

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X190**

School Name: **E.S.M.T- I.S. 190**

Principal: **DIANAJADE SANTIAGO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: ESMT – I. S. 190 School Number (DBN): 12X190
Grades Served: Grades 6, 7, and 8
School Address: 1550 Crotona Park East, Bronx, NY 10460
Phone Number: (718) 620 - 9423 Fax: (718) 620 - 9927
School Contact Person: DianaJade Santiago Email Address: djsantia@schools.nyc.gov
Principal: DianaJade Santiago
UFT Chapter Leader: Erika Gabela
Parents' Association President: Magdaliz Laureano
SLT Chairperson: O'Neil Edwards
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Irma Williams
Student Representative(s):

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: 1970 West Farms Road, Bronx, NY 10460
Superintendent's Email Address: Respinal@schools.nyc.gov
Phone Number: (718) 328-2310 Fax: (718) 542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
DianaJade Santiago	*Principal or Designee	
Erika Gabela	*UFT Chapter Leader or Designee	
Magdaliz Laureano	*PA/PTA President or Designated Co-President	
Rosa Casiano	DC 37 Representative (staff), if applicable	
Irma Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Irinea Panlilio	Member/Staff	
O'Neil Edwards	Member/Staff	
Ivan Martinez	Member/Parent	
Joan Santiago	Member/Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Environmental Science, Mathematics and Technology School – Intermediate School 190 (E.S.M.T.- I.S. 190) is located in the Morrisania section of the Bronx, New York . This sixth to eighth grade middle school serves a population of approximately 238 students – 71.43% (170) Hispanic; 25.21% (60) Black; 0.84% (2) Asian; 0.42% (1) Hawaiian/Pacific Islander; 1.26% (3) Native Americans; and 0.80% (2) White. The school shares the building with Francisco Oller - Community School 61 (C.S. 61). We are located on the fifth floor of the building.

Mission Statement: We are a collaborative school community dedicated to improving our students' academic performance while fostering their physical, social, and emotional growth. We provide a nurturing environment, standards and data driven instruction to address the needs of each student. Through continued collaboration of parents, administrators, staff, and community based organizations, we will prepare every student to meet the needs of an ever-changing society.

Vision Statement: We envision that each student values education, holds high personal and educational expectations, is accountable for his or her own learning, communicates effectively, excels in all areas, connects school and real life situations and develops into a life-long learner.

The mission statement exemplifies the commitment of every member of E.S.M.T. – I. S. 190 to address the needs of our students and to prepare them for the future. Our vision demonstrates the high expectations we have for each student.

We offer the following academic subject areas: English Language Arts (ELA), Mathematics, Science, Social Studies, Physical/Health Education, Theatre Arts, and Spanish. We enrich and supplement our school curriculum with special programs and initiatives. Thus, we are able to provide enrichment activities through After School Academy, C.H.A.M.P.S./ Police Athletic League Program, Urban Advantage, Urban Park Rangers, guidance and counseling, and educational trips in the United States and Canada.

As part of the college and career readiness aspect of the Common Core, four regents courses are offered in Grade 8: Algebra 1 (Common Core), Global History and Geography, Living Environment, and Second Language Proficiency in Spanish. Last year, 54.9% of our 8th graders earned high school credits. The names of colleges and universities where our teachers graduated are displayed throughout the school to emphasize the importance of college education. Our students have visited several colleges and universities in the United States and Canada over the years.

To maintain an environment that is safe and conducive to learning, we have developed and implemented the Positive Behavior and Supports (PBIS) initiative for the past four years. Expectations on how to be Safe, Organized, Accountable, and Respectful (SOAR) in every area of the school are taught and reinforced throughout the school year.

In addition to PBIS initiative, we started implementing the Leader in Me program this year. The program was created to introduce students to the principles in *The 7 Habits of Highly Effective Teens*. Through the use of the 7 Habits, students begin to realize that they have control over much of what happens in their lives and that they can be true leaders. Leadership is a concept we don't normally consider when thinking of students; however, we believe that students are very capable of learning leadership skills and using them at home and at school. By developing well-rounded students who know their strengths, we help them unleash their individual worth and potential to lead their own lives and to influence others.

An instructional focus has been developed to improve students' ability to use evidence to support argument in reading and discussion.

ESMT – I. S. 190 INSTRUCTIONAL FOCUS: EVIDENCE IN ARGUMENT

The School's learning environment is informed by analysis of data around students' ability to develop the skill of using evidence to support argument in discussion, which will then transfer to stronger writing in all content areas and grade levels, and develop the communication and collaboration skills that support college and career readiness.

12X190 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	247	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	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	4
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate			92.0%
% Free Lunch	87.8%	% Reduced Lunch			5.1%
% Limited English Proficient	8.3%	% Students with Disabilities			22.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			26.5%
% Hispanic or Latino	71.5%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.4%	Mathematics Performance at levels 3 & 4			12.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			38.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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	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.

ESMT – I. S. 190 is a Title 1 school. A three-year trend analysis of student performance data on state assessments was conducted. The New York State (NYS) Accountability and Overview Report shows that based on the 2013, 2014, and 2015 NYS English Language Arts (ELA) Tests, the students with special needs - Student with Disabilities (SWDs) and English Language Learners (ELLs) -subgroups did not make Adequate Yearly Progress (AYP). The 2013 NYS ELA Tests shows that SWDs subgroup score on proficient level (level 3 and 4) decreased from 7% to 0%. Although this group’s score increased to 5% on the 2014 NYS ELA Common Core Tests, it decreased again to 2.2% on the 2015 NYS ELA Common Core Tests. The growth percentile of this group decreased from 89.4% to 60.9%.

Although ELLs has not been an accountability subgroup for the past years, it greatly affected the scores of other subgroups because most ELLs, like SWDs, belong to at least three subgroups. The ELLs scored 0% on both 2014 and 2015 NYS ELA Common Core Tests. This group's progress decreased from 61.9% to 36.8%. Through the analysis, it was determined that both SWDs and ELLs have underperformed all other accountability subgroups for the past three years. Consequently, we have made progress for our SWDs and ELLs subgroups as one of the goals for 2015 - 2016.

Part 2 – Annual Goal

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

By June 2016, SWDs and ELLs subgroups will demonstrate progress towards achieving proficiency (Levels 3 and 4) in ELA as measured by a 5% increase in these subgroups scoring at Level 3 or 4 on the 2016 NYS ELA Common Core Tests.

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?
Academic Intervention Services (AIS) will be provided to all SWDs and ELLs through small-group and one-to-one instruction during and after school hours	SWDs and ELLs	Sept 2015- June 2016	Principal, Assistant Principal, Special Ed. Liaison, Teachers of SWDs and ELLs, Instructional Leads, Data Specialist
Differentiated professional learning activities will be provided to enable teachers of SWDs and ELLs engage in rigorous instructional practices that will result in improved academic performance.	SWDs teachers	Sept 2015- June 2016	Principal, Assistant Principal, Instructional Leads, New Teacher Center (as needed)
On-going analysis of student formative and summative assessment data to understand the steps needed to assist them reach the level of performance that the Common Core demand and to continue the cycle of inquiry.	SWDs, ELLs, Teachers of SWDs and ELLs	Sept 2015- June 2016	PL Teams
Professional Learning (PL) Teams will collaboratively develop rigorous CCLS-aligned unit plans and assessments in ELA with modifications for students with special needs to improve instruction.	PL Teams	Sept 2015- June 2016	PL Teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Teachers for after school intervention • Per session funding for after school intervention • Coverage for teachers who will attend professional learning activities outside the school • Scheduling for common planning • Software and texts
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • Administer New York City (NYC) Pre-Assessment baseline – September 2015, administer NYC ELA Fall Benchmark – December 2015, administer ELA Spring Benchmark – March 2016, administer NYS ELA Common Core Tests – April 2016 with expected gain of one level for 25% of students compared to the previous test administration. • By June 2016, teachers will have participated in in-house and outside professional learning activities that they then turn-key to their professional learning community within the school. • Administer NYC Pre-Assessment baseline – September 2015, administer NYC ELA Fall Benchmark – December 2015, administer ELA Spring Benchmark – March 2016, administer NYS ELA Common Core Tests – April 2016 with expected gain of one level for 25% of students compared to the previous test administration. • By June 2016, Professional Learning Teams will have developed at least 3 rigorous CCLS-aligned unit plans and assessments in ELA with modifications for students with special needs to improve instruction.
<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 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.

To maintain an environment that is safe and conducive to learning, we have developed and implemented the Positive Behavior and Supports (PBIS) initiative for the past four years. Expectations on how to be Safe, Organized, Accountable, and Respectful (SOAR) in every area of the school are taught and reinforced throughout the school year.

Upon analysis of the Online Occurrence Reporting System (OORS) data, we found out that there was an increase of infractions reported during 2014-2015 school year compared to previous year. The superintendent suspensions decreased, but the principal suspensions increased. Due to this, the school will enhance the quality of implementation of the PBIS initiative, thus decreasing discipline referrals and resulting in a school environment that is safe and conducive to learning.

