

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

**DBN: (i.e. 01M001):**                   **09X232**

**School Name:**                       **I.S. 232**

**Principal:**                             **NEIFI ACOSTA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Intermediate School Number (DBN): 09x232  
Grades Served: 6-8  
School Address: 1700 Macombs Road Bronx, NY 10453  
Phone Number: 718-583-7007 Fax: 718-583-4864  
School Contact Person: Desiree Resto Email Address: Dresto2@schools.nyc.gov  
Principal: Neifi Acosta  
UFT Chapter Leader: Inez Johnson  
Parents' Association President: Tawana Avery  
SLT Chairperson: Inez Johnson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 09 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 450 St. Paul's Place Bronx, NY 10456 Room 204  
Superintendent's Email Address: Lrosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

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

### Directions:

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

| Name               | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|--------------------|---|-------------------------|
| Neifi Acosta       | *Principal or Designee  |                         |
| Inez Johnson       | *UFT Chapter Leader or Designee   |                         |
| Tawana Avery       | *PA/PTA President or Designated Co-President  |                         |
| Dorothy Ostuni     | DC 37 Representative (staff), if applicable   |                         |
|                    | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                    | CBO Representative, if applicable   |                         |
| Rosalba Moran      | Member/ Parent  |                         |
| Evelyn DeLosSantos | Member/ Parent  |                         |
| Maria Vidal        | Member/ Parent  |                         |
| Erika Enriquez     | Member/ Teacher   |                         |
| Jonathan Khoury    | Member/ Teacher   |                         |
| Danielle Ippolito  | Member/ Teacher   |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | Member/   |                                 |

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Throughout the years, MS 232 has often made it a top priority to involve community organizations that enhance the lives of our students and families in the neighborhood. Bridging the gap between school and community is essential as many of our students belong to working class families as well as those struggling to "make ends meet".

### Vision Statement

The entire Middle School 232 school community strives to create an environment that is warm, positive, safe and promotes the intellectual and developmental needs and characteristics of young adolescents. To assist us in creating this environment we involve all constituencies to include, students, parents, all staff members, and various members of the neighboring community.

Here, at MS 232, we prioritize teamwork, respect and understanding among all school community members. All constituencies will be both individually and collectively responsible for the education and personal development of every student. This priority is set in order to ensure that academic achievement remains the focus and goal of all school efforts. Celebrations of student achievements will be our marker of success.

### Mission Statement

"Always aim high with a passion" is the creed by which MS 232 lives by. Through extensive work with teachers, all students will recognize their efforts as steps to be taken to achieve academic success. All students will continue to be challenged in order to become active participants in acquiring the skills necessary to improve their lives and ultimately their community. Students will use peer-teaching on a weekly basis as a means of fostering academics and promoting social interactions

To support these efforts, MS 232 will institute programs that will enhance the instructional program and foster student creativity. The instructional program will be challenging, rigorous and purposeful. Most importantly the instructional program will be designed in a way to meet the academic needs of middle-level aged students. These programs will be structured to ensure that our middle school students are prepared for high school, college and beyond. Teachers at MS 232 will continually model the various ways of how to learn so that students will have multiple entry points towards gaining understanding. This is all done as a means to reach each and every student individually as well as develop the whole child intellectually and academically, personally and socially, physically, emotionally and ethically.

Small professional learning communities will be instituted as a means of fostering greater levels of collaboration among staff members. With the greater purpose focused on instructing young adolescents and providing them with an educational program that is comprehensive, challenging, purposeful, integrated, relevant and standards based; community members will develop the support needed to ensure that all students reach high levels of success.

To further address each student's individual needs, ongoing data analysis will be a primary focus. Every student body member will know what they need to work on academically in order to continue to "aim high with a passion!" This effort will be further enhanced by inviting the parents to participate in their child's learning.

MS 232 is committed to the notion of teamwork. Collaboration amongst all constituencies will allow MS 232 to be transformed to a school where all students are performing at proficiency levels. We will accept no less.

Challenges for the school include meeting the academic needs of the newly arrived students who often times are not performing on grade level in their native language. The school continues to support this need by tailoring after school programs at the onset of their arrival.

## 09X232 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |       |
|---|----------|---|-----|---|-------|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 549 | 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   | N/A      | # Music   | N/A | # Drama                                       | N/A   |
| # Foreign Language  | 9        | # Dance   | N/A | # CTE   | N/A   |
| School Composition (2013-14)                                    |          |   |     |   |       |
| % Title I Population  | 93.4%    | % Attendance Rate                               |     |   | 92.9% |
| % Free Lunch  | 94.3%    | % Reduced Lunch                                 |     |   | 1.5%  |
| % Limited English Proficient                                    | 38.4%    | % Students with Disabilities                    |     |   | 22.1% |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |       |
| % American Indian or Alaska Native                              | 0.2%     | % Black or African American                     |     |   | 20.1% |
| % Hispanic or Latino  | 78.8%    | % Asian or Native Hawaiian/Pacific Islander     |     |   | N/A   |
| % White   | 0.9%     | % Multi-Racial                                  |     |   | N/A   |
| Personnel (2014-15)   |          |   |     |   |       |
| Years Principal Assigned to School (2014-15)                    | 8.34     | # of Assistant Principals (2014-15)             |     |   | 2     |
| # of Deans (2014-15)  | N/A      | # of Counselors/Social Workers (2014-15)        |     |   | 2     |
| Personnel (2013-14)   |          |   |     |   |       |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | 2.7%     | % Teaching Out of Certification (2013-14)       |     |   | 15.9% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%     | Average Teacher Absences (2013-14)              |     |   | 7.22  |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | 8.4%     | Mathematics Performance at levels 3 & 4         |     |   | 20.8% |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     |   | 18.3% |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     |   | 83.6% |
| 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   |          |   |     |   |       |
| <b>Accountability Status – Elementary and Middle Schools</b>    |          |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     |   | YES   |
| Economically Disadvantaged                                      | YES      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | NO       | Limited English Proficient                      |     |   | YES   |
| Economically Disadvantaged                                      | YES      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | YES   |
| Economically Disadvantaged                                      | YES      |   |     |   |       |
| <b>Accountability Status – High Schools</b>                     |          |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |       |

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

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

**Part 1 – Needs Assessment**

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

The identified need that generated this goal is that over the course of 5 years, although adequate progress has been made, the vast majority of the students of MS 232 have not demonstrated proficiency as measured by the NYS ELA Exam, the NYC Progress tools and the State Differentiated Accountability report.

**Part 2 – Annual Goal**

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

By June 2016, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

To improve achievement in ELA for all students, including ELLs and SWDs, the following professional development activities will be offered to improve teacher effectiveness in delivering instruction:

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Teacher programs will work in grade teams to analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.</p>   | <p>All teachers</p>                                     | <p>Weekly</p>  | <p>Principal, Assistant Principals, Teachers</p>  |

|   |  |                           |  |
|---|--|---------------------------|--|
|   |  | September 2015- June 2016 |  |
| Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.   | SE Teachers and classroom of SWD students                  | September 2015-June 2016  | Network instructional support specialist, SWD teachers, classroom teachers |
| Network instructional support specialist, SWD teachers, classroom teachers  | ESL teachers and Classroom                                 | September 2015-June 2016  | CAL, ESL and classroom teachers  |
| Parent involvement programs will include “Literacy Nights” and “Parents as Partners in learning” to promote literacy development at home thus ensuring that teachers and parents think of each other as partners in educating children. | Parents/Guardians of SWDs, ELLs and other at-risk students | October 2015-June 2016    | Administrators, Teachers and a local CBO                                   |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |  |                                |  |            |  |                  |  |                   |                      |
| <ul style="list-style-type: none"> <li>• Master schedule programming to allow common planning time for all teachers or use of “other professional work period”</li> <li>• Network SWD staff to provide professional development</li> <li>• Funding for vendor to provide SIOP training</li> </ul> |          |  |                                |  |            |  |                  |  |                   |                      |
| Funding for partner to provide parent outreach programming  |          |  |                                |  |            |  |                  |  |                   |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           | Other                |

**Part 5 – Progress Monitoring**

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |  |  |  |  |  |  |  |  |  |
| 1. Administrative observation of implementation of differentiation of instruction for ELLs, SWDs and at-risk students in general education classroom  |  |  |  |  |  |  |  |  |  |
| 2. Units of study that exhibit Understanding by Design (UBD) precepts   |  |  |  |  |  |  |  |  |  |
| 3. Improved performance of ELLs in ELA as evidenced by interim assessments  |  |  |  |  |  |  |  |  |  |
| Increased attendance at parent and family programs  |  |  |  |  |  |  |  |  |  |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |  |  |  |  |  |  |  |  |  |

## Section 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.

The identified need that generated this goal is that over the course of 5 years, although the numbers of level 5 violations have decreased, the school feels the need to apply more preventative measures as a means of deterring any violations to the discipline code.

### 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 school will see a 10% decrease in the number of violations to the discipline code as measured from the previous year.

### Part 3 – Action Plan

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>   | <b>Target Group(s)<br/><i>Who will be targeted?</i></b> | <b>Timeline<br/><i>What is the start and end date?</i></b> | <b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b> |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> |   |  |   |
| The APs will conduct monthly assemblies to discuss trends noticed within the school in terms of violations to the discipline code (e.g. bullying and intimidating behavior.)  | All students  | December 2015-June 2016                                    | Teachers and APs  |
| Teachers will be trained in facilitating peer mediation for students in an effort to deter incidents.   | Teachers  | January 2016-June 2016                                     | APs, Guidance Counselors, Outside agencies  |

|   |          |                            |     |
|---|----------|----------------------------|-----|
| Surveys will be distributed to the students at various points of the year in an effort to uncover any underlying not spoken issues so that they too might be addressed. | Students | January 2016-<br>June 2016 | APs |
|   |          |                            |     |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                     |  |                      |  |                         |
|---|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |  |                                |  |            |  |                     |  |                      |  |                         |
| <ul style="list-style-type: none"> <li>• Master schedule programming to allow planning of assemblies</li> </ul>   |          |  |                                |  |            |  |                     |  |                      |  |                         |
| Funding for teachers for training   |          |  |                                |  |            |  |                     |  |                      |  |                         |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                     |  |                      |  |                         |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

|   |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |  |  |  |  |  |  |  |  |  |  |
| The administration will use the information provided in the online reporting system to ascertain the number of infractions.   |  |  |  |  |  |  |  |  |  |  |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |  |  |  |  |  |  |  |  |  |  |

