

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R024

School Name:

I.S. 024 MYRA S. BARNES

Principal:

LENNY SANTAMARIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: MYRA S. BARNES School Number (DBN): 31R024
Grades Served: 6-8
School Address: 225 CLEVELAND AVENUE, STATEN ISLAND, NY 10308
Phone Number: 718-982-4700 Fax: 718-356-5834
School Contact Person: _____ Email Address: _____
Principal: LENNY SANTAMARIA
UFT Chapter Leader: MICHAEL SCARCELLA
Parents' Association President: JOANN TURANO
SLT Chairperson: Margaret Ponterella
Title I Parent Representative (or
Parent Advisory Council
Chairperson): n/a
Student Representative(s): n/a

District Information

District: 31 Superintendent: ANTHONY LODICO
Superintendent's Office Address: 715 OCEAN TERRACE, STATEN ISLAND, NY
Superintendent's Email Address: ALODICO@SCHOOLS.NYC.GOV
Phone Number: 718-420-5657 Fax: 718-420-5675

Borough Field Support Center (BFSC)

BFSC: STATEN ISLAND Director: KEVIN MORAN
Director's Office Address: 715 OCEAN TERRACE, STATEN ISLAND, NY
Director's Email Address: KMORAN2@SCHOOLS.NYC.GOV
Phone Number: 212-374-4254 Fax: 718-556-8375

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)
LENNY SANTAMARIA	*Principal or Designee	
MICHAEL SCARCELLA	*UFT Chapter Leader or Designee	
JOANN TURANO	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
n/a	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
CONSTANCE SAMWAYS	Member/ PARENT	
RENEE BOLUSI	Member/PARENT	
ELANA STORNILO	Member/ PARENT	
DERIC BORRERO	Member/ ADMIN	
VIVIAN NACIONALES	Member/ TEACHER	
MARGARET PONTERELLA	Member/ TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JANINE COLON-RICCIUTTI	Member/ PARENT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Myra S. Barnes Intermediate School is dedicated to the belief that all students can meet high standards of excellence. The school will provide a positive and supportive environment for all students, staff and parents. This will emphasize the school and commitment in ensuring the children's cognitive, creative and social growth.

All our students will develop academic and social skills and responsibilities which will enable them to become productive and law-abiding citizens of the community.

Our school collaborates with organizations such as Urban Advantage, The Intrepid Museum, United Activities Unlimited, CHAMPS, Beat The Streets and Staten Island CTV.

Our Talent choices of Computers, Band, Performing Arts, Graphic Arts and Media allow students to choose areas of study to be proficient in and continue learning while attending high school and beyond.

Over twenty percent of our student body consists of students with disabilities. Close to sixty students are in our programs for Autistic students such as TAP and Horizon.

Over the last year our school has shown evidence of growth in our supportive environment, effective school leadership, trust and strong family-community ties. This can be seen by our attendance rates, lower suspension rates, increased parent engagements and family functions and partnerships with community based organizations. Our mindset this year is around Collaborative Teachers around the work we are doing with Learning Teams, Department Teams and Grade Teams.

31R024 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1370	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching
				67
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	8	# Drama
				8
# Foreign Language	35	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.6%	% Attendance Rate		93.6%
% Free Lunch	31.9%	% Reduced Lunch		10.0%
% Limited English Proficient	1.7%	% Students with Disabilities		19.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		1.2%
% Hispanic or Latino	11.5%	% Asian or Native Hawaiian/Pacific Islander		3.5%
% White	83.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	38.5%	Mathematics Performance at levels 3 & 4		43.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		70.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		91.4%
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		Focus School Identified by a Focus District		
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

As of June 2015 the passing rates below were recorded for our students.

NYS Regents CC Algebra 89% Pass Rate

NYS Earth Science 82% Pass Rate

NYC LOTE Exam 95% Pass Rate

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.

To raise the percentage of 8th grade students earning High School Credit in Mathematics, Science, and Language Other Than English(LOTE) by 4% by June 2016

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Our school will;</p> <p>-Focus on data results from Baseline and past Regents exams to improve teacher practice and make informed changes to instruction.</p> <p>-Utilize teacher observation cycles to ensure rigor and evidence of data in a teacher’s instructional decisions.</p> <p>-A periodic review of teacher team meeting logs to ensure student data and student work are being examined to raise rigor and target student deficiencies.</p>	<p>8th grade students in Earth Science, Algebra and World Language courses.</p>	<p>September 2015- June 2016</p>	<p>All 8th grade teachers in World Language, Mathematics and Science.</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>An After School Center dedicated to test preparation May-June 2016, the purchase of classroom materials and curriculum aligned to NYS Regents.</p> <p>-Utilize funding for salaries of faculty and staff, Per-Diem coverage, OTPS for lab supplies and data inquiry totaling \$470,000 of Fair Student Funding.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Benchmark Assessments in Winter 2016 will allow us to identify areas of growth and create strategies for areas of 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 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.

In the 2014-2015 school year our student attendance rate was 94.11%. We have not meet our goal of 95%. A supportive environment where we discuss the importance of student attendance with students, parents and faculty will be assessed constantly as we believe informing parents of how absences lead to lost instructional time is crucial. It is a priority to reach our goal of 95% student attendance.

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.

To increase student attendance to 95% for the 2015-16 school year by June 2016. This will be an increase of .41% from our current attendance rate as a school.

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>Conduct Bi-Monthly attendance meetings consisting of select staff members charged with raising student attendance.</p> <p>We will;</p>	<p>All students enrolled 2015-2016</p>	<p>9/2015-6/2016</p>	<p>1.Deans, Assistant Principals, Pupil Accounting Secretary, Parent Coordinator and Guidance Counselors</p>

-Review attendance data on specific school spirit days to evaluate effectiveness.			
-Evaluate attendance data after Attendance Meetings to chart improvements in specific student attendance and target new students.			
-Continually have homeroom teachers make phone calls home as well as discuss with students the importance of school attendance.			
-Review logs of phone contact by Guidance Counselors and Deans when reaching out to parents/guardians in reference to poor student attendance.			
-Review data reports compiled on ATS (RGAR, RSCA, RCUA, RCUL) to track progress.			
-Utilize funding for salaries of staff, materials and incentives totaling \$628,000 of Fair Student Funding.			

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.											
-Utilize funding for salaries of staff, materials and incentives totaling \$628,000 of Fair Student Funding.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.
<u>1. February 1, 2016 attendance rate is a target to evaluate our progress in achieving our goal. The expectation is a 95% rate by this point.</u>
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.

Collaboration and inquiry are just beginning to take place across the school. Analyses of student data does not always result in improved teacher practice and increased student outcomes. The majority of teachers are in the process of developing inquiry-based, professional collaborations in teams to meet the CCLS. Teacher teams analyze assessment data but have yet to develop ongoing structures to use student work effectively for targeted students.

Part 2 – Annual Goal

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

To engage 65% of teacher teams in structured professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning by June 2016. Supervisory observations and attendance at teacher team meetings will allow support and feedback while monitoring teacher team work. Teacher teams will share feedback and logs of weekly meetings with supervisors and share celebrations of learning teams with the faculty.

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>Weekly Grade Team Meetings and Department meetings focusing on the review of student work and how it can drive instructional decisions and lesson planning to support students' areas of need.</p>	<p>Academic Teacher teams/ Grade Level Teams</p>	<p>September 2015- June 2016</p>	<p>All Supervisors and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional Development time on Monday's will be used to have all teacher teams engaged in this work. Every content area teacher will be involved in the work. Funding will be allocated from many sources.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By January 2016 teacher teams will be engaged with evaluating student work in an inquiry based model with 65% of teams displaying and presenting their work as a team to colleagues in professional learning sessions.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- 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.

Teaching practices across classrooms are aligned to curricula and the Danielson Framework for Teaching to reflect a set of beliefs of how students learn best. Teachers consistently provide multiple entry points to support student subgroups with the curricula.

Across classrooms, core beliefs are evident in teaching practices resulting in work products reflecting higher-order thinking.

A need to effectively align to the Framework for Great Schools is to raise awareness of teachers to provide questions that lead to higher order thinking. Work around essential questions for a lesson or unit need development.