In addition to PBIS initiative, we started implementing *The Leader in Me* program this year. The program was created to introduce students to the principles in *The 7 Habits of Effective Teens*. Through the use of the 7 Habits, students begin to realize that they have control over much of what happens in their lives and that they can be true leaders. Leadership is a concept we don't normally consider when thinking of students; however, we believe that students are very capable of learning leadership skills and using them at home and at school. By developing well-rounded students who know their strengths, we help them unleash their individual worth and potential to lead their own lives and to influence others in positive ways.

Part 2 – Annual Goal

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

By June 2016, the total Principal’s and Superintendent’s suspension rate for all students will decrease by 5% as reported on the OORS. PBIS initiative in the school will continue to focus on reducing the Principal’s and Superintendent’s suspensions. The PBIS Team will be responsible for the implementation of the proactive and systematic approach to maintaining a safe and effective learning environment.

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 Supportive Environment 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?
The school will enhance the quality of implementation of the PBIS program thus decreasing discipline referrals and resulting in a school environment that is safe and conducive to learning.	All students	Sept 2015- June 2016	Principal, Assistant Principal, teachers, PBIS Team
Provide training to all staff, parents, and students for effective implementation of "The Leader in Me" program.	All staff, students, parents	Sept 2015- June 2016	Franklin Covey Education, School Administration, all staff
Provide learning opportunities for teachers, students, and parents to understand the New York City Department of Education (NYCDOE) measures that most closely align to Framework for Great Schools Element – Supportive Environment. It includes, but is not limited to selected components of Quality Review, Danielson’s Framework for Teaching, and School Survey.	Teachers, students, parents	Sept 2015- June 2016	Principal, Assistant Principal, Instructional Leads
Identify and provide support and intervention to “at-risk” students due to behavioral problems and truancy which greatly affect their academic performance.	“at-risk” students due to behavioral problems and truancy	Sept 2015– June 2016	principal, Assistant Principal, Pupil Personnel Committee (PPC), teachers
Provide learning opportunities for parents and students to help them understand the accountability system, e.g., Federal/State accountability system, student proficiency levels, Annual School Report Card, School Quality Guide, Quality Review Report, and Learning Environment Survey Report.	All parents and students	Sept 2015- June 2016	Principal, Assistant Principal, Instructional Leads, Data/Test Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Volunteers for PBIS Committee to meet before or after school • Schedule planning time for key personnel • Per session funding (as needed)

- Schedule learning opportunities for parents, students and teachers

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

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

Part 5 – Progress Monitoring

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

- Summary of SWIS and OORS Reports from September 2015 to January 2016 showing a decrease of referrals and suspensions by at least 5% compared to last year’s data.

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

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

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

Part 1 – Needs Assessment

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

The 2015 - 2016 Framework for Great Schools Guide Report indicated that our school has an average score of 55 (Good) in Framework for Great Schools Element – Collaborative Teachers. The score is the average of scores from different areas: inclusive instructional practices, professional development, school commitment, and professional community. Two of the sub-areas of professional community are reflective dialogue and peer collaboration. We scored 100 (excellent rating) in reflective dialogue, but scored only 23 (poor) in peer collaboration. In 2013-2014 Quality Review, we scored proficient in this area. This is one area that we need to improve.

Professional Learning (PL) “enables teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students.” (Wei et al., p.ii) Just as differentiated teaching meets the needs of learners, differentiated PL can meet the needs of teacher-learners. Differentiated PL promotes accountability in that individuals in the self-selected groups are accountable to each other. Coming together as a result of similar needs and goals and working toward common ends, foster commitment to the group/team and builds trust, community, and purpose.

Although professional learning opportunities were provided to the teachers during 2014-2015 school year, not everyone received differentiated professional activities that met their needs. This is another area that we need to grow to build efficacy beliefs.

Part 2 – Annual Goal

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

By June 2016, all teachers will have engaged in at least 80 % of the differentiated professional learning opportunities that will be provided to them inside and outside the school as measured by the agenda and attendance records of each professional learning activity. This will result to an increase in Collaborative Teachers element score from 3.20 to 3.70 and Student Achievement from 3.28 to 3.78 as measured on the 2015 - 2016 School Quality Guide Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School administration and School-Based Professional Learning Committee will conduct needs assessment to establish a year-long plan for differentiated professional learning activities. They will continue to meet regularly throughout the year to assess progress towards long term goals, and make any necessary revisions based on need, feedback, or findings.</p>	<p>All teachers and para-professionals</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal, School-Based Professional Learning Committee</p>
<p>Conduct professional learning workshops on the following topics that are most closely aligned to Framework of Great Schools Element – Collaborative Teachers :</p> <ul style="list-style-type: none"> • Framework for Great Schools • Quality Review (2.2 and 4.2) <ul style="list-style-type: none"> o 2.2 Align assessments to curricula, use ongoing assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level o 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning • Danielson’s Framework for Teaching <ul style="list-style-type: none"> o 4a: Reflecting on Teaching o Participating in a Professional Community o 4e: Growing and Developing Professionally o 4f: Showing Professionalism 	<p>All teachers and para-professionals</p>	<p>Sept 2015- November 2016</p>	<p>Principal, Assistant Principal, Instructional Leads</p>
<p>Conduct differentiated professional learning workshops based on needs assessment survey</p>	<p>All teachers and para-professionals</p>	<p>Sept 2015- June 2016</p>	<p>School Administration, Instructional Leads, New Teacher Center (as needed)</p>

PL Teams will collaboratively develop rigorous CCLS-aligned unit plans and assessments in their content areas with modifications for students with special needs to improve instruction and academic performance	all students	Sept 2015- June 2016	School administration, Instructional Leads, PL Teams
The principal, assistant principal, and mentor teacher will attend the New Teacher Center (NTC) Mentoring program throughout the year in order to support the development and professional growth of the new teachers. The mentor teacher will use on-line platform to engage teachers in mentoring activities.	new teachers	Sept 2015- June 2016	District 12 NTC Mentoring Team, School Administration, Mentor Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • A Handbook for Professional Learning: Research Resources, and Strategies for Implementation • Resources/Research for “Framework for Great Schools”; Quality Review Rubric; Danielson’s Framework for Teaching • Use of Professional Learning period every Monday and Tuesday to conduct professional learning activities • Schedule planning time for school administration, instructional coaches, and PL teams • Collaboration with New Teacher Center (as needed) • Per session funding for after school activities (as needed) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Agenda and attendance records of all professional learning activities from September 2015 to January 2016 showing that all teachers will have engaged in at least 40% of the differentiated professional learning opportunities that will be provided to them inside and outside the school.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Teachers have a greater impact on student success than any other school factor as decades of research has proven. In order to successfully implement the key elements detailed in the Framework for Great Schools school communities must develop a shared understanding of what effective instructions look like.

The last Principal Performance Review (PPO) indicated areas to focus for improvement. They are as follows

- Instructional practices must be consistent in all classrooms to allow students to engage in challenging activities and to produce high-level work that prepares them for college and career. (1.2)
- Develop a system to use common assessments , benchmarks exams and classroom checks for understanding to track student progress and adjust curricula and instruction to meet student learning needs. (2.2)
- Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards. (1.1)
- Make the professional development more specific by using the trends identified on Advance and ensure teachers engage in inquiry-based professional collaboration. (4.2)

To support teachers as we continue to implement higher standards using the Common Core, school administrators will continue to use the Danielson’s Framework for Teaching to serve as the focus for teacher development and evaluation and to provide more frequent, formative feedback to help teachers grow as professionals, thus providing even higher levels of support for teacher learning that will impact student achievement.

Part 2 – Annual Goal

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

By June 2016, administrators will have engaged in short frequent cycles of classroom observation and actionable feedback with a total of at least one formal and three informal observations (Option 1) per teacher resulting to at least 15% increase in teacher's evaluation rating compared to last year's rating. The Danielson Framework for Teaching rubrics included in the teacher evaluation and development system will be used as lens for norming observation, feedback, development, and evaluation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School administrators will conduct short, frequent cycles of classroom observation and provide teachers with formative feedback in all 8 competencies of Danielson’s Framework for Teaching for their strong connections to the key elements of Framework for Great Schools, Quality Review, and School Survey.</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Conduct differentiated professional learning activities to teachers based on the outcomes of observations.</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal, Instructional Leads, New Teacher Center (as needed)</p>
<p>Provide time for PL Teams to collaboratively develop rigorous CCLS-aligned unit plans and assessments with modifications for students with special needs to improve instruction and student performance.</p>	<p>PL Teams</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal, Instructional Leads, PL Teams</p>
<p>Provide opportunities for peer inter-visitations to share best practices among teachers.</p>	<p>Teachers</p>		<p>Principal, Assistant Principal, 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>										
<ul style="list-style-type: none"> • Danielson’s Framework for Teaching rubrics • Utilize both Monday PL and Tuesday Other professional Work sessions to conduct differentiated PL activities for teachers • Coverage for teachers who will attend PL activities outside the school • Per session funding for after school activities 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By January 2016, school administrators will have completed the following conferences and informal observations:

- Initial Planning Conferences
- First round of informal observations with formative feedback
- Second round of informal observations with formative feedback.