**Section 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**

|   |
|---|
| <ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.</li> <li>Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> |
| <p>The identified need has been cited based on teacher feedback and the observations of the administrative team. A careful comparison has been made between the aforementioned and student outcomes.</p>  |

**Part 2 – Annual Goal**

|  |
|--|
| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</p> |
| <p>By June 2016 the school will see improved teacher effectiveness as measured by the rated components in Advance by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence through a shared vision and Professional Development.</p>   |

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.</p>   | <p>Teachers</p>   | <p>September 2015-June 2016</p>                            | <p>Principal and Assistant Principals, Consultants</p>  |
| <p>Each teacher will meet with administration to identify individual teacher goals based on the selected teaching framework</p>   | <p>Teachers</p>   | <p>September 2015-June 2016</p>                            | <p>Principal and Assistant Principals, Consultants</p>  |

|   |          |                          |   |
|---|----------|--------------------------|---|
| Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session. The growth plan will emphasis customized areas of Professional Development and will include intervisitations | Teachers | September 2015-June 2016 | Principal and Assistant Principals, Consultants |
| School administrators will be involved in professional conversations and professional development supported by the Net Teacher Center initiative that will allow them to better support their teachers in clarifying expectations.                                      | Teachers | September 2015-June 2016 | Principal and Assistant Principals Consultants  |

**Part 4 – Budget and Resource Alignment**

|   |                 |  |                                |  |                   |   |                         |  |                          |  |                             |
|---|-----------------|--|--------------------------------|--|-------------------|---|-------------------------|--|--------------------------|--|-----------------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |                 |  |                                |  |                   |   |                         |  |                          |  |                             |
| <ul style="list-style-type: none"> <li>• Master Program to schedule meetings</li> </ul>   |                 |  |                                |  |                   |   |                         |  |                          |  |                             |
| Funding to support Professional Development sessions and for coverages  |                 |  |                                |  |                   |   |                         |  |                          |  |                             |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |                 |  |                                |  |                   |   |                         |  |                          |  |                             |
|   | <b>Tax Levy</b> |  | <b>Title I SWP</b>             |  | <b>Title I TA</b> | X | <b>Title II, Part A</b> |  | <b>Title III, Part A</b> |  | <b>Title III, Immigrant</b> |
|   | C4E             |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF           |   | PTA Funded              |  | In Kind                  |  | Other                       |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Each teacher will have an additional mid-year conference to assess progress that has been made, areas of highly effective and areas in need of improvement. As a result of that conversation the professional growth plan will be reassessed. |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

**Section 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.

Through previous conversations with teachers and the administration feels that as a school community other than academic needs there needs to be awareness of underlying root causes that may impact students’ ability to learn.

**Part 2 – Annual Goal**

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

By June 2016 the Principal/ Assistant Principal will conduct a minimum of 5 PD sessions on Mondays focused solely on the social-emotional support that drives student achievement that will result in a 5%- 10% decrease in the number of behavioral incidents reported.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>The Principal/ Assistant Principal will conduct the first session based on over 25 years of education experience at the middle level.</p>  | <p>Teachers, Guidance Counselors, Paraprofessionals</p>        | <p>October 2015- June 2016</p>                                    | <p>Principal, Assistant Principals</p>   |
| <p>Teachers, Paraprofessionals and Guidance Department will engage periodically in the viewing</p>  | <p>Teachers, Guidance Counselors, Paraprofessionals</p>        | <p>October 2015- June 2016</p>                                    | <p>Principal, Assistant Principals</p>   |

|   |  |                         |                                 |
|---|--|-------------------------|---------------------------------|
| of documentaries such as Too Important to Fail and High Poverty High Performing Schools   |  |                         |                                 |
| Teachers, Paraprofessionals and Guidance Department will be split up into groups and engage in action research project on the topic of social-emotional support that drives student achievement | Teachers, Guidance Counselors, Paraprofessionals | October 2015- June 2016 | Principal, Assistant Principals |
|   |  |                         |                                 |

**Part 4 – Budget and Resource Alignment**

|  |          |  |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.            |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <ul style="list-style-type: none"> <li>Literature on social-emotional support that drives student achievement</li> </ul> <p>Documentaries- Too Important to Fail, High Poverty High Performing Schools</p> |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X  | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| After the third PD on the topic the staff will engage in the action research project and after they present it to their colleagues based on the rubric the administration will confer to assess whether there is a shared consensus.          |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

**Section 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.

The demographics that this school serves is one of 47% English Language Learners with 80% Latino students. With this in mind the vast majority of households do not speak English and/or are newly arrived to this country in poor socioeconomic standing.

**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, the school will host a minimum of 5 events where families and the entire community are welcomed. The success of the events will be measured by number of attendees and surveys.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p> |
|---|--|---|--|
| <p>The school will partner with the neighborhood elementary school and invite them to participate in an enriched math prep program geared towards pre-algebra.</p>  | <p>5<sup>th</sup> grade students</p>                           | <p>October 2015- June 2016</p>                                    | <p>Teachers, Principals</p>  |

|   |                         |                          |                               |
|---|-------------------------|--------------------------|-------------------------------|
| The school staff will host Community Service Dinners and food drives at key points throughout the year that will be open not only to the parents and students but to the entire community | Entire School Community | November 2015- June 2016 | Entire School Community       |
| The school will develop a Young Girls Leadership group that will work towards identifying a community based project   | 15-20 girls grade 6-8   | November 2015- June 2016 | Guidance Counselor, local CBO |
|   |                         |                          |                               |

**Part 4 – Budget and Resource Alignment**

|   |                 |  |                                |   |                   |  |                         |  |                          |  |                             |
|---|-----------------|--|--------------------------------|---|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |                 |  |                                |   |                   |  |                         |  |                          |  |                             |
| Funding for per session for Guidance Counselor  |                 |  |                                |   |                   |  |                         |  |                          |  |                             |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |                 |  |                                |   |                   |  |                         |  |                          |  |                             |
|   | <b>Tax Levy</b> |  | <b>Title I SWP</b>             | X | <b>Title I TA</b> |  | <b>Title II, Part A</b> |  | <b>Title III, Part A</b> |  | <b>Title III, Immigrant</b> |
|   | C4E             |  | 21 <sup>st</sup> Century Grant |   | SIG/SIF           |  | PTA Funded              |  | In Kind                  |  | Other                       |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| After each event key personnel in the staff (i.e. APs, Principal, UFT Rep. Guidance Counselor, SLT Teachers) will convene to discuss the successes of the events or identify areas in need of improvement.                                    |
| <b>Part 5b.</b> 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.

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>     | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|---|--|--|
| <b>English Language Arts (ELA)</b>  | NYS Scores, teacher referral based on class work | Repeated readings, Skill by Skill lessons   | Small Group  | During the school day and after school   |
| <b>Mathematics</b>  | NYS Scores, teacher referral based on class work | Skill by Skill lessons, Curriculum based lessons re-teach<br><br>Targeted mathematics intervention program from teacher created materials where as each skill/strategy is taught student progress is immediately assessed | Small Group  | During the school day and after school   |
| <b>Science</b>  | NYS Scores, teacher referral based on class work | Re-teach of learning not acquired   | Small Group  | During the school day  |
| <b>Social Studies</b>   | NYS Scores, teacher referral based on class work | Re-teach of learning not acquired   | Small Group  | During the school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Teacher referral, Administrative observations    | Counseling for behavior modification, referral for at-risk behaviors  | small group, one-on-one sessions   | During the school day and after school   |

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <ul style="list-style-type: none"> <li>• The entire Administrative Cabinet will interview all prospective candidates.</li> <li>• Prospective candidates will undergo several demonstration lessons prior to being offered a teaching position at the school.</li> <li>• Teaching license requirements will be assured and closely monitored.</li> <li>• Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.</li> <li>• Assign teachers accordingly based on their certification.</li> <li>• Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.</li> <li>• Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.</li> </ul> |

#### 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"> <li>• All teachers will have weekly planning sessions as part of their "other professional work" time. The focus of these sessions will be centered on the CCSS</li> <li>• The school will have three staff retreats this year designed on CCSS instructional strategies.</li> <li>• The administration will encourage each teacher to seek out professional development opportunities and use that information to turn-key for their colleagues</li> </ul> |

### Part 3: TA Schools Only

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers participate in weekly planning sessions where assessments are collaboratively developed and ensured that they are CCSS aligned in all of the content areas

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for | 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. |
|--------------|--|---|--|
|--------------|--|---|--|

|                        |         | FY '16 school allocation amounts) | Column A<br>Verify with an (X) | Column B<br>Section Reference(s) |
|------------------------|---------|-----------------------------------|--------------------------------|----------------------------------|
| Title I Part A (Basic) | Federal | 487,608.00                        | X                              |                                  |
| Title II, Part A       | Federal | 0                                 | X                              |                                  |
| Title III, Part A      | Federal | 24,656.00                         |                                |                                  |
| Title III, Immigrant   | Federal | 0                                 |                                |                                  |
| Tax Levy (FSF)         | Local   | 3,634,037.00                      |                                |                                  |

**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.

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

---

#### **Parent Involvement Policy (PIP) Template**

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

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>232</u>  | DBN: <u>09X232</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>100</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 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>4</u>   |
| # of certified ESL/Bilingual teachers: <u>3</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: Title III funding will be used to provide after-school supplementary instruction for the ELL students presently in 7 and 8 grade bilingual classes. The Bilingual Golden Opportunity After School Program (4 classes) services 108 students and meets 3 days a week Tuesday (3:45 - 5:35 PM), Wednesday (2:20 - 4:20 PM) and Thursdays (2:20 to 4:20 PM) for two hours each day. The After School Program runs from October 7 through the fourth week of April lasting 24 weeks. Students participating in the programs receive instruction in English Language Development – listening, reading, writing, and speaking skills as well as instruction in Mathematics from three certified bilingual teachers and a certified ESL teacher. These teachers will mainly use English to instruct the students but will also use students' native language for clarification purposes. The program also prepares the students for the NYS ELA and Math exams.

Breakdown of 4 classes: Two seventh grade and two eight grade classed. One class in each grade level is made up of newcomer-beginning level students who are Spanish dominant, while the other two classes are made up of students at intermediate and advanced levels of English proficiency.