This need can be met with intense support and staff development around Bloom's Taxonomy and Depth of Knowledge.

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.

Our school will have 70% of classrooms display student work products by June 2016 which reflect high levels of student thinking, participation and ownership through tasks that contain extended thinking (DOK 4) and strategic thinking (DOK 3).

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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional learning activities dedicated to Bloom’s Taxonomy and Depth of Knowledge.	ELA, Math, SS and Science classes	September 2015- June 2016	All Grade supervisors and content area lead teachers.
Professional Literature around topics surrounding essential questioning, changing mental models and questioning the adolescent learner to engage thinking.	All classes	September 2015- June 2016	All Grade supervisors and content area lead 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.											
Professional Development time on Monday’s will be used to have all teacher teams engaged in this work. Every content area teacher will be involved in the work. Funding will be allocated from many sources.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.
<u>By March 2016 benchmark assessments will be used to determine progress made in tasks designed to asses depth of knowledge.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Currently almost 100 students take part in our SONYC program managed by and Community Based Organization. United Activites Unlimited (UAU) as been an educational partner working with our students every afternoon and during holiday recess.

Our need to raise the awareness of the community of this very valuable academic and social support for our adolescent learners is a prority as we seek to raise registration of students in our after-school opportunities.

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.

Our goal is to have 120 students registered in UAU by June 2016 so they may have opportunities to take part in increased opportunities for Arts, Physical Activity, STEM and student leadership opportunities. This will be a 33% increase over our registration and support of students in this After-School activity.

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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Many student celebrations allow for parent involvement, participation and engagement.	100-120 students between grades 6-8	September 2015- June 2016	Community Based Organization School Administration
Students are supported by engaging in physical activity which supports NYC DoE Fitnessgram.	100-120 students between grades 6-8	September 2015- June 2016	Community Based Organization School 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.											
Many of the resources in the program are provided by SONYC and the CBO. Our school is responsible for providing space, and resources such as computers, laptops, equipment and supplies.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Collaboration between our school and CBO will take place monthly between administration and program director so both organizations are meeting goals and needs of students in the program.</u>
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)	New York State ELA Exam Scores Benchmark Exams from our own assessment Teacher Recommendation Parent Recommendation	Small group tutoring by teachers during lunch periods -Basic Skills Re-teaching -Test Preparation -At-Risk Resource Room -Pull-out tutoring service during minor track courses -Word Generation Program to enhance academic content vocabulary Wilson Reading Intervention	Small Group	During the school day Before School begins After-School center
Mathematics	New York State Mathematics exam Scores Benchmark Exams from our own assessment Teacher Recommendation Parent Recommendation	-Basic Skills Re-teaching -Test Preparation- -At-Risk Resource Room -Pull-out tutoring service during minor track courses -Small group tutoring during lunch periods	Small Group	During the school day Before School begins After-School center

Science	New York State ELA Exam Scores Benchmark Exams from our own assessment Teacher Recommendation Parent Recommendation	Tutoring	Small Group	During the school day Before School begins After-School center
Social Studies	New York State ELA Exam Scores Benchmark Exams from our own assessment Teacher Recommendation Parent Recommendation	Tutoring	Small Group	During the school day Before School begins After-School center
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher Recommendation Parent Recommendation PPT Recommendation	Counseling	Small Group Counseling Individual Counseling	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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

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

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)

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

-
- School Responsibilities:

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

-
- Support home-school relationships and improve communication by:

-
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
-
- Provide parents reasonable access to staff by:
-
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Provide general support to parents by:
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
-
- Parent/Guardian Responsibilities:
-

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
-
- Student Responsibilities:
-
- attend school regularly and arrive on time;
- strive for 95% attendance or higher
- 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 31	Borough Staten Island	School Number 024
School Name Myra S. Barnes		

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 Mr. Santamaria	Assistant Principal Mrs. Tramontana
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Disenhouse, ENL	School Counselor Mrs. Sherry, Ms. Keifer
Teacher/Subject Area Mr. Torres/Special Education	Parent
Teacher/Subject Area Mrs. Guirdanella/Spanish	Parent Coordinator Mrs. Nuzzolo
Related-Service Provider Mrs. Stapleton	Borough Field Support Center Staff Member Mr. Enrico Domingo
Superintendent Mr. Anthony Lodico	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	1290	Total number of ELLs	37	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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	2

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	18	0	1	6	0	3	2		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
Albanian														0
Arabic														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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							2	2	3					0
Russian							1	3	2					0
Bengali														0
Urdu														0
Arabic							2	4	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							3	1	1					0
Other							5	2	3					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Assessment tools that IS 24 uses to assess the early literacy skills of our ELLs include, but are not limited to NYSESLAT, NYSITELL, ELA scores, Periodic Assessments (ELA and Math), Skedula/PupilPath, and teacher made assessments. The insights that the data provides allow the ENL instructor to create lesson plans that are individualized to the students' needs, either as a collective lesson or specific student. Teachers can derive from the information provided through Skedula/PupilPath where the weaknesses and strengths of the students lie. If many of the students are having trouble with information and understanding, literary response and expression, critical analysis and evaluation and other concepts, the ENL instructor gears the class to review, relearn and become proficient in those specific areas, while still maintaining the strengths that the students have in other areas. Many ELLs had trouble with the new Core Curriculum ELA test this past year. The use of charts, graphs and maps will be an area of ongoing work for this year. In order for students to take information from these diagrams and be able to transfer this kind of information into words, paragraphs, and cohesive thoughts will be a major focus for this year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 6th grade NYSESLAT breakdown:
 There are twelve sixth grade ELLs. One is in the transitioning stage, with five years of service in the country. Six are in the expanding level. These students range from within one to five years of service; two of whom are SWDs and currently enrolled in a self-contained classroom. They both have 5 years of ELL services. Finally, there are five 'commanding' students. Two of these students received 4 in Math; however the rest of the students received between a 1 & 2 on the Math test. None of the ELL students received above a 2 on their ELA marks. Overall, students improved in English. Out of twelve students, eight students have shown growth by moving up from one level to the next. Four students have remained at the same level.

 7th grade NYSESLAT breakdown:
 There are twelve ELL students in the seventh grade. Two ELLs are entering students and were administered the NYSITELL within the ten day window. Five ELLs are 'expanding' students, having been in ENL services between 1-4 years. Three are commanding students. Lastly, there is one child who is a long term SWD ELL child; scoring intermediate/transitioning for the past few years. This child has not

achieved a test level of 2 or higher on any state test (except science – 3). Out of twelve students, eight students have shown growth by moving up from one level to the next. One student has remained at the same level. Three students are new to the NYC public school system.

8th grade NYSESLAT breakdown:

There are eleven eighth grade ELL students. One is an entering student who was just administered the NYSITELL within the ten day window. There is one 'emerging' student who was in the country for a year prior to coming to a NYC public school. Three students are 'transitioning'. One is a SWD and long term student. The other two students are within one to three years of service. Five students are 'expanding'. Three are long term ELL students. Two long term ELLs do not have an IEP, while the other student has an IEP and is in a self-contained class and has had services for 8 years. There is one 'commanding' ELL student. Out of eleven students, five students have shown growth, by moving from one level to the next. Two students are new to the NYC public school system. Three students have remained at the same level. (Two of them are long term ELLs). Lastly, there is one student who regressed, going from Expanding to Transitioning. He is a long term SWD ELL student.

The data patterns show that the majority of students made improvement and growth in English Language Acquisition. SWDs and ELL made fewer gains, but do show growth at a slower pace than their non-disabled peers. I believe that the growth could have been greater if the NYSESLAT would have remained in the same format instead of aligning midyear with CCSS. As the new school year begins with CCSS in place, we expect improvement for ELLs will be greater the previous year.

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

N/A

4. 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?

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

The patterns across proficiencies and grades using data from NYSESLAT have shown the following results.

