the citywide NYSESLAT benchmarks.
Student data is reviewed at the end of each content area unit with Ms. Song. Ms. Pelekanakis provides Ms. Song with the data for each of her students.
12. What new programs or improvements will be considered for the upcoming school year?
We are planning on adding Wilson Reading for students who are SIFE or newcomers lacking phonemic awareness. Students who enroll who show less than 85% accuracy on the phonemic awareness screener will receive Wilson Reading intervention.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are integrated into all curricular activities. Students participate in all core and non-required courses. They also have the same choices of electives as all students: art, music, theater, or dance.
All of our ELL students are afforded equal opportunity to all school programs. ELLs are invited to participate in any after school program. Sports and Arts provides after school programs which are available to all students on the campus. Our teachers also run after school programs that are open to all students. Teachers are encouraged to reach out to their ELL students to participate in their after school clubs. Finally, Ms. Song runs an after school ELL club focused on reading and homework help.
Currently, 3 or our 9 ELL students are enrolled in extra curricular activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We use google translate to aid in the translation of test materials. Every classroom is equipped with a smartboard allowing for visual interpretations of new vocabulary words and content. When available, native language dictionaries are made available to students. Also, native language versions of classroom texts such as class novels, are used when available. We currently do not have numbers to represent any one subgroup.
We use Expeditionary Learning in our humanities classrooms, FOSS kits in our science classrooms, and CMP3 for math. All curriculum and materials are grade level for all of our students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We use google translate when necessary to translate instructions or materials for students in ENL classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELL students follow the same curriculum as their grade level in each subject. Standalone ENL classes are linked thematically to the work in students' Humanities classes. This allows for the subject matter to remain grade appropriate.
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).
Ms. Song runs an afterschool club for ELL students. This is an opportunity for students to practice communicating freely and to learn about one another's cultures.
19. What language electives are offered to ELLs?
Spanish:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 ELL personnel (including teachers, personnel, and APs) in the school are given a list of available PD opportunities offered through the district, city, and Borough Field support office. Additionally, the school secretary and ELL coordinator participated in the start of year webinar about intake, enrollment, and programming .
 Additionally, Monday PD sessions are aligned with the chancellor's Framework for Great Schools. Teachers are in small learning communities around aspects of the Framework. Teachers begin the year studying supportive environments, then moving into rigorous instruction. Throughout these professional learning cycles, teachers will learn about best serving all students, including ELL students. Each phase of PD runs as follows :
 Phase 1 (Supportive Environment) September-November
 Phase 2 (Rigorous Instruction) December-March
 Phase 3 (Trust) April- June
 Paraprofessionals are all trained in Just Words so they can engage in reading fluency small group instruction within the classrooms.
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?
 Both ELL teachers work with the literacy coach on a weekly basis to unpack the Common Core Learning Standards. These activities include reviewing task alignment activities, lesson plan reviews, and standard unpacking exercises. Additionally, both educators have opportunities to go to outside professional development offered by the city, district, or borough field support offices.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 Ms. Song, the ENL teacher, meets with the 8th grade ELL students as well as with the guidance counsellor, Mrs. Curcio, to help students review their high school choices and complete their applications. Parent nights are also available for parents of all students to inform them of the high school process. Translation services are available when needed.
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.
 Department meetings each week are professional development. 15% of this time will be used for ELL-specific professional development. Meeting agendas, staff sign ins, and all presentation materials are kept by the school's instructional coaches. These professional development sessions focus on vocabulary acquisition, opportunities to use modeling, lesson planning, and small group instruction.

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?

We reserve the parent engagement time on Tuesdays from 2:40-3:25 for Ms. Song to contact parents of ELL students to discuss results on recent exams, progress in courses, and areas of concern. Translation services that cannot be provided in house are provided through translation services.

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.