### ELL Golden Opportunity Program

- Four classes ( Two 7th grade and two 8th grade classes)
- Meet 3 times a week for 2 hours each day (Tuesday-Thursday)
- From October to April (24 weeks)
- Receive instruction in English Language Development, Native Language Arts, and Mathematics
- Receive one hour of native language arts instruction since they are all fluent Spanish speakers.
- The two newcomer classes receive math instruction in spanish. The other two classes receive math instruction in English with incorporation of their native language.
- Establish cultural connections through exposure to authentic (not translated) language and materials
- Four certified bilingual teacher (2 for ESL/Literacy and 2 for math)

The beginner and low intermediate ELLs will be instructed using the Keys to Learning and Visions curriculum. The intermediate (medium to high ) to advanced ELLs will be instructed using the RALLY Education Preparing for the Common Core Standards books. For math instruction all students will use the Finish Line Mathematics for the Common Core State Standards book (English and Spanish editions available).

This after-school program was developed in order to provide additional services to identified ELL students who are struggling with second language acquisition. We analyzed the NYSESLAT, LAB-R and NYSITELL results in order to determine their level of English proficiency. By determining their proficiency level we are able to effectively differentiate instruction and meet the needs of the students. The majority of students involved in this program are struggling in ESL and/or Literacy.

### Data Analysis: NYSESLAT Scores

| <u>7th grade bilinguals</u> |           | <u>8th grade bilinguals</u> |           |
|-----------------------------|-----------|-----------------------------|-----------|
| <u>beginning</u>            | <u>28</u> | <u>beginning</u>            | <u>22</u> |
| <u>intermediate</u>         | <u>11</u> | <u>intermediate</u>         | <u>17</u> |
| <u>advanced</u>             | <u>12</u> | <u>advanced</u>             | <u>10</u> |

## 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 in the Bilingual Golden Opportunity Program receive 2 professional development sessions on October. The PD is provided by the bilingual coordinator and assistant principal in charge of literacy.

Teachers receiving training:

- 2 Bilingual or ESL certified teachers (Literacy)
- 2 Bilingual certified math teachers (Math)

Professional development focuses on:

First PD in October (duration 2 hour)

1. How to provide common core standards learning opportunities for the multiple varied ELL population.

- Implementing the Common Core Standards in bilingual classes
- Understand what the CCLS say
- Getting to know the Coach Common Core Curriculum
- Analyzing student data

Second PD in October (duration 2 hour)

2. Strategies for teaching Math and Reading to ELL students

- Incorporating ESL into Reading and Math
- Scaffolding strategies to build reading comprehension in content areas
- Differentiating Instruction

-  
Third PD in November (duration 5 hours)

3. Promoting Quality Educational Opportunities for English Language Learners

- AMAO
- Blueprint for ELLs Success
- Long Term ELL and SIFE students
- CR Part 154 Newly Approved Regulatory Changes
- Strategies to Assist ELLs in Accessing Common Core Standards

-  
Fourth PD in November (Duration 2:25 )

4. Breaking Down the CCLS

- Understand standards, breaking them down
- Align teaching/learning objectives to CCLS

-  
Fifth PD in December (materials obtained from EngageNY and Office of ELLs)

5. Implementing the New York State Bilingual Common Core Initiative

### Part C: Professional Development

- New Language and Home Language Arts Progressions, breaks down each component and explaining how teachers can apply the resources in their classrooms.
  - Implement the new Native Language Arts Standards aligned to the Common Core.
6. Sixth PD (as offered by Department of English Language Learners and Student Support (DELLSS) and Office of ELLS throughout the year)  
Department of English Language Learners and Student Support (DELLSS) and Office of ELLs
- Attend high quality professional development series focusing on teaching Native Language Arts to ELLs.

### 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: The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation the bilingual coordinator and parent coordinator, as well as other staff members not funded by Title III, provide a series of workshops on topics related to parents and education. Workshops take place throughout the school year. Currently we are in the process of hiring a new parent coordinator.

The workshops include:

- Curriculum Night September
- Articulation Workshop October
- Familiarize them with CCLS and Assessments December
- Using Skedula Online tool (communicate student academic performance online) December

2014/2015

- Library Membership in conjunction with NYCPL January
- Language Services- Adult ESL Classes for Parents February

Once a week – 6-8PM

(Parents will be taking a test in February to determine their proficiency levels. After this test is administered, an initial class starting date will be established as well as how many parents will participate in the program.)

- Parent-teacher conferences November

Providers- Titles

- Assistant Principal of Literacy
- Parent Coordinator
- Bilingual Coordinator
- Guidance Counselor
- New York City Public Library

Notification of Parents

- Parents are notified through letters send home with students and via mail in English and Spanish. Translations made available to parents whose home language is not Spanish.
- They are also called the day before to remind them of the workshops.
- Flyers are posted on the community bulletin board on the first floor of school.
- Copies of letters, flyers and pamphlets are always in the main office available to parents.

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

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

|   |                      |                          |
|---|----------------------|--------------------------|
| District <b>00</b>  | Borough <b>Bronx</b> | School Number <b>232</b> |
| School Name <b>The Alexander Macomb's Middle School 232</b> |                      |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Neifi J. Acosta</b>  | Assistant Principal <b>Desiree Resto</b>                   |
| Coach   | Coach <b>type here</b>                                     |
| ENL (English as a New Language)/Bilingual Teacher <b>Angelica Lagares</b> | School Counselor <b>Mrs. Carolyn Gonzalez-Guerrero</b>     |
| Teacher/Subject Area <b>Ms. Erika Enriquez</b>                            | Parent <b>type here</b>                                    |
| Teacher/Subject Area <b>Mr. Danilo Pena</b>                               | Parent Coordinator <b>Mr. Edwin Velazquez</b>              |
| Related-Service Provider <b>Mr. Emmanuel Benitez</b>                      | Borough Field Support Center Staff Member <b>Luis Quan</b> |
| Superintendent <b>Leticia Rodriguez-Rosario</b>                           | Other (Name and Title) <b>type here</b>                    |

### 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            | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>0</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>7</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>3</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>0</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>0</b> | 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]     | <b>0</b> | Number of special education teachers with bilingual extensions                      | <b>3</b> |

### D. Student Demographics

|  |            |                      |            |   |              |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>510</b> | Total number of ELLs | <b>196</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|------------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |                                       |                                       |                                       |                            |                             |                             |
|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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 checked="" type="checkbox"/> | No <input type="checkbox"/>            | If yes, indicate language(s):<br>Spanish/English |
| Dual language program (DL)                     | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s):                    |
| Freestanding ENL                               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |  |

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |   |  |  |   |
|-----------------------------|-----|---|--|--|---|
| <b>All ELLs</b>             | 196 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       |  |  | <b>ELL Students with Disabilities</b>                     |
| <b>SIFE</b>                 | 32  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) |  |  | <b>Long-Term</b> (ELLs receiving service 7 or more years) |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 131                                     | 27   | 8   | 19  | 0    | 13  | 0  | 0    | 0   | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 17                                      | 1    | 1   | 23  | 0    | 13  | 6  | 0    | 3   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|                       | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
|-----------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| SELECT ONE<br>Spanish |   |   |   |   |   |   | 51 | 46 | 51 |   |    |    |    | 0     |
| SELECT ONE            |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| SELECT ONE            |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| <b>TOTAL</b>          | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0     |

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

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

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

\* EP=English proficient student

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

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

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

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

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

### Freestanding English as a New Language

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish      |          |          |          |          |          |          | 3        | 20       | 15       |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          | 1        |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          | 1        | 1        | 2        |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          | 2        | 2        |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              |   |   |   |   |   |   | 29 | 30 | 31 |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)       |   |   |   |   |   |   | 3  | 11 | 15 |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate) |   |   |   |   |   |   | 4  | 4  | 6  |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)              |   |   |   |   |   |   | 20 | 27 | 16 |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)           |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| Total                                       | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0     |

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

|       | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Total |   |   |   |   |   |   | 15 | 17 | 17 |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 29      | 3       |         |         | 0     |
| 7       | 43      | 9       |         |         | 0     |
| 8       | 46      | 4       | 1       |         | 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        | 15      | 11 | 6       | 13 | 2       |    |         |    | 0     |
| 7        | 27      | 14 | 12      | 2  |         |    |         |    | 0     |
| 8        | 26      | 5  | 4       | 13 | 2       | 8  |         |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     | 1       | 1  | 3       | 10 | 1       | 9  |         | 1  | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam           |                            |               |                             |               |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                                       | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                                       | English                    | Home Language | English                     | Home Language |
| Comprehensive English/Common Core ELA |                            |               |                             |               |
| Integrated Algebra/CC Algebra         | 24                         |               | 22                          |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry                |                            |               |                             |               |
| Math _____                            |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    | 28                         |               | 6                           |               |
| 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    | 28                         |               | 3                           |               |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

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

Paste response to questions here:

1. Assessment Tools to Assess Early Literacy Skills

- Baseline writing and reading assessment

The Development Reading Assessment (DRA): Students are tested in the beginning of the program using a benchmark book. The test measures oral accuracy, fluency and comprehension and provides a score of significantly below, below, near, at, or above grade level.

- NYSITELL: This assessment is used for initial identification and determination of eligibility for English Language development support services. The assessment is given only one time, and within 10 days upon admission into the New York State Public School System. It determines the English proficiency in reading, writing, speaking, and listening.  
The data reveals that most
- LAB Spanish : This assessment is administered to Spanish-speaking students, who do not score commanding in the NYSITELL, in order to determine Spanish language proficiency in reading, writing, speaking, and listening. The assessment is administered only one time, and its administered during the same time period as the NYSITELL.
- We also assess students with the NYSESLAT as well as Predictive Assessments.

Data from the baseline writing and reading assessments is the most common data used in classrooms. This data aims to improve achievement by targeting struggling or high-performing ELLs to provide individualized instruction . The results of the initial reading test are uploaded into Skedula which in turn breaks down the data to determine patterns of learning and consider how to adapt curriculum for these students. The writing part is scored by the teacher and this allows him/her to see an initial writing sample that measures their prior knowledge and skills. The results of both initial assessment provide them with insight into each student's specific

strengths and weaknesses. In this way, teachers can adapt the curriculum and lessons to target the needs of the students. The data will help them tailor instruction to meet the needs of all students.

NYSESLAT and NISITELL performance levels provide teachers with the baseline information needed to sort ELLs into groups and also to place students in the correct bilingual class.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Paste response to question here: The Data Reveals

- Most of our newcomer students arrive with an emerging level of English proficiency.
- 45% of our ELLs are at an emerging level of English proficiency since most have been in the US for less than a year.
- 32% of our ELLs are at an Expanding level of English proficiency.
- The 2015 NYSESLAT reveals that 23 of our students are now former ELLs because they scored commanding (tested out) on the test.

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

Paste response to question here: The students in the bilingual classes are administered the reading, writing, and listening portions of the NYSESLAT by a certified teacher. The ELLs who receive ENL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.