- Last year six students tested proficient out of twenty three students; 26%.
- This year's student body consists of the following patterns across performance levels and grades (Out of 35 ELL students in total).
- Three students are entering students (according to the NYSITELL); 9%.
 - Two students are transitioning students; 7%.
 - Eight students remain the same; 23%. Three students are between 4-6 years and long term, SWD, ELL students. Two are long term ELL students. Two are here between 0-3 years. One is here between 4-6 years.
 - One declined from expanding to transitioning. 3%
 - Eight students have shown improvement; 23 %
 - Twelve students who are commanding; 35%

The results of the NYSESLAT may be indicative of the new Core Curriculum Learning Standards (CCCS) that the state adopted this year. When looking at the results of NYSESLAT patterns across grades, most students showed improvement from the previous year. The one student that regressed is an SWD who has received services for 5 years.

- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

N/A

- What is the school learning about ELLs from the periodic assessments?

N/A

- How is the home language used?

Native language is constantly being utilized in class. Speaking a native language and keeping it alive through reading, writing, listening and speaking provides a better foundation for students to absorb the second language. Some of the ways we keep native language alive in class is to provide a library for students, computer access throughout the school day, grouping children of the same language, providing cultural cues throughout the classroom, and visual cues, such as pictures or flags, maps, calendars and other artifacts brought in by the teacher or students. Native language is also used in stories that students share with classmates, through videos and other media. It is also important to note that teachers and faculty members that share languages with students are invited to the classroom to speak, read and interact with students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
A student's new language development is considered in instructional decisions. All ELL students' information is emailed to all teachers of ELL students. Teachers have access to the level, YOS, native language, IEP etc. that ELL students have. Teachers work collaboratively with the ENL teacher to ensure that students can partake in the class as much as possible, no matter their level of English. Teachers take into consideration the skill deficits and strengths in order to create lesson plans that provide quality and understanding. The ENL instructor is in constant collaboration with the general education and special education teachers. The ENL instructor attends team meetings, corresponds via email and phone in order to make sure that all teachers involved in the students' academic progress are included in driving instruction.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The ENL program is evaluated through state testing and teacher made assessments. I.S. 24 uses the NYSESLAT, ELA and Math tests to evaluate the success of the ENL program at our school. I.S. 24 uses teacher assessments throughout the year, along with the collaboration of teachers whom all teach the ELL students. Updates through email, after school meetings, and impromptu conferences allow the ENL instructor to hear about students' progress in class. Teachers share anecdotal stories of student's growth, for example; class participation, creativity, homework assignments being completed, friendships and so forth. Teachers note the students' strengths and weaknesses in order to create lessons that will promote growth, reinforcement and understanding in all four modalities of learning English.

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.
Myra S. Barnes Intermediate School 24 - The initial identification process of those students who may possibly be ELLs are done at registration time at the beginning of school and throughout the year. This also includes students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years. These students must complete the entire ELL Identification Process by beginning with the determination of the home language. (ELL Policy and Reference Guide, September, 2015). The trained school secretary or trained pedagogue assists parents when filling out the Home Language Identification Survey (HLIS), in native language when available. The trained pedagogue reviews the HLIS form. The ENL teacher or trained pedagogue conducts an interview with the family and determines if the child is NYSITELL eligible. Informal interviews are conducted with the help of in house translators (when available) and with the help of family members, when possible. The ENL teacher or trained pedagogue will also use the Language Interpretation Unit to conduct interviews when necessary. Parents will be notified that their child will be taking the NYSITELL test within the first 10 days of school. Students who are Spanish speaking will take both the LAB-R and the Spanish LAB. The Spanish LAB is administered by a bilingual speaking teacher at our school. Time permitting; the ENL teacher will show The Parent Orientation Video and hand out the Parent choice the same day the parents registers their child. If parents are not available for same day Parent Orientation, the ENL teacher sets up an appointment with the parents for the Parent Orientation within the first ten days of student's admission. Parents will have letters sent home regarding Parent Orientation (in native language when available) or called to set up a Parent Orientation within ten days of their child's enrollment to the school. Parents are notified that their child has been identified as an ELL student through mailed correspondence.

Languages that are spoken by our staff: Albanian, Arabic, Hebrew, Hindi ,Italian, Polish, Russian, Spanish, Urdu

Persons responsible for screening, HLIS, NYSITELL, SPANISH LAB-R and formal initial assessment are as follows:

Ms. Disenhouse ENL instructor

Mrs. Tramontana– Special Education Administrator

Mrs. Giurdanella – Spanish Teacher

Mr. Torres – Special Education Teacher

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

An informal assessment that is used to identify SIFE students within 30 days of enrollment is the SIFE questionnaire provided through the DOE. If during the informal interview with parents and child, a trained teacher believes the student is a potential SIFE then the teacher will also administer the SIFE questionnaire. If a child comes to us without parental involvement and we believe that the child maybe a SIFE; we can will also use the SIFE questionnaire and class work to determine the status of the child.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The Language Proficiency Team (LPT) will be responsible for determining if students who have (or are suspected of having) a disability should be initially identified as an ENL student and receive bilingual or ENL programs and services. Furthermore, the LPT will determine on an individual student basis how best to evaluate an ENL student with special needs.

-
- For an ENL who is also a Student with Disabilities, the Language Proficiency Team (LPT) will individually determine if the ENL student's special needs are the determinant factor affecting his or her ability to demonstrate Commanding (Proficient) on the NYSESLAT. This student can be evaluated by:
 -
 - The NYSESLAT without testing accommodations
 - The NYSESLAT with testing accommodations, as noted on student's IEP or 504 plan, or
 - An alternate assessment approved by the Commissioner of Education

Other consideration when determining if students who are, or suspected, of having a disability would include the following:

The student's history of language use in the school and home or community. The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b) (6), which includes assessments administered in the student's home language. Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. However if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability.

The LPT members must include the following:

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.

Mrs. Tramontana – Special Education A.P.
Ms. Disenhouse – ENL Teacher
Mr. Torres – Special Education Teacher, bilingual extension
Mrs. Giurdanella – Spanish Teacher
Mrs. Nuzzolo – Parent Coordinator
Translation & Interpretation Unit of DOE – or in house translators

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.
Myra S. Barnes ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and scored: by creating an EXCEL spreadsheet with all pertinent information. The spreadsheet includes newly enrolled students, the scores on NYSITELL, along with biographical information such as, home language, OSIS #, and so forth. The ENL teacher works in a timely manner to ensure that letters are either sent home and/or distributed within five school days after the NYSITELL has been administered.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment during parent orientation. Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

The Re-identification Process allows schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Re-identification Process is initiated.
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.
During Parent Orientation, a trained pedagogue shows the Department of Education video to new ELL parents. Parent Orientation occurs throughout the year upon the entrance of a new student to the school. At these and all meetings, a translator will be present (when available) or the use of a translator via phone, and the parent coordinator (when available). The trained pedagogue explains the three program choices without bias. Parents are informed that their choices are Freestanding English as a New Language, Transitional Bilingual or Dual Language. This is taken very seriously at I.S. 24. Parents have the ability to choose whatever program they wish for their child. A trained pedagogue thoroughly explains the differences of the three programs offered to ELL students; Freestanding English as a Second Language is a program that teaches children English in an all English environment using ENL teaching methodologies. Support of native language is used throughout ENL; such as dictionaries, books in native languages, using native language in class, having speakers in school converse with students and so forth. Transitional Bilingual Education is when a trained bilingual teacher teaches the class in the native language. In order for this program to be established 15 students of the same language in two contiguous grades with parent surveys indicating this choice will be put into place. Dual Language Education is a program that is also established when 15 students of the same language, along with parents' survey indicating this choice will be put into place. In this program have the class split into two; half the class speaks in English and half the class speaks the native language. In this scenario, the native language students will learn English and the English speaking students will learn the native language. Parents are notified that if they have chosen Transitional Bilingual or Dual Language that these programs are unavailable at this time, due to insufficient numbers in parent choice and ELL students enrolled in our school, currently. However, should the numbers of our students increase for a specific program while meeting the criteria for such a program, I.S. 24 will initiate these programs and have another parent orientation for all parents involved. I.S. 24 is aware that in order to open up a bilingual class that 15 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. During Parent Orientation for these programs on-site interpreters and/or interpreters via L & I Unit will be hired so that all parents are included in the discussion. Parent Orientation provides time for a question and answer period to make sure that students and families are assured to have equal access to all programs offered at I.S. 24. At I.S. 24 Parent Orientation is very important. Parent orientation occurs within the first ten days of a child's enrollment to our school. Parents who are not able to attend orientation, once letters have been sent and phone calls logged will have a Parent Orientation conducted when parents show up at school at a later date.
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.