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.

In collaboration with the Parent Association (PA), Parent Coordinator, and Family Worker, the teachers have been successful in maintaining an open line of communication between parents and the school community. The Parental Engagement period every Tuesday is being utilized to invite parents to have one-to-one conferences with the teachers. Communication between school and home is also done through telephone calls, letters, and emails. Every teacher maintains logs of their calls and conferences with parents.

The attendance records of the four Parent-Teacher Conferences held this year showed that on average, 50% of the parents attended the conferences. The Parent Coordinator, in collaboration with the administrators, teachers, and Parent Association, conducts parent workshops every month. Parent participation in these workshops is approximately 5%. To increase parental engagement in the education of their children, we will continue to offer learning opportunities about the school’s instructional programs, citywide and statewide assessments, Common Core Learning Standards, and college and career readiness.

Part 2 – Annual Goal

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

By June 2016, ESMT – I. S. 190 will engage in activities aimed at increasing parent involvement resulting in a 10% increase (from 50% to 60%) in parents attending the Parent-Teacher Conferences and a 3% increase (from 5% to 8%) in parents attending the monthly workshop as measured in each event’s attendance record.

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?
Conduct workshops for parents related to school's instructional programs, citywide and statewide assessments, Common Core Learning Standards, and college and career readiness twice a month.	Parents, school community	Sept 2015- June 2016	Parent Coordinator, PA Board, Data and Test Coordinator, school administration
Continue to have an open line of communication with parents through letters, telephone calls, emails, and one-to-one conference.	Parents, students, school staff	Sept 2015- June 2016	Principal, Assistant Principal, teachers, Parent Coordinator, PA Board
Schedule and hold activities such as VIP Nights, honor assembly four times a year, cultural awareness celebration (Black History Month, Hispanic Heritage, Multicultural Celebration), Science Fair, educational trips for students and parents.	Parents, school community	Sept 2015- June 2016	Principal, Assistant Principal, teachers, Parent Coordinator, PA Board,
Continue to use Engrade to inform and involve parents in the education of their children. This system enable teachers to communicate with parents and students related to grades, attendance, assignments and many other important items.	Parents, students	Sept 2015- June 2016	Principal, Assistant Principal, teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Volunteers for all activities • Planning time for workshops – Parent Coordinator, School administration, Data and Test Coordinator, teachers, PA Board • Planning time for all activities - Parent Coordinator, School administration, teachers, PA Board • Per session funding, as needed, for afterschool planning and activities

- Funds to purchase materials for workshops and other activities

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

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

Part 5 – Progress Monitoring

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

Parent attendance in Parent-Teacher Conferences – September 16, 2015 and November 17-18, 2015 showing at least 5% increase compare to last year's attendance.

Parent attendance for all workshops and activities – from September 2015 to January 2016 showing at least a 2% increase compared to last year's attendance.

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)	Levels 1 and 2 –2015 NYS ELA Common Core Tests	Imagine Learning and Light Sail – interactive reading	Small group, one-to-one tutoring	During the school day, before/after school hours
Mathematics	Levels 1 and 2 –2015 NYS Math Common Core Tests	Mathletics – interactive math skills	Small group, one-to-one tutoring	During the school day, before/after school hours
Science	Levels 1 and 2 –2015 NYC MOSL - Science	Urban Advantage, Exit Project Writing	Small group, one-to-one tutoring	During the school day, before/after school hours
Social Studies	Levels 1 and 2 –2015 NYC MOSL - Social Studies	Reading Informational Texts, Exit Project Writing	Small group, one-to-one tutoring	During the school day, before/after school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk students due to behavior problems and truancy, students in temporary housing, overage, holdover, SIFE	Peer Mediation, Crisis Intervention, Counseling, Check-In/Check-Out, Behavior Intervention Plan, RtI in ELA and Math, Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Family Counseling, Behavior Modification Techniques	Small group, one-to-one tutoring, push-in/pull-out as needed, networking with outside agencies	During the school day, after school hours

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements. • ESMT – I. S. 190 will participate in citywide recruiting events. • Share the school's strong support plan for teachers, such as, but not limited to the following: <ul style="list-style-type: none"> o Mentoring for new and struggling tenured teachers; o Professional learning opportunities inside and outside the school; o Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants; o Provide time for teacher collaboration through scheduling; o Include teachers in professional development planning and decision making.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Principal and assistant principal and selected staff will attend professional learning activities provided by CSD 12 in collaboration with the New Teacher Center • School administration and School-Based Professional Learning Committee will conduct needs assessment to establish a year-long plan for differentiated professional learning activities. They will continue to meet regularly throughout the year to assess progress towards long term goals, and make any necessary revisions based on need, feedback, or findings. • Conduct differentiated professional learning workshops based on needs assessment survey

- Conduct differentiated professional learning activities to teachers based on the outcomes of observations.
- The following professional learning activities will be provided to all teachers and paraprofessionals to enable all students meet the demands of Common Core State Standards.
 - o Framework for Great Schools
 - o Vision for School Improvement
 - o Danielson Framework for Teaching
 - o Quality Review
 - o Federal, state, and city accountability and assessments

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers will meet during the Monday and Tuesday Professional Learning sessions to share feedback from inter-visitations, review student data, and look at student work;

- Have teachers team design professional learning activities that address common needs across grade levels or departments;
- Develop shared norms among school leaders and teachers for engaging feedback;
- Promote self-reflection on the part of teachers and administrators before feedback conversations;
- Ask for teachers’ input on what type of feedback they find most helpful;
- Discuss different parts of the rubric and examples of effective and highly effective practices in the classroom;
- Participate in identifying CEP goals and action plans;
- Teachers meet in grade –level and departmental meetings to analyze student data, look at student work to plan and set goals for students.

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	198,944.00	X	Section A - Part 4 Section B - Part 4 Section C - Part 4 Section D - Part 4 Section E - Part 4
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,616,265.00	X	Section A - Part 4 Section B - Part 4

				Section C - Part 4
				Section D - Part 4
				Section E - Part 4

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.

ESMT – I. S. 190 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **ESMT – I. S. 190**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **ESMT – I. S. 190** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

ESMT – I. S. 190 School-Parent Compact (SPC)

ESMT – I. S. 190, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>ESMT - I.S. 190</u>	DBN: <u>12X190</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>21</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

ESMT – I. S. 190 is a Title I school. A three-year trend analysis of student performance data on state assessments was conducted. The New York State Accountability and Overview Report shows that the English Language Learners (ELLs) underperformed all other student groups for the last three years in English language Arts (ELA) and Mathematics. The percentages of ELLs who achieved proficiency (Levels 3 and 4) on 2011, 2012, and 2013 ELA and Mathematics state tests are as follows.

ELA: 2011 - 0.0%; 2012 - 4.5%; 2013 - 0.0%

Mathematics: 2011 - 15.4%; 2012 - 27.3%; 2013 - 7.3%

- The percentages of ELLs who achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) for the last three years are as follows: 2011 - 7.7%; 2012 - 4.5%; and 2013 - 3.7%. Consequently, we have made progress for our ELL subgroup one of our goals for this school year.

- Currently, the ELLs are receiving academic intervention services during and after school hours. In addition to these interventions that ELLs are already receiving, the Title III LEP Program funds will be used to provide direct supplemental instructional services in English Language Arts and in Mathematics. All ELLs in different proficiency levels and in all grade levels will be included in the program. The instruction will be for two hours on Thursday - one hour for ELA and one hour for mathematics - with a total of 50 hours for the whole school year. It will start on December 5, 2013 and will end on June 19, 2014.

- The ELA and math instruction will be provided by both certified ESL teacher and certified ELA teacher. The delivery of instruction will be through team teaching. They will co-plan and prepare lessons, activities, and projects that incorporate all learning modalities. Together, they will carry out instruction employing a range of research-based methodologies for ELLs. Both teachers shared the responsibility for the delivery of ELA and mathematics instruction. An administrator will supervise the program. Title III LEP Program is the only program running in the school on Thursday.

- The reading and mathematics intervention program that will be used is i-Ready Diagnostic and Instruction Program. It is a reading and math program designed for students in elementary through high school who are struggling and are in need of remediation as well as those students who need additional academic challenges. It is a perfect remediation solution for RtI, Special Education and ELL students. The goal of i-Ready is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The i-Ready Program is built for the Common Core. This powerful online program diagnoses student challenges, delivers automated, individualized instruction, and monitors student progress in one program. Instantly available reports from i-Ready Diagnostic detail each student's abilities and areas of need. The reports provide teachers with an action plan for individual and group instruction, and the tools to deliver that instruction in any style learning environment. With i-Ready explicit online instructional modules, students are automatically placed into instruction at their level based on i-Ready Diagnostic results. They engage the learners in a low-risk environment. Students can personalize their experience with their choice of Study Buddies and take ownership of their learning with an individualized home page. Progress monitoring provides immediate

Part B: Direct Instruction Supplemental Program Information

insight into student performance. With several data points, it is possible to predict students' end of year performance and help educators see if students are on track or need further intervention.