Patterns across NYSESLAT modalities affect teachers' instruction because they know the areas of weakness for each child in their class. The information about AMAO is used to see which goals were met according to the NYSESLAT modalities. The AMAO allows the teacher to see the student's individual progress in learning English and attaining English language proficiency throughout the years. Therefore, they can group students accordingly, differentiate instruction and use teaching strategies that will focus on the use of the modality in which each group scored the lowest.

According to the AMAO Tool

2014-2015 = AMAO 2 was met 17.69% of students scoring proficient/ commanding on the NYSESLAT. YEarly AMAO 2 was met.

No data is shown for AMAO 1

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

1. Math:

61% of ELLs tested scored a Level 1, of these 69% (68 students) took the test in English.

40% of ELLs tested scored a Level 2, of these 56% (28 students) took the test in their home language.

Only 7% of ELLs (12 students) tested scored a Level 3, of these 67% (8) took the test in their home language.

The math data reveals that 55% of ELLs (36 students) who took the math exam in their home language passed it with a Level 2 or 3.

While only 28% of the ELLs (26 students) who took the test in English scored a Level 2 or 3. The data also shows that 61% of ELLs assessed in math, scored a Level 1.

2. ELA

87% of ELLs assessed scored a Level 1.

Only 12% scored a Level 2.

The data reveals that the majority of ELLs are under performing in the NYS ELA exam. This is due to the fact that the most of our ELLs are newcomers (0-3 yrs).

### 3. Regents

Algebra- 92% of ELLs who took the H.S. Regents Algebra exam in English passed it with a score above 65.

Living Environment- 21% of ELLs who took the this H.S. Regetns exam in English passed it with a score above 65.

U.S. History- 11% of ELLs taking this regents exam passed it with a score above 65.

The data revelas that ELLs performed much better in the Algebra regents in English in comparison to exams where reading comprehension and writing where required the most.

The results of the periodic assessments help teachers so they can target instruction to meet the learning needs of ELLs. The reports generated that break down the results allows them to analyze student scores, help identify trends within the students, and facilitate grouping and other approaches to differentiated instruction. School leadership uses these results in order to adapt the curriculum depending on the trends identified within a grade level, subgroup, or across classes in the school. This also helps them identified those students that require the most intervention and assign them to the correct AIS group.

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

Paste response to question here:

Tier 1:

Instruction that promote ELLs' oral language development

- Living Environment Labs
- Fridays Peer Teaching /Accountable Talk
- Group work to engage students in discussion in every subject
- Introduction of vocabulary and concepts before the lesson
- Drawing on and using students' home languages
- Book Club / Literature circles
- The ELA curriculum uses Code X which includes relevant multicultural literature, poems, and novels.
  
- Promote different types of writing purposes, genres, and formats. Monthly writing pieces.
- They use writing to analyze text in their Code X books as well as with the novels within the literature circles.
- ELLs go through the writing process for their monthly writing pieces.
- They identify rhymes, cognates, prefixes, root words, and suffixes during shared or independent reading.
  
- Read aloud and modeling of fluent, expressive reading is done on a daily basis.
- Partner reading
- Ask a variety of questions to promote understanding and prompt critical thinking and analysis.
- Draw on students' existing knowledge

Tier 2 and 3:

- Homogenous small group instruction (3-5 students) within the class
- Homogenous AIS pull-out group to remediate specific skills or concept deficits or to enrich the education of struggling students. Also to enrich basic skills.
- Analyze data on weekly and monthly assessments to determine if instructional changes are needed
- Differentiated Instruction
- Weekly quizzes in every subject area on Mondays
- Monthly test in every subject
- Key terms, words, idioms, figurative language, and phrases

The results of the periodic assessments help teachers so they can target instruction to meet the learning needs of ELLs. The reports generated that break down the results allows them to analyze student scores, help identify trends within the students, and facilitate grouping and other approaches to differentiated instruction. School leadership uses these results in order to adapt the curriculum depending on the trends identified within a grade level, subgroup, or across classes in the school. This also helps them identified those students that require the most intervention and assign them to the correct AIS group.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here:.

- a. ELA and ENL/ESL teachers include language objectives as part of their daily lessons.
- b. During extended day all ELLs use the American Reading Company Common Core Exemplar Pack in conjunction with a leveled Research library which provides both rigor and differentiated instruction.
- c. Curriculum and materials are chosen that allow daily English practice through Reading, Writing, and accountability talks.
- d. Textbooks, literacy circle book and Peer Teaching Accountable Talk Packets are provided in Spanish.

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?

Paste response to questions here:

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

Paste response to question here:

We have various ways of evaluating the success of our program: checking to see if ELLs have met the AYP and AMAO; did they test out or moved up a proficiency level in the NYSESLAT; did ELLs move up a level and/or scale score in the NYS ELA and Math exams; and did they meet objectives for this school year.

Evaluate the Success of the Program through the use of qualitative and quantitative assessment to check students' learning.

- a) Qualitative assessment: Peer teaching accountable talk (Friday), Think aloud, conferencing, observation, writing pieces, exit slips
- b) Quantitative assessment: Weekly quizzes, monthly tests, Periodic Assessments, NYSESLAT, ELA test, Baseline Assessment

## 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.

Paste response to question here:

Initial Identification

a.-Screening- Upon enrollment, the Bilingual Coordinator gives the parent or guardian of ELLs a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when ELLs and their parents first arrive. The survey has questions to identify the ELL's home language and preferred language. If the home language is English and student's only language is English then student is not identified as an ELL/LEP. If a language "other than English" is chosen in survey then an informal interview takes place.

-The Bilingual Coordinator, or a certified teacher who speaks the student's home language, determines whether the student is or is not LEP by conducting an informal interview to parents and students in their native language and in English. This interview also serves to make an initial determination of the student's home language. If a language other than English is not identified then he/she is not LEP and should be placed in a monolingual class.

-Initial Assessment- If the student speaks a language other than English and student speaks little or no English then the NYS Identification Test for Language Learners (NYSITELL) is administered by the Bilingual Coordinator within 10 days of student enrollment. This test assesses the English proficiency in reading, writing, speaking and listening. Students who speak Spanish and score below commanding/proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. If the student language dominance is in Spanish he/she will be placed in a bilingual class. If the student speaks another language then he/she is placed in a monolingual class where he/she will be pulled out by an ESL teacher. After the NYSITELL answer documents are hand-scored, the Bilingual Coordinator analyzes the results and determines whether or not a student qualifies for ENL/ESL or bilingual services. Then the student is placed in either a bilingual class or a monolingual class where the student will be pulled out for ENL/ESL services. If the child scores at or above commanding/proficiency level he/she is placed in a general education class and parents are mailed a Non-entitlement letter. The NYSITELL answer documents are then submitted for machine scoring through ATS as soon as the

child is tested.

b. Pedagogues Involved in initial screening, administering LAB, and parent orientation

Ms. Angelica Lagares is the Bilingual Coordinator and a certified teacher who administers the NYSITELL and/or Spanish LAB within 10 days of initial enrollment if a student has a home language other than English. The initial screening and interview are done by the Bilingual Coordinator if the child's home language is Spanish. The following initial interviews are conducted by Ms. Lagares and translated by these pedagogues: Italian by Mr. Ippolito; Japanese by Mr. Rodriguez. The identification and placement are completed within 10 days of the child entering the school as per parent choice.

c. LEP students are tested annually during the Spring with the NYSESLAT in order to determine their level of English proficiency. If the student scores at the beginning, intermediate or advanced level he/she is still considered an LEP and must continue to receive ELL services. If the student scores a proficient level then he/she is no longer considered an LEP and must enter the general education program but for two years he/she continues to be eligible for ELL services. The students in the bilingual classes are administered the reading, writing, and listening portions of the test by a certified teacher. The ELLs who receive ENL/ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.

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).

Paste response to question here: SIFE students are assessed through a baseline writing assessment and student work. This year we began administering the LENS which is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. It assesses ELLs Early Literacy, Vocabulary, Reading Comprehension and Math.

SIFE Questionnaire

1. ¿Cuál es tu nombre?
2. ¿Cuál es tu apellido?
3. ¿Qué edad tienes?
4. ¿En qué país naciste?
5. ¿Cuál fue el primer idioma que aprendiste en casa en tu infancia?
6. ¿Has aprendido otro(s) idioma(s)? De ser así, ¿cuál(es)?
7. ¿Qué idioma hablas con más comodidad?
8. ¿Con quién vives?
9. ¿Alguna de las personas con las que vives ahora habla inglés?
10. ¿Hablas en inglés con alguno de ellos?
11. ¿Hay mucha gente que habla inglés en el vecindario en el que vives ahora?
12. ¿Te gusta leer en tu tiempo libre?
13. ¿Qué te gusta leer?

REVISTAS

LIBROS

HISTORIETAS

PRENSA

OTRO

14. ¿Sobre qué te gusta leer?

DEPORTES MODA MUSICA NOTICIAS ENTRETENIMIENTO CIENCIA FICCIÓN MISTERIO OTRO

15. ¿En cuál(es) idioma(s) lees?

INGLES LENGUA PRIMARIA OTRO

16. ¿Te gusta escribir en tu tiempo libre?

17. ¿Qué te gusta escribir?

POESÍA CORREO ELECTRONICO CARTAS LETRAS DE CANCIONES UN DIARIO OTRO

18. ¿En cuál(es) idioma(s) escribes?

INGLES LENGUA PRIMARIA OTRO

19. ¿Te gusta vivir en Nueva York? Por que?

20. ¿Cuáles son tus planes para el futuro?

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).

Paste response to question here:

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.

Paste response to question here:

Before sending out the entitlement letter in their home language, parents are called by the parent coordinator, Edwin Velazquez, and informed that they'll be receiving such document via mail and through child. Then translated entitlement letters are mailed out and given to the child to hand in to the parent. The day of the Parent-Orientation session, the school family worker Mrs. Sharlimet Cuesta or parent coordinator, Edwin Velazquez, calls the parent(s) to remind them of the meeting taking place that day. In preparing for the meeting, the Bilingual Coordinators assures that she has obtained all translated departmental materials (DVDs, brochures, Parent Survey and Program Selection form, agenda) by the Translating and Interpretation Unit, including interpretations services if the home language is not spoken by a staff member in house. At the meeting, the Bilingual Coordinator re-explains the program choices offered at MS 232 in Spanish and/or English. If the session being held is for a non-English speaking parent(s), then a translator in parents' home language is made available. They are made aware of the mandated number of units of support for ELLs according to their score in the NYSITELL. At this meeting they are also made aware of the two bilingual classes offered per grade, one being Spanish dominant (beginning to low intermediate proficiency) and the other English dominant (high intermediate to advance proficiency). They are shown the parent orientation DVD in their home language, departmental materials are made available in their home language, and they have the opportunity of asking questions regarding the different programs available. They are given the translated parent survey and program selection form which they complete on site and is handed to the Bilingual Coordinator. It is explained that if they don't return this form, their child will be placed in a TBE program as per CRPart 154. If the parent needs to take the form home to discuss it with another person, he/she must be responsible for returning it by the following business day in person.