We use an online data system, Skedula, to keep track of parent outreach as well as student performance. Parents have access to this website at home as well. Letters are sent home in the parents' preferred language as well as phone calls made either using in house translation provided by our teachers who speak other languages or through translation services. The parent coordinator, Ms. Williams, is responsible for tracking what languages correspondence must be completed in.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Currently our parental involvement for ELL parents is lower than our non ELL parents. This year we are forming a committee to increase parental engagement across the board by creating more opportunities for parents to be in the building. This committee will take into account the specific needs of our ELL parents when planning events. The parent coordinator is involved in this committee. The Parent Coordinator ensures that all outreach is translated before notices are sent home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Turn Around for Children. In addition to classroom level support, this agency partners our school with a mental health agency. Parents are able to take their children to a local agency to receive outside counselling. This information is shared with the parents in their native language when needed.
5. How do you evaluate the needs of the parents? We sent out a parent interest survey during a parent meeting to find out more about the parents needs. The parent coordinator has been reaching out to families and working with them to discuss any questions. When applicable, fliers are printed and disseminated in home language. The parent coordinator keeps track of what outreach means each parent prefers and in which language.
6. How do your parental involvement activities address the needs of the parents? These parental involvement activities meet the needs of the ELL parents in several ways. They give parents an opportunity to interact with other parents from the community and school. Parents learn valuable information at the meetings as well as see their children interact with other classmates and school staff. These family nights, meetings and information nights will help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are a part of our school community.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Holloway	Principal		10/31/15
Nordia Brackett	Assistant Principal		10/31/15
Antona Williams	Parent Coordinator		10/31/15
Lily Song	ENL/Bilingual Teacher		10/31/15
	Parent		10/31/15
Kristen Pelekanakis/ Humanitie	Teacher/Subject Area		10/31/15
Kimberly Clinton/ SWD	Teacher/Subject Area		10/31/15
	Coach		1/1/01
	Coach		1/1/01
Gina Curcio	School Counselor		10/31/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

C. School Information

District 29	Borough Queens	School Number 355
School Name Collaborative Arts Middle School		

D. 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 Tammy Holloway	Assistant Principal Nordia Brackett
Coach Kristen Pelekanakis	Coach Kimberly Clinton
ENL (English as a New Language)/Bilingual Teacher Lily Song	School Counselor Gina Curcio
Teacher/Subject Area Kimberly Clinton/ SWD	Parent
Teacher/Subject Area Kristen Pelekanakis/ Hum.	Parent Coordinator Antona Williams
Related-Service Provider Gina Curcio	Borough Field Support Center Staff Member
Superintendent Murray	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers 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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	398	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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									2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian							0	1	3					0
French							1		1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								2	1					0
Emerging (Low Intermediate)								3						0
Transitioning (High Intermediate)														0
Expanding (Advanced)							1	1						0
Commanding (Proficient)								1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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							1	0	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	0	0	0	0
7	4	2	0	0	0
8	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			1				0		0
7	6						0	0	0
8	1						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	1								0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use the DRA as a universal screener for reading. This provides reading lexile levels for our students. The teachers can then modify texts and provide readings that are within the reading range for each student. Last year, four of the twelve students who are designated as ELL scored in the lowest 20th percentile on the universal screening. They are currently receiving Tier II reading intervention on the classroom level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Across the board, our students score lowest in the writing subsection of the NYSESLAT. With the exception of two students, reading is the second lowest category. This year we had only one student take the NYSITELL. His data reveals that he is entering in all four modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Once the RNMR is available, the ELL teacher will review each student's individual result to determine if there needs to be a greater emphasis on reading and writing or listening and speaking. As a school, we focus heavily on academic conversations requiring all students to participate in conversations within their classrooms. Students with lower speaking skills will be given sentence starters and questioning prompts. The ELL teacher shares the data from the AMAO with the ELA, math, and content area teachers along with instructional suggestions and support.
 The growth of the students will be tracked throughout the year using city provided benchmarks as well as tracking class assessments using the online data system, DDC. We will check for alignment between their growth and the projected growth on the AMAO toolkit.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. There are not enough students on any grade to form a reliable subgroup for noticings of patterns and trends.
- b. The school leadership reviews the data in Academic Cabinet to make instructional decisions for the ELL students. The data is shared with the classroom teachers so that they know which areas will need more scaffolding for their ELL students.
- c. Last year's results showed that more focus needed to be placed on reading and listening than writing and speaking. Only 2 out of the 8 tested students last year scored commanding in reading and only 3 in listening.
13. 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*.]
Paste response to question here:
14. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers are asked to consider their students' background when selecting texts, problems, and examples in their classrooms. Teachers are asked to consider students' language development when assessing students in class.
15. For dual language programs, answer the following:
 - d. How are the English-proficient students (EPs) assessed in the target language?
 - e. What is the level of language proficiency in the target language for EPs?
 - f. How are EPs performing on State and other assessments?
 Paste response to questions here:
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Due to the fact that we do not have a subgroup of ELLs, teachers look at the individual ELL students and chart their progress. We also use benchmark exams provided by the city.