Part C: Professional Development

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

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

Begin description here: _

Teachers have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we continue to implement the Common Core and the Citywide Instructional Expectations, on-going professional development workshops for teachers will be conducted throughout the school year.

The following workshops were already conducted during the months of September and October in the school. They were facilitated by Mark Turcotte (Assitant Principal), Irinea Panlilio (Math Coach/ELL, Data and Test Coordinator) and Michele Lotto (ELA Coach). All teachers received the training.

- 2013-14 Citywide Instructional Expectations
- Data Analysis, Accountability Tools and Resources
- Advance
- Measure of Student Learning
- New York City Performance Assessments
- Norming Protocol
- Quality Review
- Classroom Management

In addition to the above-mentioned workshops, the following workshops were and will continue to be provided to the Title III teachers and teachers working with ELLs.

- October 3, 2013 RTI Screening, Diagnostic and Progress Monitoring for Creating Academic Achievement Plans (9:00 a.m. – 3:00 p.m.)
Attendee: Robin Williams, ELA Teacher
Provider: Office of Academic Policy
- October 28, 2013 Language Allocation Policy (9:00 a.m. - 12:00 p.m.)
Attendees: Carolyn Renner, ESL Teacher and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
Provider: Office of English Language Learners
- November 4, 2013 2013-2014 School Foci (9:00 a.m. - 11:00 a.m.)
Attendees: All Teachers of ELLs
Providers: Mark Turcotte, Assistant Principal and Michelle Lotto, ELA Coach
- November 13, 2014 Analysis of NYC Pre-Assessment Scores (2:20 p.m. - 3:10 p.m.)
Attendees: All Teachers
Provider: Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator
- December 5, 2013 When to Refer ELL Students for Disability Evaluations: What To Do Before Referral (9:00 a.m. - 3:00 p.m.)
Attendee: Carolyn Renner , ESL Teacher
Provider: Office of English Language Learners
- January 14, 2014 NYSITELL Middle School Training (12:00 p.m. - 3:00 p.m.)

Part C: Professional Development

Attendee: Carolyn Renner, ESL Teacher

Provider: Office of English Language Learners

- January 16, 24, 30, 2014 Language Diversity and Literacy Development: Supporting ELLs to Access Complex Texts (9:00 a.m. - 3:00 p.m.)

Attendee: Carolyn Renner, ESL Teacher

Provider: Office of English Language Learners

A series of workshops titled "Classroom Instruction that Works with English Language Learners" will be provided to teachers working with ELLs during the month of February on the following days : February 5, 12, and 26, 2014. It will be from 2:20 p.m. - 4:00 p.m. These workshops consist of nine research-based instructional strategies that proved to be exceptionally effective in increasing student academic performances. Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator will facilitate the workshops. They are as follows:

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences.

- March 5, 2014 What is Scaffolding? (2:20 p.m. – 3:20 p.m.)

Attendees: ELA teachers working with ELLs

Provider: Michele Lotto, ELA Coach

- March 19, 2014 Common Core Mathematics for ELLs (2:20 p.m. – 3:20 p.m.)

Attendees: Math teachers working with ELLs

Provider: Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator

- April 2, 2014 Understanding and Administering the 2014 NYSESLAT (2:20 p.m. – 3:20 p.m.)

Attendees: Teachers working with ELLs

Provider: Carolyn Renner, ESL Teacher and Irinea Panlilio,

Math Coach/ELL, Data and Test Coordinator

- April 23, 2014 Promotion Criteria for ELLs (2:20 p.m. - 3:20 p.m.)

Attendees: Teachers working with ELLs

Provider: Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator

- May 7, 2014 Text Complexity and English Learners – Building Vocabulary (2:20 p.m. – 3:20 p.m.)

Attendees: Teachers working with ELLs

Provider: Mark Turcotte, Assistant Principal

- June 5, 2014 Looking Ahead for 2014-15: What's Next for Our ELL Program? (8:30 a.m. - 9:30 a.m.)

Attendees: All teachers

Provider: Mark Turcotte, Assistant Principal

The ESL teacher will continue to attend workshops for ELLs provided by the Office of English Language Learners as necessary. The principal, assistant principal and instructional coaches will provide differentiated workshops to teachers, as necessary, on each domain and competency of Danielson Framework for Teaching throughout the school year.

Part D: Parental Engagement Activities

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

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

Begin description here: _

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during the 2013-2014 school year

•Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. These meetings will be conducted by the principal and/or assistant principal.

•Translate all critical school documents and provide interpretation during meetings and events as needed

•Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress

•Encourage meaningful parent participation on School Leadership Team, Parent –Guardian Association and Title I Parent Committee;

•The Parent Coordinator, Kenny Melendez, will provide training on how to use ARIS Parent Link.

•Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.

•Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month

•Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year.

To encourage and provide parents the opportunities to participate in the educational process of their children, meetings and workshops for the parents of ELLs are scheduled as follows:

September 17, 2013 - Citywide Instructional Expectations for 2013-2014 (5:00 p.m. - 6:30 p.m.)

Providers: DianaJade Santiago, Principal and Mark Turcotte, Assistant Principal

October 17, 2013 - ARIS Parent Link (9:00 a.m. - 11:00 a.m.)

Provider: Kenny Melendez, Parent Coordinator

November 19, 2013 - Data Analysis (12:30 p.m - 3:00 p.m. and 4:30 p.m. - 7:00 p.m.)

Providers: Carolyn Renner, ESL Teacher

Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator

(Ms. Renner and Ms. Panlilio will meet individually with each parent to discuss the Student Report (ISR) concerning the 2013 Common Core ELA and Math Tests scores and the 2013 NYSESLAT scores.)

December 7, 2013 - Common Core Learning Standards and Title III Programs (10:30 a.m. - 12:30 p.m.)

Providers: DianaJade Santiago, Principal; Mark Turcotte, Assistant Principal; School Leadership Team; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator

January 14, 2014 First Honor and Award Assembly (5:00 p.m. - 6:30.p.m.)

Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator

January 23, 2014 Interpreting/Analyzing NYC Fall Periodic Assessment Data for ELLs (10:00 a.m. - 11:00 a.m.)

Providers: Irinea Panlilio, Math Coach/ELL, Data &Test Coordinator and Carolyn Renner, ESL Teacher

Part D: Parental Engagement Activities

February 6, 2014 -	iReady ELA and Mathematics Programs for Title III - LEP (10:00 a.m.-11:00 a.m.) Providers: Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator and Carolyn Renner, ESL Teacher
February 26, 2014	Parent-Teacher Conference (12:30 p.m. - 3:00 p.m. and 4:30 p.m. - 7:00 p.m.) Ms. Renner and Ms. Panlilio will meet with individual parents to discuss the second marking period report card of ELLs.
March 4, 2014	Second Honor and Award Assembly (5:00 p.m. -6:30 p.m.) Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ESL, Data & Test Coordinator
March 13, 2014 -	How to Prepare Your Child for the 2014 New York State Common Core Tests 10:00 a.m. - 11:00 a.m. Mark Turcote, Assistant Principal Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
March 27, 2014	How to Prepare Your Child for the 2014 NYSESLAT (10:00 a.m.- 11:00 a.m.) Provider: Carolyn Renner, ESL Teacher and William Robin, ELA Teacher
April 10, 2014 -	Promotion Standards - Chancellor's Regulation A-501 : Promotion Criteria for ELLs (10:00 a.m. - 11:00 a.m.) DianaJade Santiago, Principal Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
April 29, 2014	Third Honor and Award Assembly (5:00 p.m. – 6:00 p.m.) Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
May 15, 2014 -	Parent and Student Resources Online/Use of Technology 10:00 a.m. - 11:00 a.m. Kenny Melendez, Parent Coordinator Ruel Lasdoce, Technology Coordinator
June 12, 2014	Summer Programs 10:00 a.m. - 11:00 a.m. Regina Little, Family Worker Kenny Melendez, Parent Coordinator
June 24, 2014	Fourth Honor and Award Assembly (5:00 p.m. – 6:00 p.m.) Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator.
The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand.	