Our school reaches out parents to ensure Parent Surveys and Program selection forms are returned in a timely manner by maintaining a binder and spreadsheet with accurate records. Included in this spreadsheet and binder, are signed attendance sheets with parents, translators (if are present), parent coordinator (when available) and the ENL Teacher. Parents are sent home reminder letters and/or phone calls made to ensure that forms are returned in a timely manner. There are three sets of records kept of Parent Orientation. The original copies of Parent Choice are kept in the cumulative folder, and then two copies are kept by the ENL teacher. Parents not having returned the Parent Choice Survey or students coming into our school without previous parent choice forms filled will have the parent choice automatically revert to Transitional Bilingual. Parent orientation letters are distributed along with the entitlement letter, parent surveys and any other correspondence in conjunction with ELL students. These and any other forms of official school correspondence are done in the home language, when available, via the translation unit provided by the Department of Education, outside vendors and/or in house translators. The school monitors parent program choice by reviewing the spreadsheet which contains the data of parent choice.

It should be noted that our team of teachers collaborates and reviews for any information that may be missing. In this manner, our school stays in compliance when it comes to parent surveys, missing information and so forth.

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

Myra S. Barnes monitors the Parent Survey and Programs selection forms that have not been completed by data input to the binder or spreadsheet created by the ENL teacher. The ENL instructor reaches out to parents via email, phone calls, parent/teacher conferences, speaking with feeder schools, impromptu meetings and so forth in order to complete surveys. These surveys are conducted as an 'as needed basis'.

IS 24 reviews and monitors for any information that may be missing or incomplete when it comes to Parent Survey and Programs selection forms. In this manner, our school stays in compliance when it comes to parent surveys, missing information and so forth.

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

Myra S. Barnes ensures that placement parent notification letters are distributed by following:

First, identifying all ELL students, and then sending all parent notification letters in native language (when available). The ENL teacher keeps copies of all correspondence with parents and maintains accurate records of all correspondence with parents. Email is also used as a form of communication with parents. IS 24 also sends out parent notification letters via Pupil Path and the IS 24 official website. Both of these websites come in a variety of languages so that parents are fully informed and part of the IS 24 school community. We also use outside vendors approved by the DOE for low incident languages.

It should be noted that our team of teachers collaborate and review for any information that may be missing or is not being distributed in a timely manner. Therefore, our school is able to ensure that placement and parent notification letters are being distributed.

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

Myra S. Barnes retains all ELL documentation for each child by maintaining a binder and spreadsheet with accurate records. Included in this spreadsheet and binder, are signed attendance sheet with parents, translators (if are present), parent coordinator (when available) and the ENL Teacher. All official letters, such as non-entitlement, entitlement letters and so forth are copied and placed in binder. There are three sets of records kept of Parent Orientation. The original copies of Parent Choice are placed in the cumulative folder, and then two copies are kept by the ENL teacher. Parent orientation letters are sent home with the entitlement letter, parent surveys and any other correspondence in conjunction with ELL students. These and any other forms of official school correspondence are done in the home language, when available, via the translation unit provided by the Department of Education, outside vendors and/or in house translators. Our team of teachers collaborate and review for any information that may be missing and retains all ELL documentation for each child.

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.

There are several steps taken in order to administer all sections of the NYSESLAT to all ELLs each year.

- a. The ENL teacher identifies all students taking the NYSESLAT.
- b. All General Ed/Special Ed teachers are informed that these students have been identified to take the NYSESLAT.
- c. The ENL instructor reads the administrator's manual and memos; reviews the rules and regulations to make sure the IS 24 is in compliance and testing properly.
- d. The ENL instructor creates a schedule for testing, and room availability for NYSESLAT testing.
- e. The ENL instructor collaborates with the teacher about the Speaking section of the test.
- f. The ENL instructor sends out letters to inform parents of the upcoming test and ways that they can help their child prepare for the test.
- g. The ENL instructor informs students when they will be taking the tests, the testing room etc.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our school ensures that continued entitlement and transitional support parent notification letters are distributed by maintaining accurate records and data of ELL students. Letters are sent home and copies are made and placed in binder. The binder is kept in the ELL room for any verification.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is Freestanding English as a Second Language, ESL, now known as English as a New Language (ENL). Over the course of ten years in this school, parents have overwhelmingly spoken out about their preference as ENL over bilingual and/or Dual language programs. The parents feel that ENL benefits their child more.

The program model offered at our school does align with parent requests. Freestanding English as a Second Language is requested five times more than Bilingual or Dual Language programs. There are twenty five ELL students currently enrolled at IS 24. Twenty parents have chosen Freestanding English as a New Language, three parents have chosen Transitional Bilingual Education and one parent has chosen the Dual Language program. Of the parents 'choosing' bilingual, it is because no records are in the cumulative folders providing proof of any other choice. As CR Part 154 states that if no parent choice is chosen by the parent, it automatically reverts to Bilingual.

IS 24 is aware that in order to sustain a bilingual class that it needs parents' choice surveys to reflect bilingual education as their primary choice. IS 24 is also aware that it needs 20 students in either the same grade or two contiguous grades, along with parent choice survey to open up a bilingual program. Parents are notified that if the numbers of parent choice surveys and number of students do get to that junction, that there will be another parent orientation held before the onset of the program. Parents who have chosen Transitional Bilingual or Dual Language programs are informed that their choice is important. Parents are also informed that although the program(s) they have chosen are unavailable at present; that the program will be initiated once the criteria of having sufficient numbers of students and parent choices have been met. I.S. 24 is aware that in order to open up a bilingual class that 20 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. Parents are informed during Parent Orientation, that there are schools that do offer Bilingual/Dual language classes and we do our best to assist parents with finding those schools.

Currently, and as in the past, parents who are interviewed at IS 24 choose Freestanding English as a New Language, as their primary choice. Parents interviewed during Parent Orientation at IS 24 have stated that they believe that their children will benefit the most when placed in an English only environment/ English immersion program.

The ELL population, although small, has nine different languages for only twenty five students, thus making a bilingual class not possible at this time. The choice of Transitional Bilingual Language program as the primary choice in the past has been due to the fact that IS 24 does not receive the parent choice surveys in cumulative folders; following directives, those surveys that have not been returned are entered as TBE, even though a parent might have chosen ESL as their choice.

The staff is also aware that the LAP is a living document and is shared with our faculty during meetings throughout the year. The LAP is shared and every staff member is aware of its importance. The LAP is updated throughout the school year.

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.
 - a. Freestanding ENL Program.

Freestanding ENL is delivered in a push-in (co-teaching)/pull-out model. Students are pulled from classes and are provided with all facets of learning English, using ESL methodologies and approaches. Students are seen in ungraded, heterogeneous and homogeneous classes. Depending on students test scores, strengths and weaknesses, students will be placed into different groups. Beginners will form a group of their own, but not all the time. Exposing beginner students to all level ELL students allows them to interact in their own language, learn from their peers, create friendships and promote social interactions in an informal and safe atmosphere. Low intermediate students may be placed with high level beginners, while high intermediate and advanced students may be placed together. These groups also can vary depending on the dynamics of students, grade levels and scheduling difficulties. All instructional minutes are reviewed by the General Education grade A.P.s, the Special Education grade A.P. and the principal, to ensure that students are receiving mandated minutes of ELL instruction. The grade AP and Principal collaborate with the ENL teacher for the proper placement of students. IS 24 has a small number of ESL students. Therefore students are given ENL support through a combination of PI and PO programs. The ENL teacher, following new mandates according to the revised CR Part 154, pushes into a class and provides support for the student/s in class, giving the general education teacher ESL methodologies and strategies. The ENL teacher collaborates with general education and special education teachers to make sure that lessons are constructed for ELL and general education students. Teachers work together to assure that all students are receiving well planned and explicit instruction. ENL teachers will also further support students during small group instruction in an integrated setting.
 - b. TBE program. *If applicable.*
 - b. TBE program. N/A
 - c. DL program. *If applicable.*
 - c. DL program. N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts)?