Part IV: ELL Identification Process

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

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
The following structures are in place at our school to identify ELLs in our school:
 - At enrollment, trained school staff members meet with the parents to determine the child's home language.
 - The pedagogues responsible for conducting the initial screening is Kristen Pelekanakis.
 - This process is formalized through Home Language identification Survey (HLIS) where the parent indicates what language the child speaks at home.
 - This survey is given to the parent in their native language and/or in English.
 - After collecting the HLIS the ELL coordinator conducts an informal interview with the parents in English and if necessary in the native language.
 - If the student does not speak any language other than English, the student is not an ELL and enters general education program.
 - If it is determined that the student speaks a language other than English and speaks little or no English then the child is administered a NYSESTIL by Lily Song, which is a formal initial assessment that establishes English proficiency level within 10 days of enrollment.
 - A student's performance on the test will determine if the student is entitled to ENL services
 - Spanish speaking students are administered the Spanish LAB within ten days of enrollment
15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The following structures are in place at our school to identify SIFE students within 30 days of enrollment in school:
An educational history of the student is conducted.
If there is inadequate proof of enrollment in a school previously, the oral interview will be conducted. If there is no staff on hand to conduct the oral history, the school will use translation services to conduct the interview.
If there is inadequate proof of school enrollment, students are given the LENS exam as a way to determine education in the home language.
16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
If a student enrolls with an IEP, with a home language other than English, we convene a Language Proficiency Team consisting of Lily Song, ENL teacher, Kristen Pelekanakis, ENL coach, Kimberly Clinton, director of Special Education, and the parent or guardian.

During the meeting, interpretation services will be provided if needed. The team will review and decide if the student must take the NYSITELL. If the recommendation is yes, the student will take the NYSITELL in order to be placed in the appropriate program. The team will complete the Language Proficiency Team Language NYSITELL Determination Form. If the answer is no, the principal, Tammy Holloway, and or the superintendent will need to review the material and make a final decision regarding the student's placement within 20 days.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within 5 days of the NYSITELL exam being scored, our ESL teacher, Ms. Song, fills in the entitlement letter or non entitlement letter and gives it to the school secretary, Ms. Hill, to mail home. Letters will be sent in parents' preferred language. Ms. Hill retains copies of the letters and places them in a folder in the students' cumulative records.
18. 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).
This information is provided during the intake process. Our school secretary, Ms. Hill, informs parents that once they receive their entitlement letter, they have 45 days to appeal the decision. This correspondence will take place in the parents' preferred language either using in house translators or translation services. Copies of all correspondence will be retained in the students' cumulative records.
19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The overall orientation for ELL parents takes place the second week of school during the Open School Night. Additionally, Tuesday afternoons at 2:40 are reserved for new parent orientations if we receive new admits who are ELL. Parents would be informed of the orientation when registering their child. This correspondence will be in the parents' preferred language.
During the orientation, all three programs are described with the assistance of the translation services if necessary. Parents will also have the opportunity to view the Parent Orientation Video at these meetings. Parents receive their Program Selection forms to decide their placement. They have five days to return this paper to the school. If it is not returned within five days, default (bilingual) will be selected.
Parents will be informed if 15 students who speak the same language and are in the same grade or two contiguous grades are enrolled and a bilingual program or dual language classroom is opening. Parents will receive this letter in their preferred home language.
20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teacher follows up by phone (using translation services if necessary) two days after the orientation to remind parents and guardians to return the forms. The forms are collected and stored in the students' cumulative folders. The choices will be entered on the ELPC screen in ATS. These reports will be reviewed whenever a new ELL student is admitted to see if there are at least 15 students in two contiguous grades who have the same native language selected the same program. If we reach 15 students, parents will be notified in their preferred language both via phone and letter. Parents will, at that point, have the opportunity to enroll their child in the new class.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Forms that are not returned within five days will be considered as bilingual education. This will be entered on the ELPC screen in ATS. The attempts made by the school's ENL teacher will be recorded in our online anecdotal log, skedula. The logs will then be printed and placed in the cumulative folder. Ms. Song, the ENL teacher, will make phone calls as well as send letters home with students in the parents' preferred language.
22. Describe how your school ensures that placement parent notification letters are distributed.
Once a student's program has been determined, the ENL teacher will complete a placement letter, in parents' preferred language, and return it to the school secretary to mail home. If the parent has selected bilingual or dual language, two programs we currently do not offer, the parent will be notified that the student may either stay enrolled at CAMS in our current ENL program or transfer to another school where their desired program is offered.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school will retain copies of all ELL documentation in separate folders attached to the students' cumulative records by our school secretary, Ms. Hill. In addition to all required forms, these records will also house print outs of parent outreach in regards to ELL programming. The folders will be secure and will only be released following FERPA guidelines.
24. 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.
Before the first day of the NYSESLAT testing window, Ms. Pelekanakis will run the RLER report to determine who is eligible to take the NYSESLAT. She then schedules all eligible students to take the NYSESLAT during the testing window. The exams are administered