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	-
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 12	Borough Bronx	School Number 190
School Name ESMT - I. S. 190		

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 DianaJade Santiago	Assistant Principal Castella Mckenzie
Coach /Math - Irinea Panlilio	Coach /ELA - Michele Lotto
ENL (English as a New Language)/Bilingual Teacher	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Deborah Torres
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) SPED Liaison-A. Jesselli

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

D. Student Demographics

Total number of students in school (excluding pre-K)	238	Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	12
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	5

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	10	5	0	8	0	7	5	0	5	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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school uses Fountas and Pinell running records to assess the early literacy skills of our ELLs. We use the San Diego Quick to obtain a baseline level and then conduct it two more times during the year to track progress. This data provides us with a wealth of information about our ELLs' reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, phonics, letter learning, and high frequency word knowledge. This information helps inform our schools instructional plans and shared with all of the ELL teachers so that instruction can be rigorous and differentiated, as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are one to three grades behind their actual grade.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

An analysis of NYSESLAT scores revealed the following data patterns across proficiency levels and grades:

 - In 6th grade, one student scored at entering level, while one scored at emerging level, one scored at transitioning level and six scored at expanding level.
 - In 7th grade, two students scored at entering level, two at transitioning level, and one at expanding level.
 - In 8th grade, one student scored at entering level, one at transitioning level five at expanding level and one at commanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool is used to calculate E.S.M.T. I.S. 190's AMAO 1 and 2 statuses, project these statuses for the following school year, and make data-driven decisions. The data is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and to design effective instructional programs and/or interventions for those students. At a school level, the AMAO1 target of 66.4% was not met, at 50%, but the AMAO 2 target of 14.3% was met at 18.2%. AMAO3/AYP was not met.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. No one achieved proficiency level (Level 3 or 4) on the 2015 NYS ELA Common Core Tests. One grade 8 student achieved proficiency level (Level 3) on both the 2015 NYS Common Core Mathematics Tests and NYS Science Tests. No one took the test in their native language.

b. School leadership and teachers are trained to and allowed access to ELL periodic assessments in order to assess a student's individual needs and to drive instruction. This data analysis, paired with individual student data from other formative assessments allow us to provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement.

c. The school has learned from the ELL periodic assessments that students continue to struggle with similar skills found on both the ELA and ELL assessments, particularly with vocabulary and the use of context clues. The success of our ELL program is evaluated using the data that is collected and analyzed, through student and parent feedback, standardized assessments, classroom assessments and observations, and perceived student confidence and goal attainment. Bilingual dictionaries and/or glossaries are provided to all ELLs

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?

To make sure that a child's second language development is considered in instructional decisions, teachers of ELLs are applying the five interrelated instructional principles for teachers of linguistically diverse populations provided by The Center for Research on Education, Diversity and Excellence (CREDE).

- Teachers and Students Producing Together. Collaboration in the service of jointly constructing knowledge provides students with opportunities to positively engage with one another and with their teachers around rigorous academic content. Such interactions boost academic development and academic motivation.

- Developing Language and Literacy Across the Curriculum. Language development at all levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing must be both taught as specific curricula, and integrated into each content area.

- Making Lessons Meaningful. Teachers should leverage students' funds of knowledge and skills as a foundation for new knowledge. Quality core instruction necessarily links students' background knowledge and daily lives to the content at hand, and provides experiences that show abstract concepts drawn from, and applied to, the everyday world.

- Teaching Complex Thinking. As is the case with all learners, ELLs require instruction that is cognitively challenging. Teachers should target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success.

- Teaching through Conversation. Building students' abilities to form, express, and exchange ideas is best achieved through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the target language?

b. What is the level of language proficiency in the target language for EPs?

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

n/a

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

We evaluate the success of our programs for ELLs based on the gains and success they obtain on formative and summative assessments such as the periodic assessments, NYSESLAT, and NYS ELA, Math, and Science tests. In addition, we also take into consideration the students' classwork, report cards, teachers' observations, parental and student feedback about our program. We refer to NYS School Report Card to determine whether or not the ELLs meet their AYP. We also refer to NYC School Quality Guide to determine the progress made by ELLs.

Part IV: ELL Identification Process

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

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

When new students are enrolled the Home Language Identification Survey (HLIS) is completed by the parent/guardian during a meeting which is facilitated by the ENL teacher, Carolyn Renner. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Deborah Torres whose native language is Spanish, in the process. In addition to the HLIS, an informal oral interview in English and the native language is conducted to help in determining eligibility for the formal initial assessments. The completed HLIS and the answers from the informal interview are used to determine if a student qualifies to take the NYSITELL. The RLER report is checked for students that are eligible to take the NYSITELL every Monday from ATS. The NYSITELL is administered by ENL pedagogue within the first 10 days of the student's first attendance date. The NYSITELL is scanned to ATS. If the student qualifies for ENL services, the parents are contacted by the Parent Coordinator in their native language to set up a meeting. Additionally, the Spanish LAB 1982 is administered to all Spanish-speaking new entrants who scored at or below the cut scores on the NYSITELL, during the same testing period, in order to determine language dominance for instructional planning in providing ENL services.

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).

During the ELL identification process, the prior schooling section of the HLIS is reviewed to determine if there was an interruption or inconsistency in the student's formal schooling. If there are indications of an interruption or inconsistency, the SIFE Identification process is followed to determine whether the student is SIFE. These steps include: 1. The administration of the oral interview questionnaire and 2. for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, the administration of the Literacy Evaluation for Newcomer SIFE (LENS).

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).

When a new student with an IEP enters the school, The Language Proficiency Team (LPT) must determine NYSITELL eligibility. The LPT is composed of the Assistant Principal, the ENL teacher, the Special Education Liaison and the student's parent or guardian. In addition, a qualified interpreter or translator in the language or mode of communication that the parent or guardian best understands. The LPT performs the following procedures for initial entry into DOE schools or reentry after 2 years and considers the evidence of the student's English language development as well as:

- The results of the HLIS,
- 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 of Special Education (CSE) as to whether the student's disability is the determinant factor in affecting whether the student can demonstrate proficiency in English.

The LPT utilizes this evidence to determine if the student has language acquisition needs and whether the NYSITELL should be administered. If the LPT determines that the NYSITELL should not be administered, the recommendation is sent to the principal for review. If the principal rejects the recommendation, 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. The parent or guardian is notified of this step, within three days, in the parent or guardian's preferred language. Once the final decision is made, within 10 days, the NYSITELL is administered (if necessary) within 5 days, and the parent or guardian is notified within 5 days. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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

Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned by reaching out to parents/guardians through phone calls and letters in the native language. When these forms are returned they are placed in a student's cumulative record. Identified ELL students who choose the Freestanding ENL program are placed into our program if it is chosen by the parent. If forms are not returned within a reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is the Freestanding ENL Program. The ESL teacher, Carolyn Renner, is responsible for this process. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Deborah Torres, whose native language is Spanish, in the process.

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).

Within 5 school days of ELL determination, parents are notified of the results of the NYSITELL, ELL status, and the right to appeal this status within 45 days, using the NYCDOE standard parent notification letter (in the parents' preferred language). These letters include:

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

If the student is 18 years or older, the student will also receive a copy of the letter. Dated and signed letters are maintained in the

student's cumulative folder, as well as in the ELL Folder of Critical Documents, which is located in the Principal's office.

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

The NYSITELL is administered within the first 5 days of a student's admittance so that we can meet with the parents about the results of the NYSITELL and student placement is made no more than 10 days after a student is enrolled. The ENL teacher, Carolyn Renner, calls the parents or guardians of newly identified ENL students as per the results of the NYSITELL as soon as possible and invites them for a meeting. A letter is also sent to remind them of the meeting. During the meeting the parents are shown the Parent Orientation Video (in their native language), given a brochure, and referred to the resources available on the DOE website. The three programs, Transitional Bilingual Education, Dual language, and Freestanding ENL, are described to the parents. Any questions they may have about the programs are answered in their native language. The parents are asked to complete the Parent Survey and the Program Selection form indicating their choice of ELL program either at the conclusion of the meeting or within one week. After the parents selected the ELL program for their child, they are informed that only Freestanding ENL is offered at our school. We provide them with the list of schools that offer the program that they selected. When parents choose either a Transitional Bilingual Education or Dual Language program, we keep the records so that we can notify them once the program of choice becomes available. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Deborah Torres, whose native language is Spanish, in the process. The placement letter and continued entitlement letter are distributed accordingly to eligible students.

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 ensures Parent Survey and Program Selection forms are completed and returned in a timely manner by reaching out to parents/guardians through phone calls and letters in the native language. When these forms are returned they are placed in a student's cumulative record. Identified ELL students who choose the Freestanding ENL program are placed into our program if it is chosen by the parent. If forms are not returned within a reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is Freestanding ENL. The ENL teacher, Carolyn Renner, is responsible for this process. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Deborah Torres whose native language is Spanish, in the process.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When Parent Survey and Program Selection forms are not returned within 5 school calendar days, the student is placed in the Freestanding ENL/ESL program. Monitoring of the return or non-return of these forms is performed by the ENL teacher. Attempts to gather initial parent selection preference are performed in the parents' preferred language and documented and maintained in the ELL Binder of Critical Documents, which is kept in the Principal's office.

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

The ENL teacher, Carolyn Renner, prepares and distributes the placement notification letters. She arranges conference with the parents of identified students. She is assisted by the parent coordinator, Deborah Torres, in the process.

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

All ELL documents (including dated and signed copies of the HLIS, Parent Survey and Program Selection Forms, Program Placement Letters, Entitlement, Continued Entitlement, and Non-entitlement letters, etc.) are placed in each student's cumulative record. Copies of these documents are also placed in the ELL Binder of Critical Documents, which is maintained by the ENL Teacher and kept in the Principal's office.