Beginner/Entering students receive 360 minutes in total. 180 minutes are delivered in standalone ENL and the other 180 minutes is delivered as an integrated ELA/ENL class.

Low intermediate/Emerging receive 360 minutes in total. 90 minutes are delivered as a standalone ENL, 180 minutes are delivered in an integrated ENL/ELA class, and 90 minutes are delivered through ENL/ELA or any other content area class. (Math, Social Studies etc.)

Intermediate/Transitioning receive 180 minutes in total. 90 minutes are delivered in an integrated ENL/ELA class, and 90 minutes are delivered through ENL/ELA or any other content area class. (Math, Social Studies, etc.)

Advanced/Expanding receive 180 minutes in total. 180 minutes are delivered in an integrated ENL/ELA class and/or any content area class. (Math, Social Studies, etc.)

Proficient/Commanding receive 90 minutes in total. 90 minutes are delivered in an integrated ENL/ELA class and/or other content area class. (Math, Social Studies, etc.)

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.

In order to support ELL students with academic rigors of school demands, ENL teachers deliver content area instruction, using ENL strategies, approaches and methodologies. Students comprehend content area ideas and enrich language development through a variety of different approaches. The ELL classroom uses grade level content area textbooks, word walls, printed material, the use of computers, visuals aids (posters, pictures books, flashcards, educational games), and graphic organizers to help promote ELL students to achieve higher academic grades. CCSS also demands a new set of vocabulary and accountability that is infused into the instructional setting. Creating accountable talk allows students to learn the terminology associated with CCSS as well as using it and practicing the terminology so that it becomes part of their word inventory.

Approaches used with ELL students include but are not limited to the following:

Reading Approach
Total Physical Responses (TPR)
Natural Approach
Whole Language Approach
Retelling a Story
Activating Prior Knowledge

- Computer/technology
- Short educational videos
- Listening/reading computer centers
- In class computers
- Music
- Thematic posters
- Educational games

Interactive strategies that are used in general education:

- Think/Pair Share
- Whole Language
- Retelling
- Activating prior knowledge
- K-W-L(knows, wants to know/has learned)

Approaches include a variety of educational games for students in developing vocabulary and language fluency, Vocabulary Directions, MyWord, Let's Talk, Quiddler, Banagrams, etc. Educational games and differentiating instruction allows for students with different styles of learning the ability to learn and retain information.

Content area subjects are delivered to ELL students using a variety of methods and approaches. ENL teachers and content area teachers work collaboratively to ensure that students are receiving quality education. Teachers actively modify the nature of assignments using multiple points of entry.

- Repeat/rephrase text
- Use vocabulary with specific contextual clues
- Ensure that reading has a specific purpose
- Categorize vocabulary
- Word banks
- Word walls
- Teach note taking
- Activating prior knowledge
- Filling in the gaps for those who lack past experience

Differentiation of instruction ensures that as many students as possible are comprehending information and language. These and other strategies are used on a continuous basis throughout the school year. ESL students have access to computers to aid comprehension during class instruction. ENL teachers use many types of approaches and strategies to better enable students to learn in a meaningful manner: visual, auditory, kinesthetic, linguistic, videos, written work, listening skills, words walls, etc. It is imperative for students to start acquiring specific language, learning experiences that use a variety of techniques, learning higher order thinking and learning skills. Successful language acquisition for the ELL can be encompassed in making sure that the school is aware of Learner Characteristics (including internal factors such as attitude, motivation and personality), Situational or Environmental Issues, Prior Language Development and Competence and understanding the Three Levels of Language Proficiency. There have also been six shifts in CCSS which ENL teachers must incorporate into their classroom instruction: Balanced Literary and Information Text, Knowledge in the Discipline, Complexity of Text, Text Based Answers, Writing from Sources and Academic Vocabulary. ENL instructors will scaffold in order to "bridge for language and content learning to achieve the CCSS and language, literacy and higher ordering thinking skills for ELLs." (CCSS & ELLS by Estee Lopez, Ed. D, 2012)

ENL instructor of Beginner and Low intermediate levels will instruct and assess for print concepts, phonological awareness, phonics

and word recognition and fluency. The challenge for beginner and intermediate level ELLs will prove difficult for these students because they are at the initial stages of the second language acquisition process. Therefore the ENL instructor must use explicit and age appropriate instructional approaches to teaching reading in English, as well as the form and function of language and literacy. (CCSS & ELLS by Estee Lopez, Ed. D, 2012)

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

IS 24 is currently in the process of searching for screeners for those students in which high incident languages occur. At the present time, Fontas & Pinnell and state assessments, such as the Spanish LAB-R, are used to appropriately evaluate students in their home languages throughout the year.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using NYSESLAT, NYSITELL, Spanish LAB-R, including ELA and math benchmark assessments throughout the year, teacher made assessments, class work and assignments.

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. Instructional plans for SIFE students are developed to bring students up to grade level. General Education teachers and guidance counselors will be notified that these students are SIFE. Teachers will create a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule. Teachers will initiate small group activities, collaborative teaching, individualized goals, and greater focus on SIFE students so they can achieve greater academic success. SIFE students will begin their academic education where they left off. Through proven strategies, teachers will enable students to link new information to prior knowledge. SIFE students will make gains by learning the fundamentals of math, English, social studies and science. It is important to understand that SIFE students will learn better when academic subjects flow across all domains. Therefore a student learning about the scientific reasons of erosion of beaches in earth science and then continues to language arts, that ELA teacher can take the same vocabulary within the same context and then expand on the ideas of the words throughout lessons to come. The math teacher can take vocabulary words found in science or English and state them in math word problems. Students are exposed to the vocabulary in different settings and often throughout the day or week. Teachers reinforce language as a living entity and make sure that it can easily connect to all subjects and students are being exposed to the language more often. This allows students to see words and themes in different subject areas. Students see the many ways language and subjects as connected across all domains. As a result, SIFE students gain a greater knowledge base which leads to academic success.

b. Students who have been enrolled in NYC Public Schools for less than three years have goals set to familiarize them with learning the basics of the English language. This allows students to function socially in and out of school, and succeed academically. Students will begin to understand and use their *BICS and *CALPS dependent on the situations they find themselves in. Students become familiar with statewide exams given in Math, English, Science and Social Studies. Teachers help students by providing them with samples of the NYS exams (Math, ELA, NYSESLAT, Social Studies, and Science). Students receive DOE approved glossaries to use in class and during statewide exams. The students become familiar with these exams in terms of phrases and terminology, strategies, etc. The ENL instructor reviews techniques for taking high stakes tests such as reading directions and questions first, skimming the passages for answers, using context clues, practicing from past exams, reviewing frequently used vocabulary and reviewing rubrics. Students will also have support structures in place, such as, buddy systems, guidance counselors, outreach programs for parents, including PTA meetings, school letters translated, classes to learn English for parents and more.