These forms are kept in student files and the bilingual coordinator keeps copies as well.

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).

Paste response to question here:

Within 5 school days the bilingual coordinator, Angelica Lagares, will send the entitlement letter of ELL status notification and give a copy to the child to hand in to the parent letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. This information is also told to the parents during the Parent-Orientation meeting as well as when they are initially interviewed during enrollment. Ms. Lagares ensures that the proper translated correspondence is sent home in parents' language.

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.

Paste response to question here:

During the initial enrollment, parents have a one-to-one meeting with the Bilingual Coordinator, Angelica Lagares, and translator if home language is other than Spanish, where they are informed of the two program choices Transitional Bilingual (Spanish) and Freestanding ENL. Each service option is explained verbally and they are given an ELL Parent Brochure in their home language that furthermore explains both programs offered at the schools. Parents are also informed that the student will be placed in an age appropriate class for no longer than ten days until services are identified. They are explained that the student will be administered the NYSITELL within 10 days in order to determine if he/she qualifies for ENL or bilingual services. If their home language is Spanish they are told that their child will receive the Spanish LAB. They are also notified of the upcoming Parent-Orientation session they must attend to in order to choose.

After the NYSITELL is hand-scored by the Bilingual Coordinator, within one day of taking the exam, the parents are called by the parent coordinator or bilingual coordinator and notified of their child's eligibility for services, reminded of the service options, and of the Parent-Orientation session that will be conducted within 3 business days of that phone call. An entitlement letter in their home language is sent home via mail and given to the child to hand in to parent. Parent-orientation sessions take place using translated brochures and DVDs that have been provided by the Office of ELLs for parents who speak a language other than English. Since we have 198 ELLs at MS 232 and many more are enrolled throughout the year many times we hold group orientation sessions for the ELL parents.

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.

Paste response to question here:

Parent Survey and Program Selection forms in parents' language are complete on site and handed to the Bilingual Coordinator. It is explained that if they don't return this form, their child will be placed in a TBE program as per CRPart 154.2. If the parent needs to take the form home to discuss it with another person, he/she must be responsible for returning it by the following business day in person. The parent coordinator will continue calling the homes of those who haven't returned the forms to remind parents to return the form to school.

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

Paste response to question here:

The bilingual coordinator keeps a list of parents who have and have not returned the forms. This list is updated accordingly.

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

Paste response to question here:

The placement parent notification letters in parents' home language are distributed via mail and given to the child to hand in to the parent by the bilingual coordinator and parent coordinator.

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

Paste response to question here:

The school secretaries and parent coordinator make sure copies of these documents are kept in students' files and entitlement/non-entitlement letters are kept by the Bilingual Coordinator.

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.

Paste response to question here:

A testing schedule is created for the months of April and May. ELLs eligible for NYSESLAT testing are obtaining from the RLER and RLAT ATS reports. All teachers are provided with the schedule of testing dates and times for each grade level as well as a list of eligible ELLs that are to be pulled out of class for each component of the test.

The students in the bilingual classes are administered the reading, writing, and listening portions of the test by a certified bilingual teacher in their classroom. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. They are tested by the ENL teachers, Mr. Daniel Mejia and Ms. Angelica Lagares. The speaking portion for all ELLs is done by the Bilingual Coordinator, Ms. Angelica Lagares (who is a certified ESL teacher), and a certified bilingual teacher, Ms. Carmen Marrero. The reading, writing, and listening are done on different dates.

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

Paste response to question here: Letters are given to each child to take home and are also mailed out to the parents.

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).

Paste response to question here:

After reviewing the Parent Survey and Program Selection forms for the past years, the trend in program choices that parents have selected has changed throughout the years. More parents whose home language was Spanish selected to have their child in bilingual classes since we offer two classes per grade. Due to the ELL population surge, we had to create a bridge bilingual special education class. As a result of such an increase in parent choice, during the last four years the average bilingual class size has increased from 15 students to 30 students. This year alone, 74% of parents whose home language was Spanish selected to have their child in a TBE program. The graph below indicates the increase of ELL parents whose home language was Spanish that selected the TBE as the program of choice.

| Year      | # of ELLs | % of ELL Parents whose home language was Spanish selected TBE program |
|-----------|-----------|---|
| 2015-2016 | 198       | 74%   |
| 2013-2014 | 207       | 69%   |
| 2011-2012 | 228       | 70%   |
| 2010-2011 | 185       | 62%   |

# 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.

Paste response to questions here:

### Delivery of Instruction

- a. What are the organizational models? Departmentalized Transitional Bilingual Program (TBE), Push-In(Co-teaching), Collaborative, and Pull-out ENL.

The ENL pull-out program is designed so that students are grouped homogeneously according to the five proficiency levels. Fully certified teachers pull out these students in small groups of 5-7 students based on one of the five proficiency levels. They are grouped with students at their same level of proficiency.

- b. TBE program. *If applicable.*

Paste response to questions here:

The TBE program has a block model. Each class travels together as a group. The four Spanish dominant Bilingual classes (620,720, 722, and 820) are heterogeneously grouped since they are composed of students at different beginning and intermediate English language proficiency levels. The other three English dominant bilingual classes (604, 605, 621, 721, and 821) are also heterogeneously grouped since the students are at different intermediate and advanced levels of English proficiency. 722 is a bridge Spanish dominant bilingual special education class is a heterogeneous group made up of only 7-8 grade bilingual special education students. Class 604 is special education bilingual and 605 is a bilingual ICT class. All teachers serving in the bilingual program are fully certified bilingual teachers.

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

### -Delivery of ENL

ELLs in the heterogeneous TBE classes (620, 720, 722, and 820) receive the mandated ENL units in two different ways. ENL is incorporated within the content areas and they also receive 360 minutes of ENL (2 periods each day) by certified bilingual teachers. They also attend an ELA after-school program twice a week, two hours each day, that incorporates ENL strategies and methodologies. ELLs in the homogenous TBE classes (604, 605, 621,721 and 821) receive the mandated ENL units through the content areas as well as part of their literacy 90 minute block. They also have ENL/ELA libraries in their classroom and in the school library.

ELLs in the mainstream classes are scheduled to be pulled-out for ENL services according to their proficiency level. The number of periods they are pulled-out depends on their English proficiency level as indicated in Chart below. Those at a beginning and intermediate level are pulled out eight periods, or 360 minutes, a week by a certified ESL teacher. Those at an advanced level are pulled out four periods, or 180 minutes, a week by a certified ESL teacher. The beginning and intermediate level ELLs participate in an after-school program that gives them the opportunity to use reading, listening, writing, and speaking strategies as they perform different language acquisition tasks.

#### -Delivery of ELA

ELLs in the heterogenous TBE classes (621, 721 and 821) are mandated to receive 180 minutes of ELA each week because the majority are at an advanced level of English proficiency . These English dominant ELLs receive two periods, or a 90 minute block, of ELA from certified bilingual teachers who incorporate ESL strategies in their lessons.. These ELLs also attend an ELA after-school program twice a week, two hours each day, that incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the heterogenous TBE classes (620, 720, 722, and 820) receive a combination of ELA and ESL during their daily 90 minute ESL block. These students are at beginning to intermediate levels of English proficiency. ELA is taught by certified bilingual teachers who incorporate ESL strategies in their lessons. They also attend an after-school program twice a week, two hours each day, were they are thought ELA using ESL methodologies as well as our Saturday Academy 8-12pm.

The mainstreamed ELLs at an advanced level of English proficiency receive the same daily 90 minute block from a certified English teacher. Those at the beginning and intermediate levels receive daily a period, or 45 minutes, of ELA from a certified teacher. They are pulled-out eight periods a week to receive ESL services. Those at an advanced level are pulled out four periods a week for ESL services. During their literacy block there's a teacher that pushes-in or co-teaches one of the periods in order to have extra support in the classroom. Some co-teachers work with a designated group of ELLs on the assignment given by the literacy teacher. If the ELL students are at a beginning or low intermediate level, the co-teacher will pull-out the ELLs for small group instruction. All classrooms have English libraries at different levels of English proficiency. They have access to the extensive school library and computer lab as well. These ELLs also attend an ELA after-school program twice a week, two hours each day and our Saturday Academy from 8-12pm.

The majority of our ELL population take part in the Extended Day-Basic Skills in Reading and Math Program. This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays, and Thursdays in order to provide all our students, specially newcomers, with the basic skills necessary in order to perform at grade level. ELLs in Freestanding ESL program receive instruction in English with ESL methodologies. ELLs in TBE English dominant classes (621, 721, and 821) receive intruction in English with ESL methodologies while ELLs in TBE Spanish dominant classes (620, 720, 722, and 820) receive instruction in Spanish. Some ELLs are unable to participate in the extended day-basic skills program because during these 50 minutes at the end of the school day they are pulled out for ESL services by the ESL teacher.

#### -Delivery of NLA

All ELLs in TBE are mandated to receive NLA units of support each week. These services are provided by licensed Spanish teachers. All classes receive at least one period of NLA per day. The Spanish dominant classes (620, 720, 722, and 820) get a 90 minute NLA block since they are at a beginning to low intermediate level of English proficiency. The English dominant classes (621, 721, and 821) receive daily 45 minutes of NLA instruction. Bilingual classes also have Spanish classroom libraries at different levels and can use the school library which has an extensive Spanish library.

Newcomer and SIFE ELLs who scored below level in the Spanish LAB and have limited literacy proficiency in their home language participate in an After-school Spanish Literacy program once a week (Fridays) for two hours. This instruction is delivered by a certified Spanish teacher.

Mainstreamed ELLs are in classes with students or teachers who speak their home language. When they are pulled out for ESL services they have the opportunity of communicating with ELL peers who speak the same language. Also, during gym, lunch, recess, sports programs, after-school programs, and trips they are able to use their home language with peers. We are currently working on ways to incorporate the non-Spanish speaking ELLs home languages into our curriculum. We have added many stories from different African cultures into our ELA curriculum. Also, in an attempt to incorporate our eight African ELLs native languages and cultures we have added an African Myths, Folk Tales, Fables, and Legends unit of study during the month of December.