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.

The ENL teacher prepares students for the NYSESLAT by familiarizing students and the teachers working with ELLs with the test format, administering periodic assessments and informing parents about these assessments. In order to annually evaluate ELLs using the NYSESLAT, we first identify the ELLs using the RLAT and RNMR reports from the ATS. The RLAT report provides the NYSITELL/LAB-R results and the raw scores of the last three years of NYSESLAT data. The RNMR report provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and speaking/listening. The NYSESLAT scores for the last three years are analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. To ensure that the four components of NYSESLAT are administered, we use the NYS scheduled administration window for each modality. The ENL teacher, Carolyn Renner, administers the tests. She is assisted by the following pedagogues: Irinea Panlilio - Math Coach/Data & Test Coordinator; Robin Williams - ELA teacher; and Michal Weichselbaum - Speech teacher. All subtests of the NYSESLAT are administered during the administration window and student completion is tracked. Students who were not present during the originally scheduled administration times are given opportunities to complete the NYSESLAT, during the administration

window. In addition, students who have not taken the NYSESLAT, and their families, are contacted by the Parent Coordinator, Deborah Torres, in their preferred language, who emphasizes the importance of taking the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of each school year, NYSESLAT results are reviewed by the ENL teacher, Carolyn Renner. Continued Entitlement letters are sent to parents of students who continue to be entitled to ELL services. Letters are sent out to the parents, in the parents' preferred language, before September 15th of the school year in which the student continues to be entitled. Non Entitlement/Transition Letters are sent to parents of students who have exited ELL status, as per the NYSESLAT results. These letters are available online. These letters are sent to parents, in the parents' preferred language, no later than September 15 of the school year in which the student is no longer entitled. Copies of these letters are placed in the student's cumulative file as well as maintained in the ELL Binder of Critical Documents, which is kept in the Principal's office.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The only program, Freestanding ENL, that is offered at our school appears to be aligned with parent requests. Two years ago, the parent of identified ELL requested the Freestanding ESL program. Last year the parents of two newly-identified ELLs requested the same program. This year, we don't have any new ELLs yet. Due to small number of ELLs and budget constraints, we could not offer another program. Currently, we have 30 ELLs in our school. We will maintain alignment between parent choice and program offerings by monitoring Parent Survey and Selection forms returned to us and tracking the number of requests for programs we do not offer. The list of the schools that offer the other programs is provided to the parents so that a choice can be made.

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. EMST- IS 190 has a Freestanding ENL program in which instruction is delivered to general education ELLs in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting with the push-in model. Our school utilizes the workshop model for balanced literacy.
 - b. The program models are Block and Heterogenous.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ESMT - I. S. 190 ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6th, 7th and 8th grade level as well as all special education ELLs in one class per 6th, 7th, and 8th grade levels. Through this arrangement, the ENL teacher can provide them with their mandated number of minutes.

 - a. Explicit ENL, ELA, and NLA instructional minutes are delivered through push-in model occurring during ELA, Mathematics, and Social Studies instructional periods. Students have ninety minute double blocks of ELA instruction daily and six periods of forty five minute social studies classes weekly. Students are serviced their mandated minutes based on their varying levels of proficiency (360 minutes for entering and emerging, 180 minutes for transitioning and expanding, 90 minutes for commanding) during ELA, Mathematics, and Social Studies instructional periods during the week. NLA supports are provided during the instructional periods in these subject areas using materials that are grade and age appropriate that are aligned with the school's curriculum and state standards. In addition to native

language materials, the ENL teacher and

paraprofessional provide native language support orally and with explanations.

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.

The content areas are delivered to the students in English along with a variety of ENL strategies including an emphasis on key vocabulary and visual supports. In our block scheduling program model, students travel together to 45 minute periods for all content area classes including Science, Social Studies, French, Theater Arts and Gym. However, there are double blocks of 90 minutes for ELA and Mathematics. An example schedule for an ENL student at our school would show two ninety minute blocks of both ELA and Math, one forty five minute period of science, social studies, French, and Theatre Arts. All instruction is given in English, though native language support is present in the classroom to help make content comprehensible. Native language support occurs through students who speak the same native language, support staff that speaks the student's language, dictionaries, glossaries and books that are grade and age appropriate that are aligned with the school's curriculum and state standards. Many of the student textbooks used in our school have translated copies in Spanish which provided further native language support. The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, scaffolding techniques including modeling, contextualization, prior knowledge, schema building, visual aids, graphic organizers and guided practice are used to support the language development of the ELLs in ENL and content area classes.

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

To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB 1982 is administered to the students when necessary. As a Free Standing ENL Program, all instructions and assessments are given in English. However, translated versions of the citywide and state assessments are requested and provided to ELLs as needed. They are also provided with bilingual dictionaries and/or glossaries. In addition, the Spanish Proficiency Examination is administered to 8th graders in June.

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

The NYSESLAT scores for the last three years were analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions in all four modalities during and after school hours based on the analysis of the data. The Common Core instructional shifts in ELA are implemented in all content areas. In addition to NYSESLAT, Periodic Assessments for ELLs are administered twice a year to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

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

Instruction is differentiated for all students including ELLs and has a specific plan for each subgroup. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

a. Our staff is trained to identify SIFE students using the Academic Language and Literacy Diagnostic (ALLD) assessment to determine necessary literacy interventions. We currently have two SIFE students in 6th grade, two in 7th grade and one in 8th grade.

We will assess the students using the Fountas and Pinnell system to determine the students reading level and comprehension and to provide us information about the students' writing abilities. The data, in addition to teacher observations and assessments, will be used to set individual goals for this student. Depending on the students proficiency in their native language, native language support materials will be used to provide support to student. Instruction in the classroom will be differentiated to suit the needs of SIFE student while still maintaining academic rigor.

b. Our instructional plan for newcomer ELLs in school less than three years is to provide occasional pull out instruction targeted toward vocabulary, reading comprehension and writing development. Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while using guided scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

c. Our instructional plan to help move developing ELLs receiving 4 to 6 years of service to commanding level is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, STAR Classroom, alternative assessments and observations) to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas.

The data will be used in goal setting across all content areas. Trends have shown that ELLs in this subgroup at our school tend to need interventions in reading and writing which is taken into consideration when teachers are planning their lessons.

d. Our instructional plan to move Long-Term ELLs to proficiency is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, and alternative assessments and observations) to identify student weaknesses and strengths

to drive differentiated rigorous instruction across all content areas. All Long-Term ELL data is carefully reviewed and used to target

very specific skills or areas in need of improvement. If certain interventions or instructional strategies are not effective they will be

addressed by the ENL and content area teachers. This information will be used to set individual goals across all content areas.

e. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half

of one unit of study of English as a new language (90 minutes per week). In order to best serve our former ELLs (in years 1 and 2

after testing commanding) we take into account the styles and settings in which these students learn best and differentiate instruction

to meet their needs. We also utilize technology-based programs that are engaging and challenging for each student. They are

provided the same testing accommodations as ELLs.

All ELLs and former ELLs, for up to two years after testing out, are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. ESMT-IS 190 provides testing accommodations to ELLs, on all NYS ELA

and content-area assessments (i.e., mathematics, science and social studies). Testing accommodations for ELL students include the

following:

- Time extension (all exams): time and a half

- Separate location (all exams) NYS assessments may be administered to ELLs in small groups in a separate location.

- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except

languages other than English exams (LOTE).

- Simultaneous use of English and alternative language editions of State examinations. In cases of low incidence languages for which

there is no translation available, oral translations will be arranged.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The principal reviews the Re-identification process to ensure that the students are not adversely affected by the determination. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the

student may have been adversely affected by the determination, the principal will provide additional support services to the student

as defined in CR Part 154-2.3.

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?

Teachers of ELLs-SWDs ensure that students have access to the curriculum by using various strategies in the classroom. These strategies include, but are not limited to, visual supports, graphic organizers, vocabulary scaffolding, charts and small-group

work.

Both general education as well as special education teachers scaffold and differentiate the materials being presented in class to meet each individual student's needs. The teachers collaborate regularly to plan and implement the strategies necessary in the classroom. Based on students' learning styles, teachers plan accordingly to make the greatest impact on learning. The team meets weekly to discuss any changes that are made to IEPs that may affect classroom instruction. The special education team also collaborates at the weekly meetings to share best practices and teaching strategies so that students can access the curriculum and be academically and socially successful. The special education department ensures that the special education students receive their mandated ENL services by staying up to date with what is required as per the IEP and ensuring that each student is in the appropriate program. Although we do not currently have any ELL-SWDs whose IEP mandates bilingual instruction, if this does occur, the appropriate steps will be taken to ensure that the mandated services are provided.

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?

To meet the diverse needs of ELL-SWDs within the least restrictive environment, the following initiatives are being implemented:

- AIS push-in model, targeted RtI, Flexible Child Study Team, mainstreaming, sharing of best practices through intervisitations.