early in the testing window leaving time for makeup exams for students who missed earlier portions.

The school's ENL teacher, Ms. Song, proctors the reading, writing, and listening sections of the exam. The school's ENL coordinator, Ms. Pelekanakis, proctors the speaking portion of the exam while Ms. Song is in the room. The writing portions of the exam are scored by ELA teachers (Mr. Colon, Mrs. Lindh, and Ms. Wahab) who do not teach the students tested. For example, the sixth grade ELA teachers will grade 7th grade exams (dividing the questions so nobody grades an entire exam).

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Ms. Song drafts the continued entitlement and transitional support notification letters after reviewing the BESIS data on the RLAT form with Ms. Pelekanakis, the ELL coordinator. Letters are sent home in parents' preferred language.
26. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- The parents choose Stand Alone services the majority of the time. This is the model available at our school. Currently, we do not have enough students in any two contiguous grades that have the same native language.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.
All of our ELL students on a grade, both transitional and current, are grouped in the same class where possible. In the sixth and eighth grade, Ms. Song provides integrated ENL two periods a week, and stand alone for four periods. In the seventh grade, Mr. Colon (a dual certified teacher) provides integrated ENL for four periods a week. Stand alone ENL is grade specific but heterogeneous in terms of proficiency.
- e. TBE program. *If applicable.*
Paste response to questions here:
- f. DL program. *If applicable.*
Paste response to questions here:
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
By grouping the students together in the same class, students receive the majority of their mandated integrated ENL services. The standalone time is shared with the other school in our building, allowing for our students to all receive their mandated times for standalone.
23. 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.
Our school uses Expeditionary Learning in our Humanities classes. During integrated ENL the ENL teacher pushes in classrooms and works with small groups of ELLs using the curricular materials provided by the city. Students receive native language support through the use of google translate, native language versions of class novels (when available), and native language versions of the CMP3 Math curriculum, when available.
During the standalone periods the teacher is focused primarily in teaching code based as well as meaning making strategies using the CCLS Language, Speaking and Listening Standards. There is also a focus on mini writing projects by using mentor texts from content area to unpack the text by focusing in on the language of the text. i.e.: problem solution, cause and effect, argument, sequential writing) Additionally, there are periods dedicated to guided reading allowing for scaffolds of instruction are used to

reinforce reading skills. I.e.: main idea, drawing conclusion, inferencing.

Ms. Song has access to all curriculum maps and unit maps for the school. During ENL classes, she is able to frontload the necessary vocabulary for students' upcoming units in humanities, math, and science.

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

Paste response to question here:

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

Our school uses the benchmark exams provided by the city. Additionally, the ENL teacher charts progress using class assessments in the four modalities throughout each unit. Finally, as a school we use DDC to collect data and analyze student progress. When given class based assignments, all questions are tied to their respective standard (inclusive of reading, writing, speaking, and listening).

26. How do you differentiate instruction for each of the following ELL subgroups?

f. SIFE

g. Newcomer

h. Developing

i. Long Term

j. Former ELLs up to two years after exiting ELL status

a. SIFE - The primary focus for SIFE students is to develop the student's speaking and listening skills. In both standalone and integrated ENL periods, the student will primarily be responding verbally as well as being read to. If necessary, the student will receive additional phonics support using Just Words or a similar program. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

b. Newcomer - Similar to a SIFE student, the goal when working with newcomer students is to develop the student's speaking and listening skills. In both standalone and integrated ENL periods, the student will primarily be responding verbally as well as being read to. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

c. Developing - Students who are developing will be asked to respond in writing more often and will get less auditory support when reading. They may use an ereader that incorporates a dictionary or a text to speech function, but the majority of the demands of reading will be on the student. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

d. Long Term - Long term ELLs will receive few scaffolds to support reading with the exception of previewing vocabulary and building background knowledge. Students will continue to receive scaffolds and support for their writing.. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

e. Former ELLs up to two years after exiting ELL status- Former ELLs will receive 90 minutes of integrated support a week. This will be an opportunity to review their work with their teacher. This is also an opportunity to develop more domain specific vocabulary to be used in writing and speaking. Students receive extended time on all exams. State provided dictionaries are provided for math and science when available.