*[BICS- Basic interpersonal Communicative Skill/CALP-Cognitive Academic Language Proficiency.]

c. Students enrolled in ENL between 4-6 years will have their test data (New York State ELA and Math scores, NYSESLAT scores, ELL Periodic Assessment tests, Skedula/Pupil Path, E-LAP, RAI and other diagnostic exams) analyzed by their teachers to determine their deficiencies. Examining test data enables teachers to identify specific weaknesses, and allows them to develop higher quality lesson plans attuned to their students' needs. Strategies used to aid students in class and reach proficiency on the NYSESLAT include vocabulary enrichment, reviewing rubrics from tests, increasing reading comprehension, enriched language, grammar, word walls, graphic organizers, etc. Teachers will incorporate educational games, online reading and listening activities to increase language acquisition and academic achievement. The information enables teachers to develop plans based on student data and needs.

d. Long Term ELL students, having completed six or more years of ENL, will have their test data disaggregated and abilities assessed. Reading comprehension, vocabulary enrichment through a variety of methods (read alouds, guided reading, think aloud, etc.) and other proven methods, such as words walls, on-line activities, visual aids, graphic organizers will all be used to help long term ELL students reach proficiency and improve in all of their academic areas. Students will focus on their weaknesses while still maintaining their strengths. Students will obtain new techniques, strategies and skills to achieve their best. Periodic evaluation through teacher observations and assessments (RAI, ELL Periodic Assessments, teacher made exams), will aid in identifying student deficiencies. Students may also be evaluated for educational weaknesses unrelated to language acquisition. Teachers, with parent's permission, will contact appropriate bilingual evaluators, to help identify a student's weakness, if necessary.

e. Plans for students who are former ELLs (in years one and two after testing proficient) have Push-In ENL support. F-ELL (former-ELLs) are given support in ELA and/or other content areas. ELLs within two years to testing receive ENL support. ELL students can seek help with the ENL teacher for extra help, during Homework Help, from 7:10 to 7:40 in the morning, five times a week, and AIS/or at risk, so that they can become successful in their classes. Students who fall into the category of having received proficiency on the NYSESLAT within two years are entitled to support such as testing accommodations and class help. Testing accommodations for F-ELLs (in years one and two after testing proficient) are as follows:

Accommodations for LEP/ELL students on state assessments:

Schools may provide testing accommodations to LEP/ELLs, as needed, on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). Testing Accommodations for LEP/ELLs students on NYS ELA and Content-area assessments include:

- Time Extension (all exams): Schools may extend the test time for LEP/ELL students on NYS ELA and content-area Assessments and on Regents Examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the LEP students. Principals should consult with the student's classroom teacher in making these determinations
- Separate Location (all exams): Schools are encouraged to provide optimal testing environments and facilities for LEP/ELLs students. NYS assessments may be administered to LEP/ELLs individually or in small groups in a separate location.
- Bilingual Dictionaries and/or Glossaries: LEP/ELLs may use bilingual glossaries when taking State examinations in all subjects except foreign languages.
- The bilingual dictionaries and glossaries may provide only direct one to one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading at: http://www.p12.nysed.gov/biling/bilingual_glossaries.htm
- Simultaneous use of English and Alternative Language Editions are not allowed for English Language Arts Examinations. For state examinations for which the Department provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.

Note: There are no translations of English Language Arts examinations.

- Oral Translation for Low Incidence Languages is not allowed for English Language Arts Examinations. Schools may provide LEP/ELL students with an oral translation of a state examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department's Office of Bilingual Education and Foreign Language Studies, and the Bilingual/ESL Technical Assistance Centers (BETACs) can assist schools in locating suitable translators.
- Writing Responses in the Native Language are not allowed for English Language Arts Examinations. LEP/ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open ended question in their native language. Scoring the tests is the responsibility of the school. However, the Department's Office of Bilingual Education and Foreign Language Studies, and the BETACs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the answer papers.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment the school monitors the student's academic progress. IS 24 delivers quality instruction, and believes that any additional support, including Push-In or small group instruction will only benefit the academic progress of the child.
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?
- ELL students having been identified as special needs are often addressed using different methodologies to help them make progress. The ENL instructor collaborates with Special Education teachers, Speech, Hearing, Visual and OT/PT therapists.
- Input from the team of teachers enables the ENL instructor to develop instruction that helps meet the child's individual needs. Students in classes with paraprofessionals benefit from further differentiation of instruction. Paraprofessionals are an integral part in helping students with special needs achieve success.
- Some instructional strategies used in class include reading comprehension, vocabulary enrichment through a variety of methods: read alouds, guided reading, think aloud, create an authentic experience, breaking down on grade level text to relatable information to students, redirecting, refocusing, high interest low level reading, etc. Other proven methods, such as; Think/Pair Share, Retelling, Activating prior knowledge, K-W-L(knows, wants to know/has learned) and using words walls, on-line activities, visual aids, graphic organizers, technology (not limited to only these methods) will all be used to help ELL-SWD test out and improve in all academic areas.
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?
- Our school uses curricular, instructional, and flexible scheduling to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. IS 24 reviews ELL-SWDs IEPs through collaboration with special education teachers, ENL teacher, SETSS teachers, service providers and Special Education Assistant Principal to address the best way to achieve ELL-SWD academic success. ELL-SWDs are reviewed throughout the year. IS 24 also uses parallel programming, curriculum modification, universal design for learning, scaffolding, as well as including AIS, Homework Help, Wilson, Saturday programs, and have equal access to all programs offered at IS 24.

Chart

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

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

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

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



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

Chart

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

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

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

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

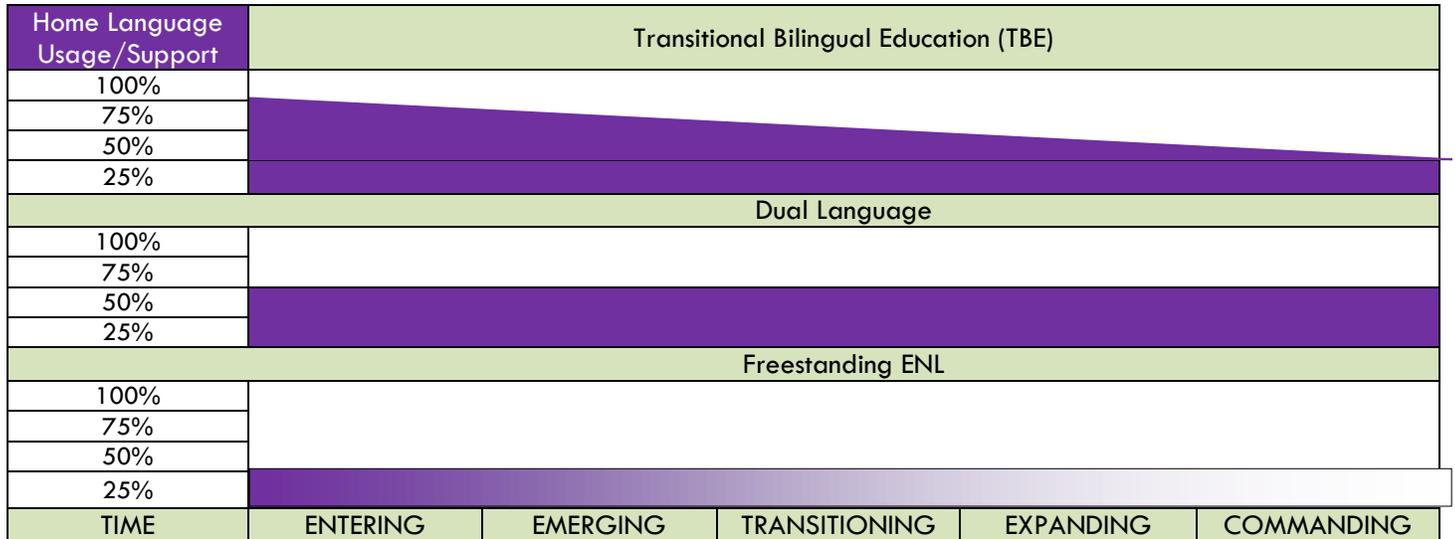


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. AIS, Homework Help, Saturday Program for ELA and math, after school programs, guidance counselors, social worker, and ENL services over the number of mandated minutes are provided at our school in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The needs of our ELLs in both content and language development are being met. Our students are being serviced in accordance to CR Part 154. Students receive their mandated time according to their levels and are offered Homework Help five days a week. All students, including SWDs, have access to all activities in the school and are encouraged to participate and take an active role in school.
12. What new programs or improvements will be considered for the upcoming school year?
The newest program or improvement for the upcoming year is Homework Help. This program is offered to all ELL students from 7:10 to 7:40 in the morning, five days a week. This time allows students to ask for help for in all of their classes. Students can talk to each other, ask for help, and communicate in their own language.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs by ensuring that they are equally invited to all programs given at the school. Some ways that we ensure their access is to translate school letters to parents and use email blasts (some are translated to those parents who participate). ELLs and their parents will be notified of school programs via parent/teacher meetings, Pupil Path, IS 24 website, impromptu meetings and/or phone calls (using in house translators or the L & I Translation Unit). After school and supplemental services offered to ELLs in our building include: Homework Help, Saturday ELA and Math programs, AIS, regents and specialized high school prep. Aside from the educationally focused groups, our school also has after school sports programs, robotics, wrestling, leadership, peer mediation, health fair, peer helpers, peer leaders, drug prevention, Penny Harvest and Penny Harvest Roundtable, Respect for All, National Tobacco prevention, and many more programs offered throughout the year.
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.
Teachers use a variety of resources in content area teaching:
- Scholastic Code X
 - Prentice Hall Mathematics CCS
 - Eastern Hemisphere Part A
 - Eastern Hemisphere Part B
 - United States History: New York History Beginning to 1877
 - Quick Review Math Handbook
 - New York Science
 - The American Nation
 - Mathematics Unlimited
 - Elements of Literature
- Books that are specific to ESL instruction include but are not limited to the following:
- Discovery Links Social Studies
 - The Idiom Advantage, Fluency in Speaking and Listening
 - Introduction to academic Discovery
 - Even More True Stories
 - Put it in Writing
 - Achieving on the NYSESLAT
 - Stories with a Twist
 - What a World
 - Action English Pictures
 - Fundamentals of English Grammar
 - Be a Better Reader