- The special education department works diligently to regularly analyze student academic and behavioral data to determine if students are in their least restrictive environment. Each individual is provided a schedule that represents their needs academically so that they can meet their IEP goals and be challenged with the curriculum while still receiving the support they need. Students at our school may have a flexible schedule in which they are always in the least restrictive environment as it pertains to their academic needs.

needs. The Special Education team uses their weekly meetings to discuss student progress and ultimately recommends changes to IEPs at annual review meetings with parents.

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

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



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

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

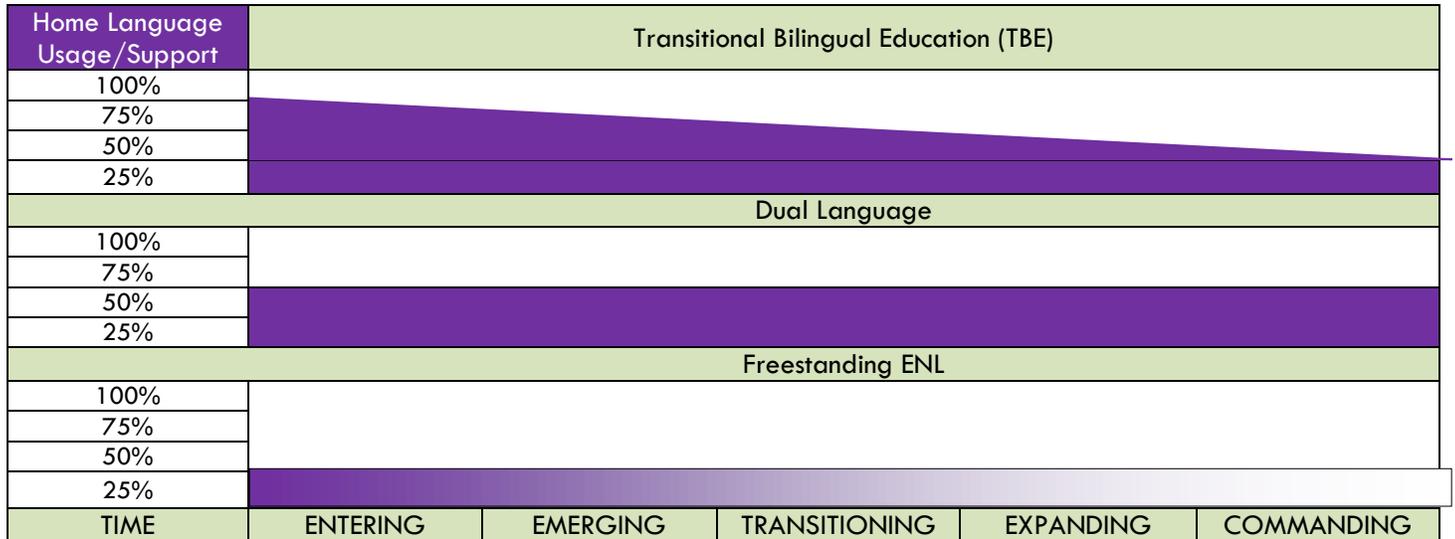


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Currently, all ELLs are receiving intervention services in all content areas during school hours. All the programs are offered in English. The students are provided with bilingual dictionaries and if necessary, an interpreter. ELLs who fall under the state-mandated cut-off scale scores in 2015 NYS ELA and Mathematics Common Core Tests are receiving academic intervention services. In ELA, Imagine Learning, a computer-based program is being used to focus on improving literacy of ELLs. Mathletics and MathXL, also computer-based programs, are being used in mathematics. ELLs who are in the lowest one-third citywide in the 2015 NYC End-of-Year Performance Assessments are targeted to receive academic intervention services in writing.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers of ELLs are given the following information pertaining to the current and former ELLs: list of ELLs; home language; proficiency level in NYSESLAT, ELA, and math; list of ELLs who are in the lowest one-third citywide in the 2015 NYC End-of-Year Performance Assessments. The following formative and summative assessments are administered to ELLs throughout the academic year: NYC Periodic Assessments for ELLs (Fall and Spring), NYC Benchmark Assessments in ELA and Mathematics (Fall and Spring), NYC Performance Assessments (beginning and end of the year), NYSESLAT, NYS ELA and Mathematics Common Core Tests. Although the current program meets the needs of ELLs in both content and language development based on the results of NYC ELLs Periodic, Benchmark, and Performance Assessments, the 2015 NYS Test scores show differently. The progress of ELLs who are in the 75th percentile in ELA decreased from 73.3 % to 53.8%, while in mathematics, it decreased from 66.7% to 32.1%. The overall progress of ELLs decreased from 61.9% to 36.8%. Only 4.5% of ELLs scored commanding/proficient on the 2015 NYSESLAT while 31.81% moved up from one proficiency level to another and 63.63% didn't make progress. The data is reviewed as soon as the scores are out.
12. What new programs or improvements will be considered for the upcoming school year?
Based on the 2015 NYS Test scores, we are going to effectively implement the targeted intervention programs mentioned in (10) Every targeted student is assigned to a teacher to receive academic intervention services in all content areas.
13. What programs/services for ELLs will be discontinued and why?
There won't be any discontinued program/services for ELLs.
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 programs in our school. All ELLs receive interventions during Academic Enrichment once a week - totaling 45 minutes.
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.
The following curriculum/programs are used in the content areas: ELA - Expeditionary Learning; Mathematics - Connected Mathematics (CMP3); Social Studies - Holt MacDougal Social Studies; Science - Glencoe New York Science. Furthermore, we provide ELLs with additional instructional materials that are suited to their levels such as reading books, both in English and Spanish, bilingual dictionaries, and translated edition of the textbooks. The computer-based program, Imagine Learning, is being used for general literacy development and it is accessed via iPad, desktop or laptop computer. Additional technology used in all classrooms includes SMART Boards, projectors, iPads and laptop computers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language support is provided through texts that are available in both English and the students' native language. Also, our school uses bilingual dictionaries or glossaries, oral translations, explanations or comprehension assessments offered by teachers and paraprofessionals. Our school has a variety of reading materials in Spanish that are grade and age appropriate and are aligned with state standards. There are also reading materials in French.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
To determine whether the required services, support, and resources correspond to ELLs' ages and grade levels, a three-year trend analysis of student performance data on city and state assessments was conducted. The NYSESLAT scores for the last three years were analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. Also, The Fountas and Pinnell reading assessment is administered to all ELLs to determine their reading levels. We then share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. All ELLs are using the grade-level curriculum in all content areas.
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).

Newly enrolled ELL students receive information about our school during orientation a week before school starts. They meet the principal, assistant principal, parent coordinator, and their teachers. They are given tour of the school. Each student is assigned a buddy or school ambassador, who speaks the student's native language, to help each new student adjust to our school environment.

19. What language electives are offered to ELLs?

Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)
Ongoing professional development workshops for all ELL personnel will be provided inside and outside the school. 15% of the required professional development hours for all teachers (including ELA, Math, Social Studies, Science, Spanish, Special Education, Theatre Arts and Physical Education), assistant principals, paraprofessionals, guidance counselors, psychologists, speech therapists, secretaries, and parent coordinators will be ELL-specific. 50% of the required professional development for the ENL teacher will be ELL-specific. The workshops inside the school will be conducted during the scheduled professional development periods after school hours on Mondays and Tuesdays. Whenever possible, teachers of ELLs will be sent to attend ELL-specific workshops offered outside of the school.
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?
To support teachers as we continue to implement the Common Core and the Framework for Great Schools, on-going professional development workshops for teachers will be conducted throughout the school year. The workshops will be differentiated based on the needs of the teachers. These workshops will have a positive and lasting impact on the teachers' performance in classrooms. The following workshops will be conducted during the months of September, October and November, 2015.
 - The Framework for Great Schools
 - Common Core Learning Standards in ELA and Mathematics
 - Instructional Shifts in ELA and Mathematics
 - Data Analysis, Accountability Tools and Resources
 - Advance - Measures of Teacher Practice (MOTP) and Measures of Student Learning (MOSL)
 - New York City Performance Assessments
 - Quality Review
 - Danielson's Framework for Teaching
 - Academic Vocabulary Toolkit
 - Co-teaching StrategiesAnother series of workshops will be about "Classroom Instruction that Works with English Language Learners". These workshops consists of nine research-based instructional strategies that proved to be exceptionally effective in increasing student performance. They are as follows:
 - Setting objectives and providing feedback
 - Nonlinguistic representations
 - Cues, questions, and advance organizers
 - Cooperative learning
 - Summarizing and note taking
 - Homework and practice
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Identifying similarities and differences.The Math Coach/Data Specialist & Test Coordinator will facilitate these workshops. She received training on these topics years ago. The ENL teacher will continue to attend workshops for ELLs provided by the Office of English Language Learners as necessary. She has attended many ELA and math workshops for ELLs for the last three years. She will continue to turnkey those workshops to teachers of ELLs as needed. The principal, assistant principal and instructional coaches will provide differentiated workshops to teachers, as necessary, on each domain and competency of Danielson Framework for Teaching throughout the school year.
In addition to the above-mentioned professional development workshops, the ELA and mathematics teachers have been attending a series of Common Core curriculum workshops since July 2013. The ELA teachers have been attending the Expeditionary Learning while the mathematics teachers have been attending the Connected Mathematics Project. These workshops are provided by the publishers under the supervision of the Department of Education. In addition, the school leadership and guidance counselor/social worker support the staff members and parent coordinator by communicating with ELLs and their parents regarding specific issues that need their attention and guidance.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To assist ELLs as they transition from middle school to high school, the guidance counselor/social worker received professional development workshops such as, but not limited to, the following topics: High School Articulation, Response to Intervention, Gathering and Analyzing Student Data from Multiple Sources, and Inquiry Process. These workshops were turnkeyed to staff members. In addition, High School Articulation and Application Workshop for parents and students is conducted every year.
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.