27. 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.

After 6 months, the Principal will review all benchmark data collected on the student. In our school, this includes schoolnet data as well as class level assessments. If the principal determines that the student is not making progress in the current setting, she will consult with the ELL coordinator, the parent, and the student to review the new placement. If the principal decides to reverse the new placement, she will need to speak with superintendent and then send a letter home within 10 days.

28. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The classroom paras are being trained in Wilson Just Words which can be used with ELL-SWDs to accelerate their language acquisition. Additionally, the Expeditionary Learning curriculum, grade level appropriate, has modifications built in for both ELL and SWD classrooms. These include scaffolds, multiple means of representation, and direct vocabulary instruction. Both CMP3 and Expeditionary Learning focus on vocabulary acquisition. Using these programs, teachers can front load necessary vocabulary for their units. Additionally, teachers reserve three periods a week for Tier II interventions within their classrooms. This is time for teachers to work on students' explicit understanding of classroom texts or math fluency. Finally, all SWD receive intervention periods each week using an online platform that adjusts to the students' levels. In order to ensure that SWD ELLs are properly serviced, the IEP coordinator, Ms. Clinton, reviews all IEPs at the beginning of

Chart each school year. Additionally, during all IEP meetings, a translator is made available so that the meeting can be conducted in the parents' preferred language. Finally, all tri-annual reviews are conducted in the student's native language.

29. 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?

Currently, we have one ELL-SWD. He is able to remain with his class for the majority of his periods and receives only standalone ENL class. This allows for him to continue to receive the support within his core classes from his SWD teacher as well as improve his language skills while with his ENL teacher. He is also programmed to be in class with his non SWD peers during physical education, art classes, and lunch. In order to change his setting to an ICT setting, this would need to be recommended before the IEP meeting. The recommendation would be relayed to his/ her parents in preferred language.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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.