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.

Paste response here:

Delivery of Mathematics

In both TBE and Freestanding ESL program students receive a daily 90 minute block of mathematics.

ELLs in the English dominant TBE classes (604, 605, 621, 721 and 821) receive two periods, or a 90 minute block, of mathematics in English by certified bilingual teachers who incorporate ESL strategies in their lessons. These ELLs also attend a mathematics after-school program twice a week, two hours each day, which incorporates ENL methodologies as well as our Saturday Academy 8-

12pm. Students with low levels of mathematics proficiency (level 1) are pulled-out in small groups of 4-6 students for academic intervention services (AIS) throughout the week.

ELLs in the Spanish dominant TBE classes (620, 720, 722, and 820) receive their daily 90 minute mathematics block in Spanish by certified bilingual teachers who incorporate ESL strategies in their lessons. The teacher incorporates the mathematics vocabulary in English so students can gain new math vocabulary. These students are at beginning to intermediate levels of English proficiency. They also attend an after-school program twice a week, two hours each day, where they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm. Students with low levels of mathematics proficiency (level 1) are pulled-out in small groups of 4-6 students for academic intervention services (AIS) throughout the week.

ELLs in Freestanding ESL Program receive the same daily 90 minute block from a certified mathematics teacher. They also attend an after-school program twice a week, two hours each day, where they are thought mathematics using ENL methodologies as well as our Saturday Academy 8-12pm.

#### -Delivery of Science

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of science instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the science vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of science instruction by certified teachers. They receive instruction in English.

#### -Delivery of Social Studies

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of social studies instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ENL strategies in their lessons. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the social studies vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ENL Program, receive five periods (45 minutes each period) of social studies instruction by certified teachers. They receive instruction in English.

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

Paste response to question here:

Evaluation in their Native Language

##### Formative assessments

Peer Teaching Accountable Talk (PTAT): PTAT takes place every Friday throughout the content areas including NLA in the seven bilingual classes. At the beginning of the school year, the teacher creates the norms and skills of accountable talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. As students communicate with one another in their native language, they inevitably assume leadership roles, acquire conflict-managing skills, and discuss and clarify concepts learned; this process enhances their learning outcomes. They must learn from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. Groups of 4-6 students are given a Spanish language arts assignment based on skills and ideas that were thought that week. They hold a student led conference, consider the issues, teach each other, and debate in order to reach an answer that is agreeable and understood by all members of the group. Each member has a role to follow in order to assure all students participate. PTAT serves to prepare students for their weekly NLA quizzes.

Weekly NLA Quiz: Every Monday, bilingual students take a Native Language Arts quiz in order to assess the skills, ideas and knowledge taught the previous week. The results are analyzed weekly in order to assess what the student knows and doesn't know, therefore teachers are able to re-teach or create small groups that must be retaught the skills. This serves to guide and differentiate instruction within the classroom.

Monthly NLA Essays (writing piece): Every month bilingual students must produce a Spanish essay in a different genre. Following

the NLA curriculum, students are prepared throughout the month in order to produce one writing piece during the reading workshop.

**Student Conferencing:** This is a one-on-one bilingual student and NLA teacher communication to discuss a current or recent assignment. The ultimate goal is to help the bilingual student and the entire classroom of ELLs to improve. The conferences serve to discuss NLA assignment expectations and how well the student is doing in meeting these. This facilitates learning because students can ask questions in a private manner, it allows them to see and correct their own errors, and it gives ELLs personalized instruction to improve.

**Observation:** The NLA teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

**NLA Portfolios-** A writing and assessment portfolio is used to create a record of bilingual student's growth in Spanish literacy. The teacher collects evidence of a student's progress in developing writing skills.

**The Development Reading Assessment (DRA):** Students are tested in the beginning of the program using a benchmark book. The test measures oral accuracy, fluency and comprehension and provides a score of significantly below, below, near, at, or above grade level.

Writers Notebooks, Assessment folders, and Writing Folders.

#### -Summative Assessments

**El Examen de Lectura en Español (ELE):** All bilingual take the ELE. The ELE tests students' Spanish vocabulary knowledge and ability to understand words in context by asking them to fill in missing words in paragraphs. The information from the ELE is used to identify students who need extra help in Spanish language arts, and to place students in the appropriate level of Spanish native language arts instruction.

**Monthly NLA Unit Test:** At the end of each month, bilingual students take a NLA exam that comprises the skills, ideas, and knowledge learned in Spanish throughout the entire month. These tests measure their prior knowledge and skills. The results of these assessments provide them with insight into each student's specific strengths and weaknesses. In this way, teachers can adapt the curriculum and lessons to target the needs of the students. The data will help them tailor instruction to meet the needs of all students.

NYESLAT and NISITELL performance levels provide teachers with the baseline information needed to sort ELLs into groups and also to place students in the correct bilingual class.

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

Paste response to question here:

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

Paste response to questions here: Differentiated Instruction for ELLs

- a. Plan for SIFE

Frequent one-to-one conferences - with classroom, cluster, and EnL teachers.

Frequent opportunities - for small group sharing to encourage speaking with peers in English.

**After-school Spanish Literacy Academy:** Students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, once a week (Fridays), and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students'

academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Academic Intervention Services (AIS) in NL Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of limited English proficient students.

Saturday Academy: On Saturdays for a period of two hours, SIFE ELLs receive instruction in native language basic skills and ESL.

b. Plan for ELLs in U.S. schools less than 3 years

ENL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software described above while the rest of the ELLs receive ELA instruction with ESL methodologies. On Monday and Wednesday ELLs receive instruction in mathematics.

Bilingual AIS: This program was designed for bilingual students who, as of April 13, 2014, have been enrolled in school in United States for one year or more and are taking the ELA examination.

Saturday Academy: On Saturdays for a period of two hours, ELLs in the 0-3 years receive ENL instruction. This ESL program lets them learn the language through reading, listening, writing, and speaking.

c. Plan for ELLs receiving service 4-6 yrs

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

ELLs receiving service 4-6 years who are in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ENL by a certified bilingual teacher within their classroom setting.

d. Plan for Long-term ELLs (in NYC school six years or more)

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

Long term ELLs in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes of ENL instruction per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ESL by a certified bilingual teacher within their classroom setting.

e. Plan for former ELLs

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities using ESL strategies.

Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient that will be taking the ELA exam.

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.

Paste response to questions here:

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?

Paste response to question here:

ELL-SWD are taught using the following:

- a. smartboards in every classroom
  - b. American Reading Company Exemplar Texts at grade level and slightly above. Multitiered lessons designed to ensure every student, including SWD and beginning ELLs.
  - c. CCLS Code X according to grade level
  - d. Ready New York CCLS
  - e. AIS (academic intervention services) - Finish Line Comprehension skills
  - d. After-school program- Common Core Clinics by grade level
  - e. Rally Preparing for CCS Reading by Standard
  - f. Holt United States History (7-8) with Interactive reader (also available in Spanish/English) and study guide
  - g. ESL-Heinle Picture Dictionary with Audio CD and workbook
  - h. ESL- Keys to Learning (Beginners); Shining Star (Intermediate) ; Visions level Intro, A, B, and C (Audio as well)
  - i. Computer lab and lap top carts
  - j. Holt U.S. history (Spanish and English)
  - k. French/English dictionaries
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?

Paste response to question here:

All Bilingual students are in isolation for the majority of the school day. All content area is taught in isolation while gym, lunch, recess, assemblies, and trips (including trips abroad) are combined with general education classes. All extracurricular activities allow students to be mainstreamed as well: team sports, after-school and Saturday sports programs, dances, Senior Class Committee, and Student Government. By mainstreaming our bilingual students for a portion of the day they have the flexibility of making connections with English speakers in order to increase their English language development.

ELLs in the ENL program, are mainstreamed for most content areas and all extracurricular activities. Only the ENL lessons are taught in isolation from the mainstream since they are pulled-out for these services. By mainstreaming our ELLs for the entire day or a portion of the day, they gain a better understanding of the world around them, and become a part of the “regular” community.

Our ELL-SWD are either in a self-contained, CTT, or mainstream class. ELL-SWD in the self-contained classroom, as per their IEP, have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. But they also have the opportunity of sharing part of the school day with the general population. All content area is taught in the special education class by special education teachers while gym, lunch, recess, assemblies, and trips (including trips abroad) are combined with general education classes. All extracurricular activities allow students to be mainstreamed as well: team sports, after-school, Saturday sports programs, dances, Senior Class Committee, and Student Government. Only ENL and other related services, as per IEP, are taught in isolation from the mainstream since they are pulled-out for these services.

ELL-SWD in the CTT and general education classroom, as per IEP, are mainstreamed for most content areas and all extracurricular activities. As per IEP, Special Education Teacher Support Services (SETSS), Speech Services, and ESL are taught in isolation from the mainstream since they are pulled-out for these services.

Teachers create a buddy system for all newcomer or recently admitted ELLs where an ELL is paired with an English speaking student. This eases isolation and helps an English language learner adjust to his/her new classroom and school. The teachers use pair and trio work where one child speaks the English language learner’s mother tongue and is more proficient in English. They also take part in small group instruction that allows for more student-teacher interaction as well as opportunities for students to become much more involved in the general education classroom. We have added many stories from different

Chart African and Hispanic cultures into our ELA curriculum. Also, in an attempt to incorporate our African ELLs native languages and cultures we have incorporated a African Myths, Folk Tales, Fables, and Legends into our units of study.

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

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

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

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



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

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

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

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)   | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <u>per week</u> (540 min.)  | 2 units of study <u>per week</u> (360 min.)   | 1 unit of study <u>per week</u> (180 min.)  | 1 unit of study <u>per week</u> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)  | .5 unit of study in ENL (90 min.)   |   |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)  | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)             | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)   |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services* |
| TOTAL  | 540 minutes per week   | 360 minutes per week  | 180 minutes per week  | 180 minutes per week                           |   |
| AWARDING CREDITS   | <b>STAND-ALONE ENL</b><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <b>INTEGRATED ENL</b><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL Teacher  |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>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.