- Moving on in Spelling

ELL students are exposed to a variety of text books provided by the DOE, as well as an array of newspapers, magazines, websites, etc.

- www.nytimes.com
- npr.org
- BBC
- Voice of America
- [The Library of America.org](http://TheLibraryofAmerica.org)
- <http://americanfolklore.net>
- Smithsonian magazine, New York Times magazine
- [Khan Academy.org](http://KhanAcademy.org)

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

Native language support is delivered in ENL. ENL is taught in English; however, it is important to support native language within the class. ELL students have a library in the classroom that provides books in native languages. The ENL instructor also provides access to computers and translation services. In this manner, students always have the opportunity to see what they are learning, and reading in their language. Students are also handed bilingual glossaries at the beginning of the year and are encouraged to bring in electronic bilingual translators to school so they can participate in class work/class as much as possible. Students are also grouped in same language groups so that they can discuss what is happening in the class and assist on another. Supporting native language is an important part of learning a second language. Students who keep up with their native language will be better able to learn a second language.

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

The required services support and resources correspond to ELLs' ages and grade levels by making sure that they are grouped according to skill level and grade level whenever possible. Students are exposed to a variety of resources so that they can learn and absorb as much new information as possible in a setting that is appropriate for them. Sources that students learn from are The NYTimes.com, NPR.org, voanews.org, NYSESLAT preparation by Attanasio & Associates, Action English Pictures and so forth. The instructor creates lessons that are high interest and vocabulary level appropriate for the students. Students are required to participate in the four facets of learning, Listening, Speaking, Reading and Writing and are encouraged to use these four facets every day to optimize English acquisition. The instructor utilizes the standards for ENL and introduces CCSS in class on a daily basis.

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).

Activities that our school provides to assist newly enrolled ELL students before the beginning of the school year is open house for all incoming 6th graders. In this manner, incoming 6th graders are introduced to 6th grade teachers, are addressed to by the principal and assistant principals, and are welcomed to look at the school and classrooms. Students are allowed to walk around the school with their parents/guardians. Students get to see the classrooms and meet potential teachers. In this manner students familiarize themselves with their new environment. The parent coordinator interacts with parents and addresses needs. Parents are also invited to look at the webpage of school and see what goes on during the school year, as well. (Our school website is multilingual)

19. What language electives are offered to ELLs?

Language electives are Spanish and Italian.

20. 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, and theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The professional development plan for all ENL personnel at our school is constant. The ENL teacher attends workshops throughout the year. Workshops create a forum in which the ENL teacher can learn new methodologies and techniques to improve teaching.

IS 24 is currently implementing workshops/professional development meetings for all teachers of ELLs. These PDs will be taught by the ENL instructor. Conferences will be conducted Monday afternoons during Collaborative Learning Team Meetings. These meetings will focus on effective strategies for ELLs and how to keep students of all levels engaged in the classroom. PD Dates are scheduled for twice a month during Collaborative Learning Team Meetings.

Faculty that teaches and interacts with ELLs;

Mrs. Abbate – Italian
Mrs. Albano – Math
Ms. Aliquo – Talent
Mrs. Amoroso – Science
Mrs. Archer – Science
Ms. Arnhold – Special Education – English, SETTS, Wilson
Mrs. Barone – Assistant Principal – 7th grade
Mrs. Balistrieri – Pupil Accounting Secretary
Mr. Borrero - Assistant Principal – 8th grade
Mr. Boylan – English
Ms. Bruno – Math
Ms. Carroll – Science
Mrs. Corio – Special education – Math – TAP
Mr. Cutler – School Assessment Team
Mrs. DeAnda – Speech
Ms. Disenhouse – ENL
Mrs. Dluhos – English
Mr. Falcone – Special Education – English
Mrs. Gallo – Special Education – Social Studies
Mrs. Gianna – Procurement and Pupil Accounting Secretary
Mr. Gilberto - Assistant Principal – 6th grade
Mr. Ginos – Physical Education
Mrs. Giurdanella – Spanish
Mrs. Glezer – OT
Ms. Hanlon – SETSS
Mr. Johnson – Physical Education
Mrs. Kaminsky – Social Studies
Ms. Kiefer – Guidance Counselor
Mrs. McGinnis – Special Education – Science
Mr. Misseri – Special Education – Science
Mrs. Nacioanles – Media
Mrs. Nuzzolo – Parent Coordinator
Mrs. Panico – Special Education English
Mrs. Personette – Special Education – TAP
Mrs. Pogano – Principal’s Secretary
Mrs. Polish – Spanish
Mrs. Ponterella – Math
Mrs. Portalatin – English, Wilson (AIS)
Ms. Puma – Special Education- Science, Social Studies, English
Mr. Reichart – Computers
Mr. Rogers – Social Studies
Ms. Rucci – Health
Mr. Sacco – Social Studies
Mr. Santamaria - Principal
Mrs. Sharma – Special Education – English

Ms. Sherry – Guidance Counselor
Mrs. Siclari – English
Mrs. Slizewski – Special Education- Social Studies
Mrs. Stapleton – Speech
Mr. Torres – Special Education, Math, Bilingual Education
Mrs. Tramontana – Special Education Assistant Principal – 6th, 7th, 8th grades
Mrs. Turturro – English
Mrs. Veech – Math
Mrs. Weidlein - Guidance Counselor
Mrs. Yuzuk – Band

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?

Throughout the year, our school administration provides professional development to our staff discussing CCSS and how CCSS affects ELL students. The ENL instructor is then able to 'turnkey' relevant information to staff weekly during team meetings. The ENL teacher discusses and collaborates with teachers about new strategies and as well as revisiting ineffective strategies with ELL students. Teachers attend professional developments in house as well as city wide throughout the year.

IS 24 is currently implementing workshops/professional development meetings for all teachers of ELLs. These PDs will be taught by the ENL instructor. Conferences will be conducted Monday afternoons during Collaborative Learning Team Meetings. These meetings will focus on effective strategies for ELLs and how to keep students of all levels engaged in the classroom. PD Dates are schedule for twice a month during Collaborative Learning Team Meetings.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support is provided to staff to assist ELLs as they transition from middle to high school. High school staff is informed of incoming ELL students, levels, (according to NYSESLAT), and any special concerns they may need to be aware of collaborate with high school guidance counselors. IS 24 provides workshops for parents held by the 8th grade assistant principal, principal, guidance counselors and parent coordinator.
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.

Supporting ENL students also involves supporting general education teachers with workshops and meetings that include ELL strategies and approaches. IS 24 is aware that general education teachers receive 15% of total hours of ELL workshops. Sharing best practices, working with IEP goals, creating ELL student goals, and outreach to parents, are some of the goals at workshops. These workshops are held twice a month during Collaborative Learning Team Meetings throughout the year to ensure that staff and students are receiving quality education. Records are maintained through weekly team meeting minutes. The ENL instructor collaborates with the teams that service ELL students. During weekly team meetings the ENL instructor shares best practices and educates teachers on strategies that best serve and meet the academic needs of the students.