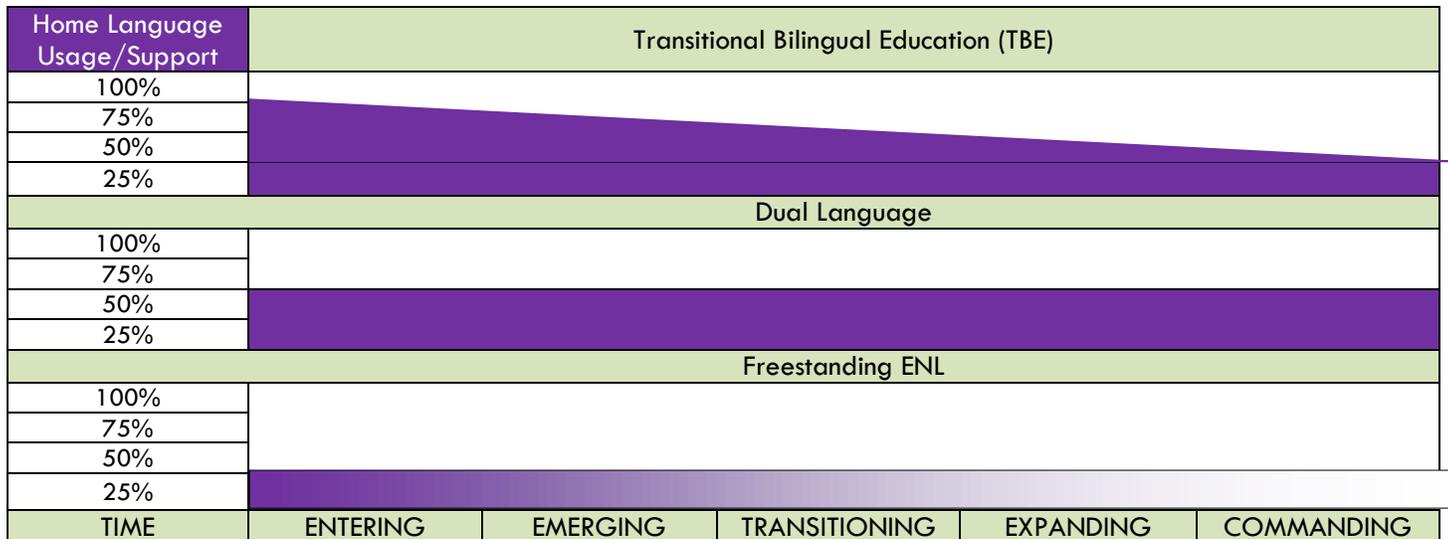


*Note: “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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 targeted intervention programs include: ALEKS for math, Wilson Reading for ELA, math fluency guided practice, and reading fluency guided reading in all classrooms. Students are offered these supports during their core content classes. Science targeted intervention is aligned with the ELA intervention. Our social studies classes are rolled into our ELA classes. When available, translated versions or native language versions of intervention are used. For example, the performance series is available in Spanish for math.
- These are all offered in English. Additionally, we offer afterschool instruction two days a week using the Coach curriculum by Curriculum Associates.
- The data from last year's exams show growth in ELA over previous years.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program allows for the required time of ESL instruction. Students spend the majority of their week immersed in an English only setting allowing for faster language acquisition.
- Teachers are made aware of the ELL students they teach by Ms. Song. She introduces herself to the students' teachers. Students take the same assessments as their non-ELL peers. Additionally, we use the citywide NYSESLAT benchmarks.
- Student data is reviewed at the end of each content area unit with Ms. Song. Ms. Pelekanakis provides Ms. Song with the data for each of her students.
32. What new programs or improvements will be considered for the upcoming school year?
- We are planning on adding Wilson Reading for students who are SIFE or newcomers lacking phonemic awareness. Students who enroll who show less than 85% accuracy on the phonemic awareness screener will receive Wilson Reading intervention.
33. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any services.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are integrated into all curricular activities. Students participate in all core and non-required courses. They also have the same choices of electives as all students: art, music, theater, or dance.
- All of our ELL students are afforded equal opportunity to all school programs. ELLs are invited to participate in any after school program. Sports and Arts provides after school programs which are available to all students on the campus. Our teachers also run after school programs that are open to all students. Teachers are encouraged to reach out to their ELL students to participate in their after school clubs. Finally, Ms. Song runs an after school ELL club focused on reading and homework help.
- Currently, 3 or our 9 ELL students are enrolled in extra curricular activities.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- We use google translate to aid in the translation of test materials. Every classroom is equipped with a smartboard allowing for visual interpretations of new vocabulary words and content. When available, native language dictionaries are made available to students. Also, native language versions of classroom texts such as class novels, are used when available. We currently do not have numbers to represent any one subgroup.
- We use Expeditionary Learning in our humanities classrooms, FOSS kits in our science classrooms, and CMP3 for math. All curriculum and materials are grade level for all of our students.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We use google translate when necessary to translate instructions or materials for students in ENL classes.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- ELL students follow the same curriculum as their grade level in each subject. Standalone ENL classes are linked thematically to the work in students' Humanities classes. This allows for the subject matter to remain grade appropriate.
38. 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).
- Ms. Song runs an afterschool club for ELL students. This is an opportunity for students to practice communicating freely and to learn about one another's cultures.
39. What language electives are offered to ELLs?
- Spanish:
40. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 ELL personnel (including teachers, personnel, and APs) in the school are given a list of available PD opportunities offered through the district, city, and Borough Field support office. Additionally, the school secretary and ELL coordinator participated in the start of year webinar about intake, enrollment, and programming .
 Additionally, Monday PD sessions are aligned with the chancellor's Framework for Great Schools. Teachers are in small learning communities around aspects of the Framework. Teachers begin the year studying supportive environments, then moving into rigorous instruction. Throughout these professional learning cycles, teachers will learn about best serving all students, including ELL students. Each phase of PD runs as follows :
 Phase 1 (Supportive Environment) September-November
 Phase 2 (Rigorous Instruction) December-March
 Phase 3 (Trust) April- June
 Paraprofessionals are all trained in Just Words so they can engage in reading fluency small group instruction within the classrooms.
6. 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?
 Both ELL teachers work with the literacy coach on a weekly basis to unpack the Common Core Learning Standards. These activities include reviewing task alignment activities, lesson plan reviews, and standard unpacking exercises. Additionally, both educators have opportunities to go to outside professional development offered by the city, district, or borough field support offices.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 Ms. Song, the ENL teacher, meets with the 8th grade ELL students as well as with the guidance counsellor, Mrs. Curcio, to help students review their high school choices and complete their applications. Parent nights are also available for parents of all students to inform them of the high school process. Translation services are available when needed.
8. 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.
 Department meetings each week are professional development. 15% of this time will be used for ELL-specific professional development. Meeting agendas, staff sign ins, and all presentation materials are kept by the school's instructional coaches. These professional development sessions focus on vocabulary acquisition, opportunities to use modeling, lesson planning, and small group instruction.