First, the staff who needs the minimum hours of ELL training is identified at the beginning of the school year. The ELL training is provided in and outside the school (15% of total hours for all teachers and 50% of total hours for ENL teacher). The staff members are sent to ELLs workshops conducted outside the school whenever they are available. The assistant principal, instructional coaches, ENL teacher, Data Specialist, and other capacity builders in the school provide training inside the school. Records of professional development workshops/training are kept in the PD binder in the principal's office.

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?

The ENL teacher and relevant staff will meet with the parents of ELLs at least once per year. This is in addition to parent-teacher conferences and parent orientation meetings. During this time, the child's goals, progress, and needs in all content areas are discussed. The meetings will be conducted with a qualified interpreter/translator in the language or mode of communication that the parent best understands.

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

The ENL teacher is responsible for maintaining records of annual individual meetings with ELL parents in the ELL Folder of Critical Documents. In addition, phone/email/letter/meeting records of all parent outreach and contact are maintained in the main office. All communication with the parent is done in the parent's preferred language. If necessary, translation is done by the Parent Coordinator, Deborah Torres or through the Translation and Interpretation Unit.

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

1. Every effort is made to involve parents in the education of their children. To increase parental engagement, including parents of ELLs, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2015-2016 school year.

- ELL teachers will conduct workshop for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ENL) for ELLs.

- The Data Specialist will conduct workshop to provide opportunities for parents to help them understand the accountability system: NCLB/State accountability system, student proficiency levels in NYSESLAT, ELA and Mathematics, Annual School Report Card, Quality Review Report, and Learning Environment Survey Report.

- Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. These meetings will be conducted by the principal and/or assistant principal.

- Translate all critical school documents and provide interpretation during meetings and events as needed

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress

- Encourage meaningful parent participation on School Leadership Teams, Parent-Guardian Association and Title I Parent Committee.

- Conduct parent workshops with topics that may include parenting skills, understanding current educational issues such as the Common Core; literacy, mathematics, accessing community and support services; and technology training to build parents' capacity to help their children at home.

- Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.

- Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month.

- Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year.

- Conduct workshops about the citywide and state assessments: periodic assessments, NYSESLAT, NYS Common Core ELA, Mathematics, and Science Tests. The Test Coordinator, Literacy Coach, and Mathematics Coach will facilitate these workshops. The above-mentioned workshops/trainings will be conducted monthly, in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently, we are not affiliated with any agency or Community-Based Organization to provide workshops or services to ELLs.
5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents. The parent coordinator, Deborah Torres, plays an important role in evaluating and meeting the needs of the parents. Her roles include, but are not limited to the following:

- Creating a welcoming school environment to parents such as posting signs or bulletin boards at the school entrance or in the lobby to inform parents how they can receive assistance and information.

- Increasing parent involvement in the school by hosting workshops and meetings on issues of interest to parents.

- Serving as facilitator for the resolution of parent and community concerns

- Conducting outreach to engage parents in their children's education by organizing events or activities to support parent attendance at key school events (e.g. parent-teacher conferences, back to school week).
- Communicating with the parents in their preferred language and providing translation services through the Translation and Interpretation Unit) when requested.

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

Our parental involvement activities address the needs of the parents by providing them with the following supports:

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

D. Additional Information

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

Although ELLs has not been an accountability subgroup for the past years, their results have greatly affected the scores of other subgroups because most ELLs belong to at least three subgroups. The 2014 and 2015 NYS ELA Common Core Tests results show that ELLs scored 0% on proficient level. Consequently, we have made progress for ELLs subgroups as one of the CEP goals for 2015-2016. As per the CEP Goal Section A - Rigorous Instruction: By June 2016, SWDs and ELLs subgroups will demonstrate progress towards achieving proficiency (Levels 3 and 4) in ELA as measured by a 5% increase in these subgroups scoring at Level 3 or 4 on the 2016 NYS ELA Common Core Tests.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DianaJade Santiago	Principal		9/11/15
Castella Mckenzie	Assistant Principal		9/11/15
Deborah Torres	Parent Coordinator		9/11/15
Carolyn Renner	ENL/Bilingual Teacher		9/11/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Irinea Panlilio	Coach		9/11/15
Michele Lotto	Coach		9/11/15
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Alison Jesselli	Other <u>SPED Liaison</u>		9/11/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X190** School Name: **ESMT - I.**
Superintendent: **Rafaela Espinal**

Before you begin, please check the following:

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

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

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

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

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

The data from the following documents are used to assess language preferences of the parents for both written and oral communication:

- * Student Registration Form - Completed by the school or enrollment office during the point of initial admissions.
- * Home Language Identification Survey (HLIS) - Completed by all parents during the point of initial enrollment.
- * Emergency Contact (Blue Card) - Completed by all parents at the beginning of every school year, upon enrollment in a new school, and updated as needed.

The following ATS reports are also used to generate the Parents' Preferred Language Reports:

- * School Level Emergency Contact Form (RCPL)
- * School Level Emergency Contact Student List (RCON)
- * School Level Adult Preferred Language report (RAPL)
- * School Level Adult Detail Report (RADL)

Throughout the school year, the Language Access Coordinator (LAC) will regularly generate and review up-to-date ATS reports which indicate preferred languages for parents in the school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The number one non-English home language is Spanish. There are six students whose home language is neither English nor Spanish - French (2), Arabic (1), Fulani (1), and Wolof (2).

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 following centrally-produced critical documents are distributed to families during the months of September and October.

- * The DOE's Discipline Code
- * Chancellor's Regulations
- * The Respect for All Brochure
- * Guide for Parents of English Language Learners
- * Raising the Bar for All Students: NYC Special Education Reform
- * Achieve NYC: A Complete Guide to New York City Public Schools - PK-12

School-produced documents:

- * Parent/Student Handbook - September
- * Monthly calendar - first day of the month
- * Parent-teacher conference announcements - three weeks before the conference
- * After - school program information - September
- * Parent workshops - three weeks before the workshops
- * City and state assessment calendar - September and January

Student-Specific Documents:

- * Health information
- * Safety information
- * Legal or disciplinary matters
- * Report cards
- * Absence or lateness notifications

Entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program

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 formal face-to-face meetings our school will typically have with parents are the following:

- * Parent-Teacher Conferences - September , November, February, and April
- * Parent Engagement Period - every Tuesday from 2:20 p.m. - 3:00 p.m.
- * Legal and Discipline Meetings
- * Attendance Meetings
- * Social Worker/Guidance Counselor/Family Worker Meetings

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 centrally-produced critical documents are translated by DOE's Translation and Interpretation Unit in the covered languages. To facilitate the translation of documents in covered or non-covered languages, the school will use funding for translation and interpretation to pay DOE contracted vendor and/or multilingual staff members per session to provide translation services. The school will also request translation services from the DOE's T&I Unit as necessary.

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.

To facilitate the interpretation of documents in covered or non-covered languages, the school will use funding for translation and interpretation to pay DOE contracted vendor and/or multilingual staff members per session to provide interpretation services. The school will also request interpretation services from the DOE's T&I Unit as necessary.

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.)

- * Make multiple copies and distribute the Language Identification Guide to office staff. Train office staff in using the guide to help determine the language spoken by a parent.
- * Distribute the over-the-phone card to school safety agents and remind them of the steps on how to obtain an interpreter for LEP visitors to the school.
- * Send an internal letter to school staff at least three times a year reminding them of their responsibility to communicate with LEP parents and what resources are available to them to do so.

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

ESMT - I. S. 190 will fulfill parental notification requirements for translation and interpretation services through the following activities:

- Ensure that the welcome poster is posted at the primary entrance of the school.
- Post signs regarding visitor access in covered languages to ensure that parents are not prevented from reaching the office due to language barriers.
- Provide all parents with a copy of the Parent' Bill of Rights. It includes their rights regarding translation and interpretation services.
- Provide all parents with a copy of the Expect Success Guide. It outlines language services provided by the DOE.
- to facilitate the translation of documents in covered or non-covered languages, the school will use funding for translation and interpretation to pay DOE contracted vendor and/or multilingual staff members per session to provide translation and interpretation services.

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 school will use the Parent Survey to gather feedback from parents on the quality and availability of services.