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?

IS 24 provides 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 area during parent engagement time. Parent engagement time occurs weekly on Tuesday 2:00 – 3:15. Parents are able to speak with teachers, counselors, and IEP team.

Translation services are available to parents during all annual individual meetings with parents of ELLs. Either on-site interpreters will be used; L & I Unit or an approved DOE translator will be available during meetings.

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

Records of annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated are kept on an Excel spreadsheet. Email, mail correspondence, Pupil Path, agendas, and phone calls are all components of making sure that parents are well informed of their child's academic progress. The Translation & Interpretation Unit is used, as well as any of our multilingual faculty when available. The IS 24 website, www.Barnes24.org, is multilingual as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement in our school is strongly emphasized. ELL parents are encouraged to attend events and meetings held at IS 24. Translators are provided. Some activities offered, include, but are not limited to:

- Parent Orientation

- College prep forum given at the Jacob Javitz Center in NYC

- Parent information seminars for students transitioning from middle school to high school

- Better Understanding Promotion Criteria

- Bullying and Harassment (Guidance Department)

- Fire Safety (NYFD)

- Helping your Child with Standardized Testing

- High School Orientation (Guidance Department)

- Communicating with your Child (Lilly Catania, Counselor)

- Support Services and Resources for Special Education

- Internet Safety – Keeping your Child Safe On-line

- Reference Sources and Other Resources (School Librarian)

- Nutrition (School Nurse)

- Preparing for Parent-Teacher Conference (Parent Coordinator)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school provides parents with information regarding workshops or talks concerned with the ELL community. Some of the agencies

include the YMCA (offering free classes to learn English), NYPL (offering free classes for English and other subjects), Passport and Green card forums offered in schools through government agencies, and Institute for Basic Research (Parent to Parent CPSE/CSE training), Health services, and the Jewish Board of Family and Children's Services.

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

Myra S. Barnes evaluates the needs of the parents via parent orientation, parent/teacher conferences and through correspondence between ENL instructor and parents. Myra S. Barnes has a small community of ELL students, thus having the ability to speak and correspond with parents more frequently.

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

The needs of parents are being addressed in the following manners: email correspondence, email blasts, Barnes website, telephone communication, written communication, notifications from school, and impromptu parent teacher meetings throughout the year and parent teacher conferences. (Translators are provided). IS 24 keeps an open line of communication so that parents/guardians are kept fully informed of events, functions, meetings and so forth that occur at our school.

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.

DOE provides all discipline and safety plan overviews on the official DOE website in nine languages. Fire drills and lockdown procedures are translated to students early in the year via translator and/or Google Translate to aid students in understanding safety procedures in our school.

Part VI: LAP Assurances

School Name: Myra S. Barnes**School DBN: 31R024**

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)
Mr. L. Santamaria	Principal		10/30/15
Mrs. J. Tramontana	Assistant Principal		10/30/15
Mrs. B. Nuzzolo	Parent Coordinator		10/30/15
Ms. G. Disenhouse	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Mr. Torres/Math, Sp. Ed.	Teacher/Subject Area		10/30/15
Mrs. J. Giurdanella	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Mrs. Sherry Ms. Kiefer	School Counselor		10/30/15
Mr. Lodico	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R024** School Name: **I.S. 24**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

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

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

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

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

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

The needs for written translation and oral interpretation changes from year to year. Therefore it is reviewed annually with the principal, assistant principals, staff, students, and parents during our PTA meetings or any chance meeting that we have with parents throughout the year. Staff is informed of students' whose home language is other than English, years of service, level of English according to NYSITELL or NYSESLAT and if they have an IEP at the beginning of the school year and/or upon admission. In this manner, staff is able to communicate effectively to the parents regarding students. Our findings have revealed that in order to support the non-English speaking parents of our school, that the translation department provided by the DOE and our multilingual state certified teachers are able to translate both written documents and verbal information in a timely fashion. Both ELL students, and parents of students who speak a second language at home, are able to rely on our school for translations (verbal/written) and be a part of the school community. Parents and students are able to attend functions, receive quarterly progress reports, upcoming events, parent/teacher conferences, IEP meetings, and all other school related events with the aid of an interpreter. Parents have equal access to school related functions. Parents are invited to attend workshops, become members of the PTA, volunteer at events, etc. Parents also have the opportunity to access Skedula/Pupil Path to keep informed of their child's progress. (Pupil path has multilingual capability) The data comes from initial meetings with parents, HLIS, Emergency contact cards and School wide surveys.

As of today there are there are 35 ELL students in IS 24. Parents are provided with written and oral interpretation. In our school when our parents require written and oral translation; the ELL teacher will provide official communication with parents in written form both in English and in the home language translation, when available. Languages spoken at our school: Albanian, Arabic, Armenian, Chinese (Cantonese and Mandarin), Georgian, Greek, Italian, Macedonian, Russian and Spanish. Teachers will be notified of all ELL students at our school, home language, language of communication, score on the NYSESLAT, and any other factors that may be important (IEP, resource, speech, etc.)

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.

Parents preferred languages for both written and oral communication are as follows:

Albanian, Arabic, Armenian, Chinese (Cantonese and Mandarin), Georgian, Greek, Italian, Russian, and Spanish.

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.)

The written translation services the school provides are directly related to information that needs to be disseminated to the students from school and related functions that occur in school throughout the year. IS 24 meets the identified needs indicated in Part A by handing out a survey at the beginning of the school year to all students to identify home language. Those students who are ELL identified and non-ELL students who have returned forms indicating home language will start receiving school related information in their home language. In this manner, parents are able to be a part of the school community and kept informed of all current happenings in the school.

Written translation is provided by DOE translators, in-house and outside vendors. Our in-house translations will be provided by current state certified teachers able to speak and write in the following languages: Italian, Spanish, Arabic, Greek, Russian, Uzbek, Urdu, Albanian, Polish, Hebrew and Hindi. When we require translation for those languages not provided by our staff in school; we will use outside vendors provided by the DOE. For immediate written translation, Google word translation tool is used. The school website, www.Barnes24.org, and Skedula/Pupil Path is multilingual.

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.

The oral interpretation services the school provides for parents and students are provided by in house and outside vendors. I.S. 24 currently has the following oral language translation capabilities: Italian,

Spanish, Arabic, Russian, Uzbek, Urdu, Albanian, Greek, Polish, Hebrew and Hindi. Face-to-face meetings our school typically has with parents are parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, workshops, school functions, and trips, etc. Parents can also be called with the aid of an interpreter or Translation and Interpretation Unit for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand. Our school is experienced with informal interactions with parents: such interactions include the attendance teacher or guidance counselor calls, in this manner parents are fully informed of their child's academic welfare. Staff is fully aware of the Translation & Interpretation Unit provided by the DOE, along with our multilingual staff at our school. All staff is always welcome to call the ENL and LPT team to discuss how to best help parents understand and be included in all facets of school.

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.

The school will meet identified translation needs indicated in Part B by providing in-house and outside vendors. I.S. 24 currently has the following oral language translation capabilities: Italian, Spanish, Arabic, Russian, Uzbek, Urdu, Albanian, Greek, Polish, Hebrew and Hindi. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, PTA meetings, workshops, school functions, trips, etc. and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

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

The school will meet identified translation needs indicated in Part B by providing in-house and outside vendors. I.S. 24 currently has the following oral language translation capabilities: Italian, Spanish, Arabic, Russian, Uzbek, Urdu, Albanian, Greek, Polish, Hebrew and Hindi. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, PTA meetings, workshops, school functions, trips, etc. and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

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.)

Our school ensures that all staff members are aware of how to use translation services and over-the-phone interpretation services by receiving information about these services from the ENL teacher. A Translation & Interpretation Brochure is kept with the ENL teacher, and by the Parent coordinator.

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

Parental notification requirements for translation and interpretation services, as per Section VII of chancellor's Regulation A-663 are fulfilled at IS 24. It establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school ensures that the Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements.

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)

The mechanisms our school will use to gather feedback from parents on the quality and availability of services will be done through parent surveys and face-to-face meetings with parents during parent engagement time.