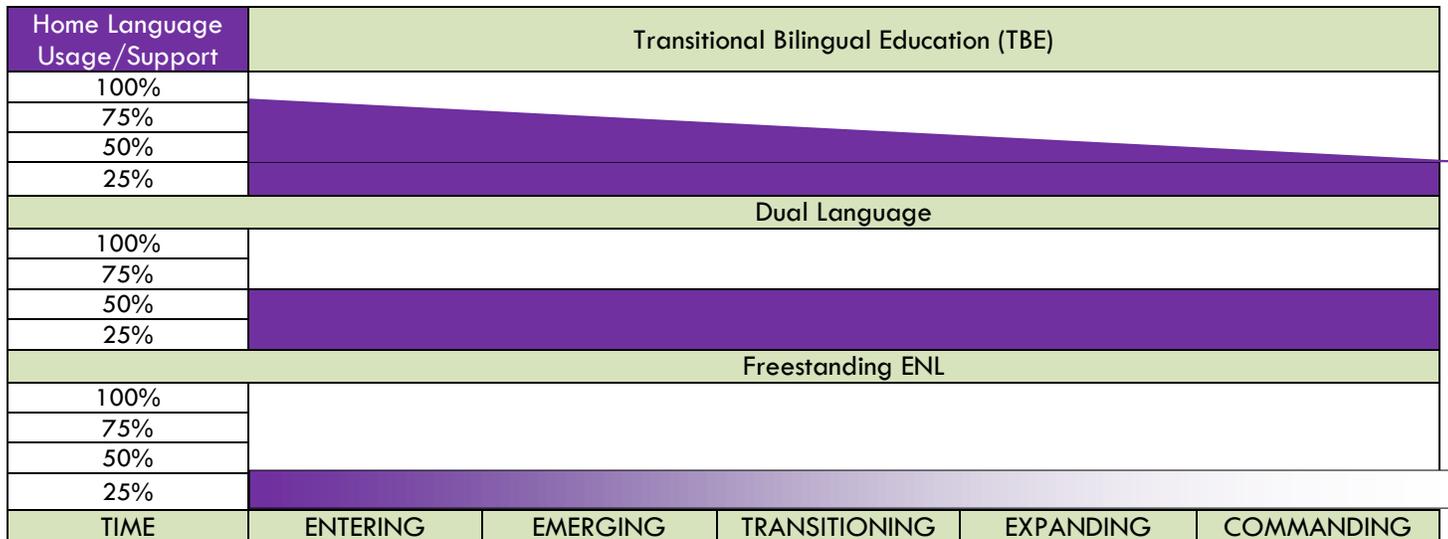


\*Note: “other approved services” does not apply to New York City at this time.

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.

Paste response to question here:

The following intervention programs for ELLs in ELA, math and other content areas have are implemented:

Science and Social Studies are incorporated into the Literacy and ENL curriculum. In addition, the social studies and science teachers incorporate the Literacy CCLS to Social Studies and Science. This requires the incorporation of more nonfiction reading into literacy. ELL students: answer open-ended questions that require text citations to support their claims, Identify key steps in a text's description of a process related to history or science, Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes, and Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Content area is also taught through the use of interactive readers, science and social studies videos. Most importantly, ELLs benefit from access to real science lab equipment and experiments.

-SIFE and ELLs (0-3 years):

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ENL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, two times a week, two hours each session, and are given the support needed to acquire the English language.

ENL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

Saturday Academy (Math and Literacy): On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use ENL materials and textbooks while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The remaining two hours, ELL receive instruction in mathematics using ENL methodologies and incorporating basic math skills.

ELLs (4-6 years) and long term ELLs (completed 6 years):

Academic Intervention Services (AIS) in Reading and Math: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs in Literacy and Mathematics.

Golden Opportunity (Wednesday-Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Students meet two times a week for two hours each session. They receive mathematics and English Language Arts (ELA) with a focus on reading comprehension. ELLs receive instruction in English with ENL methodologies.

Long-term ELLs (6 years +)

Academic Intervention Services (AIS) in Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of long term ELLs.

Golden Opportunity (Wednesday and Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA and math exams.

Long term ELLs in general education classes are also pulled out by a certified teacher for the NYS CR Part 154 mandated number of units of support. They receive either 180 or 360 minutes of ESL instruction per week according to the level of English proficiency scored in the NYSESLAT. Those in TBE receive the units of ENL by a certified bilingual teacher within their classroom setting.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

Our current programs are highly effective since most of our ELLs arrive with a beginning level of English proficiency and by the end of every school year, they have improved their ability to write, speak, and comprehend material in English. Regardless of their English proficiency, all ELLs are taught the same content throughout the grade levels with ENL strategies incorporated into the lessons by their teachers. Peer Teaching Accountable Talk (PTAT) allows ELLs throughout all subjects to work with peer-groups on Fridays, going over the material learned Monday-Thursday. This allows them to better understand the skills instructed during the week since peers are able to explain what their group members didn't understand. In addition, this prepares them to pass their weekly quizzes on Mondays. If students underperform in quizzes, then teachers reteach using different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction and PTAT. The Academic Intervention Program (AIS), after-school programs, and Saturday academy program also serve to meet the language needs of ELLs. Students learning English have the opportunities to learn advanced skills in comprehension, reasoning, and composition and have access to instruction that integrates basic skill development with higher order thinking and problem solving in all content areas.

Our programs are designed as intervention to create general education support systems for struggling English learners as a way to improve academic performance.

12. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: The opening of another 8th grade bilingual class since that is the largest group of bilinguals.

13. What programs/services for ELLs will be discontinued and why?

Paste response to question here: No programs/services will be discontinued.

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

Paste response to question here:

ELLs are able to participate in all school programs.

Describe after school and supplemental services offered to ELLs in your building.

Some of our after-school programs targeted to ELLs are funded by Title III. The Title III After School instructional program begins on October 12, 2015 and ends late April 2016. There will be 2 professional development sessions for the teachers of the program. The goal of the ELL After School Programs and Saturday Academy is to provide intensive after school instruction in English language development – listening, reading, writing, and speaking skills. There are 6th, 7th, and 8th grade extended day classes. Another goal is to prepare students for standardized tests. The participants consist of ELL students in the entering, emerging, transitioning, and expanding proficient levels. Additionally there are newly proficient students who are getting two years of support in order to continue their literacy development.

Goals:

The specific goals of the instructional programs are:

- To increase reading and writing skills through phonemic awareness, vocabulary development, reading comprehension, and fluency.
- To enable students to develop academic language skills in Math, Social Studies and Science.
- To increase knowledge in core curriculum areas of Social studies, Science, and Mathematics.
- To strengthen basic Mathematical skills.
- To strengthen basic Spanish skills.
- To enable ELL students to meet and exceed the standards set by the New York City and New York State Departments of Education
- To provide cross-cultural experiences and gain a better understanding of the world around them.

After-school programs and Supplemental Services :

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ENL program receive instruction in English with ENL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) and those performing at a low native language proficiency level take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish. Classes meet once a week on Fridays from 2:20 PM to 4:20 PM.

Saturday Academy: Classes meet once a week on Saturdays from 8:30 AM to 12:00 PM. For a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The rest of the time students receive mathematics instruction.

Saturday sports Program: Classes meet once a week on Saturdays from 8:30 AM to 12:30 PM. All students in the 6th and 7th grade can attend from 8:30 AM to 12:00 PM while 8th graders attend from 12:30 PM to 2:30 PM. Bilingual students attend the Saturday Academy in the mornings therefore they must participate in the afternoon sports program session.

Sports Program: Classes meet two days a week on Wednesday from 4:20 PM to 6:30 PM and Thursday from 4:20 PM to 6:30 PM. This program is for students who participate in the after-school program who can spend the time at the gym practicing sports.

Golden Opportunity (Wednesday-Thursday): An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Classes meet four times a week from 2:20PM to 4:20 PM for two hours each session. They receive mathematics and English Language Arts (ELA) with a focus on reading comprehension. Newcomer bilingual students receive ENL instruction instead of ELA. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ENL program receive instruction in English with ESL methodologies.

Friday Book Club: An after-school where students meet to discuss a books that they read during this time and discuss topics, express their opinions, practice listening to others courteously by participating in discussions, and connect their own experiences to the texts they read, all while practicing literacy skills.

ESL nontraditional Summer Program (Monday-Thursday): In addition to these interventions an ELL Summer Program was implemented for ELLs who have been in the country for less than two years. Classes meet four days a week from the beginning of July to Early August. This program was developed to assist newly enrolled ELL students before the beginning of the school year. The program provides cross-cultural experiences and classes in English as a New Language (ENL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here:

ENL teachers follow an ENL curriculum and have various supplemental materials. All bilingual classes have ESL classroom libraries that range in proficiency levels. Teachers use manipulatives, audio-visual equipment, ELL computer software, ELA computer software - Writing Matters, smart boards, and plenty of visuals to stimulate learning. ELLs are taken on many trips in order to familiarize them with the different aspects of American (U.S.) culture. ELLs are supported through the use of the following instructional materials:

a. Technology Used- ELLIS English Learning Computer Software, smartboards in every classroom, computer laboratory, 3 laptop carts, 4-5 computers per classroom, Heinle Picture Dictionary with CD-ROM, audio books

b. Look below for materials used in the content areas including NLA

ELLs (0-3 years) : ELA (same for NLA in TBE) and Math curriculum implemented school wide

ESL: Textbooks, workbooks and audio CDs available for-Keys to Learning (newcomer) and Shining Star (intro); Visions levels Intro, A, B as well as audio CDs; Common Core Code X; Ready New York CCLS;French/English Dictionaries

The Heinle Picture Dictionary (textbook and workbook) with CDs ; The Basic Oxford Picture Dictionary; ENL/ELA classroom libraries; Spanish-English dictionaries

Native Language Arts: Santillana En Espanol (Spanish for Native Language Speakers grades 6-8); Encuentros (introduccion and primer curso); Spanish classroom libraries at different levels

Technology: smartboards in all classrooms; computers in each classroom; 2 laptop carts; computer lab; document readers; use of audio books

All mathematics, science and social studies textbooks, workbooks and visuals are available in English and Spanish

Mathematics: By grade level Textbook and workbook; Go Math; Math Handbook

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6th grade Western Hemisphere (part A), 7th and 8th grade Holt United States History

ELLs (4-6 years) and Long term ELLs (completed 6 years): ELA (same for NLA in TBE) and Math curriculum implemented school wide.

ELA: Common Core Code X; Ready New York CCLS; Kaplan Focus on Reading; ELA/ENL classroom libraries at different levels; Longman Keystone (workbook and textbook); Spanish/English dictionaries

Native Language Arts: Santillana En Espanol (Spanish for Native Language Speakers grades 6-8); Encuentros (segundo curso); Spanish classroom libraries at different levels;

Technology: Smartboards in all classrooms; computers in each classroom; laptop carts; computer laborator; document readers

All mathematics, science and social studies textbooks, workbooks and visuals are in English.