G. Parental Involvement

7. 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?

We reserve the parent engagement time on Tuesdays from 2:40-3:25 for Ms. Song to contact parents of ELL students to discuss results on recent exams, progress in courses, and areas of concern. Translation services that cannot be provided in house are provided through translation services.

8. 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.

We use an online data system, Skedula, to keep track of parent outreach as well as student performance. Parents have access to this website at home as well. Letters are sent home in the parents' preferred language as well as phone calls made either using in house translation provided by our teachers who speak other languages or through translation services. The parent coordinator, Ms. Williams, is responsible for tracking what languages correspondence must be completed in.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Currently our parental involvement for ELL parents is lower than our non ELL parents. This year we are forming a committee to increase parental engagement across the board by creating more opportunities for parents to be in the building. This committee will take into account the specific needs of our ELL parents when planning events. The parent coordinator is involved in this committee. The Parent Coordinator ensures that all outreach is translated before notices are sent home.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Turn Around for Children. In addition to classroom level support, this agency partners our school with a mental health agency. Parents are able to take their children to a local agency to receive outside counselling. This information is shared with the parents in their native language when needed.

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

We sent out a parent interest survey during a parent meeting to find out more about the parents needs. The parent coordinator has been reaching out to families and working with them to discuss any questions. When applicable, fliers are printed and disseminated in home language. The parent coordinator keeps track of what outreach means each parent prefers and in which language.

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

These parental involvement activities meet the needs of the ELL parents in several ways. They give parents an opportunity to interact with other parents from the community and school. Parents learn valuable information at the meetings as well as see their children interact with other classmates and school staff. These family nights, meetings and information nights will help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are a part of our school community.

H. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Holloway	Principal		10/31/15
Nordia Brackett	Assistant Principal		10/31/15
Antona Williams	Parent Coordinator		10/31/15
Lily Song	ENL/Bilingual Teacher		10/31/15
	Parent		10/31/15
Kristen Pelekanakis/ Humanitie	Teacher/Subject Area		10/31/15
Kimberly Clinton/ SWD	Teacher/Subject Area		10/31/15
	Coach		1/1/01
	Coach		1/1/01
Gina Curcio	School Counselor		10/31/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q355**

School Name: **Collaborative Arts Middle School**

Superintendent: **Murray**

Before you begin, please check the following:

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

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

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

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

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

By reviewing the Home Language Identification Survey and by meeting with classroom teachers with parents, MS school's written translation and oral interpretation needs. According to these assessments, it is evident that translation necessary to accommodate the needs of about 2% of our students.

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.

Yoruba, Haitian Creole, Spanish, Arabic

Part B: Creating a Communications Calendar

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

Calendars- monthly

PTC flyers- 7 days before the event

NY testing memo- 7 days before testing begins

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.

Curriculum Night- 9/16

PTC-11/17

PTC- 2/12/16

PTC-4/22/16

For all events school messenger sends a letter home. There are also flyers sent home. The ENL teacher reaches out to parents about these events.

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.

We identify when translation services are needed based on the RAPL report in ATS. For parents who need Spanish we will use school staff. For all other translation services, we will use Translation and Interpretation Unit. All documents will be given to the LAC one week prior to being distributed so they can be faxed to the T&I unit.

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.

We have in house staff to translate Spanish and Haitian Creole. We will need to use the Translation and Interpretation Unit for Yoruba and any new languages that incoming students' parents and guardians may need.

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.)

We have an in-house, on-line message board that the information will be shared on so that all staff members information whenever needed. Staff will also be informed during a Monday PD period.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

A parent survey will be offered at the PTC nights to gauge parental satisfaction with the quality and availability