Mathematics: By grade level Textbook and workbook - Go Math, Math Handbook;

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6th grade Western Hemisphere (part A), 7th and 8th grade United States History

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

Paste response to question here:

Native Language Support

-TBE

The Spanish dominant TBE classes (620, 720, 722, and 820) adhere to the Language Allocation Policy (LAP) as mandated by CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ENL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ENL, 1 unit (180 minutes) English Language Arts, and 45 minutes per day of Native Language Arts weekly.

All content area textbooks and workbooks (Math, Science and Social Studies) are available in Spanish and English. Spanish dominant bilingual classes (620, 720, 722, and 820), use books in Spanish but as the year progresses and they gain language proficiency they are encouraged to use the books in English. English dominant bilingual classes (604, 605, 621, 721, and 821), use all books in English but have the Spanish versions available in the classroom in case they need it.

For NLA, TBE classes use Spanish textbooks according to their grade level. They also have Spanish classroom libraries at different levels.

- 6th grade- Santillana En Espanol 6to curso
- 7th grade- Santillana En Espanol 7mo curso
- 8th grade- Santillana en Espanol 8vo curso

Academic Intervention Services (AIS) in Native Language Arts (NLA): This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and basic skills.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) and those performing at a low native language proficiency level take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish. Classes meet once a week on Fridays from 2:20 PM to 4:20 PM.

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

Paste response to question here:

The services and resources provided correspond to ELLs' ages and grade levels. All students resources are at their grade level. ELLs that are academically a few grades below grade level receive small group instruction and are pulled out during the Team Teaching/ Small group Instruction (TT/SGI) period by a teacher. They are pulled out with students at the same age and grade level. ELL students are usually pulled out for small group ENL services according to their grade and proficiency level.

Eighty percent of the classroom library books are at grade level while the other twenty percent are below and above grade level. In order to match the reading ability of ELLs who read below grade level we look for lists of high interest/low readability books. Sometimes referred to as hi-lo books, these are books that are written to address the topics likely to be of interest to older children and teens, but at a vocabulary level that is appropriate for a lower reading level. Spanish dominant bilingual classes have an ENL library with a variety of books at different levels and the same books in two different languages.

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).

Paste response to question here: Activities to assist newly enrolled ELL students before the beginning of the school year

- The day of enrollment Mr. Velazquez (Parent Coordinator), Ms. Robinson (school secretary) or Mrs. Cuesta (Family Worker), gives the parent and child a brief orientation in the child's home language (if in Spanish). If it's another language, another staff member will assist with translation ( Italian by Mr. Ippolito; Japanese by Mr. Rodriguez) or an interpreter will be made available. They are taken on a quick tour around the school, introduced to key staff members and taken to key locations throughout the building (cafeteria, gym, clinic, auditorium, main office, restrooms). The uniform dress code, arrival and dismissal procedures, schedule, and attendance policy are explained. This orientation will increase their confidence of where to go and what to do on the first day of school.

-Before the beginning of the school year newly enrolled students (0-2 years) are enrolled in an ENL nontraditional summer program: The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

-Teachers assign a buddy who speaks the newcomer's language or with native English-speaking peers. During the adjustment phase, the buddy explains what's going on. This is a good self-esteem builder for a buddy and a new friend for the newcomer. This eases isolation and helps an English language learner adjust to their new classroom and school.

Things peer buddies do with newcomers:

- o Show them where everything is
- o Help them learn the classroom routine and rules.
- o Take them to ENL class and back again.
- o Sit with them in the lunchroom.
- o Teach them the ABCs, numbers and beginning vocabulary.
- o Include them in games on the playground.
- o Tell them who to go to for certain situations.
- o Learn how to communicate with them using gestures and short phrases.

o Teach them the ABCs, numbers and beginning vocabulary.

o Introduce them to other students.

19. What language electives are offered to ELLs?

Paste response to question here: We don't offer foreign language electives.

20. For schools with dual language programs:

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

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Paste response to question here:  
PD on Mondays (2:20-3:45 pm) ; Literacy Department Meeting (Tuesday 3-3:40 pm); CCLS implementation (September 2015); Danielson Framework (October, November 2,9,16, -ongoing); Smartboard Training (September 2015); Looking at Our School Data and Our School (September 2015); ELA for Second Language Learners ; The High School Application Process (October 2015); Skedula (October 2015); Applying Common Core Learning State Standards in the ESL/Bilingual Classes (July 2013); Classroom Management (September 2015); Skedula (October and November 10, 2015); ARC (November 2015); Regional PDs; ASCD conferences
  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?  
Paste response to question here:
  3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here: The school guidance counselors Ms. Carmen Irrizary and Mrs. Gonzalez-Guerrero provides professional development to support teachers and students in this way:
    - a. During the month of September, the guidance counselors provide training for teachers regarding the high school application process. They explain the process, high school regulations and procedures, and goes over the high school book with the teachers. They also informs staff about the specialized high schools, their admission procedures, tests, auditions, or portfolios required.
    - b. During the month of October, the guidance counselors go to each individual eight grade class to talk to the students about the high school application process, the programs and procedures. They also makes information about the upcoming high school fairs available to students and parents.
    - c. During the month of October, the guidance counselors works with the parent coordinator to hold an in-house high school application process informational for parents. Parents need to be actively involved in the decisions their eighth-graders are asked to make about the schools they choose and the classes they will take in ninth grade. Parents are invited with their child and the high school counselor to discuss course work and schedules, visit the high school with their child in the spring or in the fall, spend a day at the high school to help them understand what their child's life will be like.
    - d. The guidance counselors provide a brief informational to 7th graders regarding the high school application process, 7th graders grade submission, and specialized high school application. This way they are made aware of the requirements before reaching the 8th grade.
- Assistant principals and principal
- a. Encourage teachers to take their classes on trips to college campuses and to performances at local high schools. Students attend Harvard and Columbia University. Students are encouraged to attend their high school orientation assembly (preferably before school starts).
  - b. After the 8th grade state mathematics test, all 8th grade students are exposed to things like geometry and trigonometry until the end of June.
  - c. Students who excel in math can take Algebra I, Geometry, Living Environment and U.S. History in the 8th grade for earning high school credit. Currently, all the 8th grade classes (two being a bilingual class) are taking Algebra 1, Living Environment and US History. When students are successful in the course, the course will appear on the high school transcript and count towards graduation requirements. By taking high school courses in middle school, students are able to earn additional college credits during their four years of high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Paste response to question here:  
The assistant principals, Mrs. Desiree Resto and Mr.Miguel Perez, maintain records of attendance and professional development sessions provided to all staff members including ELLs. Teachers attend the QTEL Institute; teachers attend a two day conference retreat

and a Saturday training provided by the American Reading Company; ACSD Conferences; Every Monday PD from 2:20-3:45 pm; New Teacher Center Mentor Trainings (10 days throughout the schools year) and they also attend districtwide PDs.

### 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?

Paste response to question here:

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. They provide translation services in Spanish and other staff members serve as translators of other languages and dialects (see answer 2b). We provide the following workshops: Welcome back workshop ; Internet Safety Workshop; Nutrition workshop; Fire Safety; Library Membership in conjunction with NYCPL; Skedula; Meet the Parents Night; Fitness Club

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

Family Literacy Initiative  
e m F a m i l i a r i z e t h  
d m w i t h C C L S a n  
t A s s e s s m e n t s ( S  
i n d a r d i z e d t e s t  
i n g )

Heritage Language Program  
e r s t a n d o r a l l a n  
g u a g e d e v e l o p m e  
n t

Heritage Language Program  
e r s t a n d i n g t h e c  
o r e c u r r i c u l u m

Understanding Our Families  
d e r a l a n d S t a t e  
m a n d a t e s a f f e c t i  
n g E L L s

Parents will also receive The Parent's homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

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

Paste response to question here:

We partner with Morris Heights Clinic, The NYCPL and neighboring schools.

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

Paste response to question here:

During Meet the Parents Night in September, parents are surveyed by the parent coordinator in order to help determine needs and interests of the children and parents. By conducting a parent survey we find out what types of parental training programs parents or caregivers would like to see us offer. We want to find out how interested families are in attending specific workshop and the kinds of supports that families may need to attend. Our intention is to combine the information from all of the returned questionnaires to determine the interest for these types of parental educational service.

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

Paste response to question here: We provide translators for all parental involvement activities including parent teacher conference and graduation. All materials are also translated. We try to assess their needs and provide workshops that most parents have identified as being interested in.

#### **D. Additional Information**

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

**Paste response here:**

**School Name: The Alexander Macombs M.S. 232****School DBN: 09x232**

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) |
|---------------------------|---|-----------|-----------------|
| Neifi Acosta              | Principal   |           | 11/16/15        |
| Desiree Resto             | Assistant Principal                                   |           | 11/16/15        |
| Edwin Velazquez           | Parent Coordinator                                    |           | 11/16/15        |
| Angelica Lagares          | ENL/Bilingual Teacher                                 |           | 11/16/15        |
|                           | Parent  |           | 11/16/15        |
| Erika Enriquez            | Teacher/Subject Area                                  |           | 11/16/15        |
| Danilo Pena               | Teacher/Subject Area                                  |           | 11/16/15        |
|                           | Coach   |           | 1/1/01          |
|                           | Coach   |           | 1/1/01          |
| Carolyn Gonzalez-Guerrero | School Counselor                                      |           | 11/16/15        |
| Leticia Rodriguez-Rosario | Superintendent  |           | 11/16/15        |
| Luis Quan                 | Borough Field Support<br>Center Staff Member<br>_____ |           | 11/16/15        |
|                           | Other _____   |           | 11/1/15         |
|                           | Other _____   |           | 11/1/15         |
|                           | Other _____   |           | 11/1/15         |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **09** School Name: **232**  
Superintendent: **Mrs. Rosario**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Upon enrollment our school determines the home language spoken by parents as well as their preferred language of communication. The Bilingual Coordinator gives the parent or guardian a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when students and their parents first arrive. The survey has questions to identify the student's home language and preferred language. Parents also complete a Student Registration Form, a Parent/Guardian Student Ethnic Identification Form (PSE), a Parents' Preferred Language Form and an Emergency Contact Card that asks what is the parent's preferred language of written and oral communication. These three forms along with an interview conducted by an interpreter inform us of the languages spoken by our parents/guardians and of our translation needs. This allows us to determine the languages in which we must translate all information sent home to the parents as well as the interpreters needed during any school function in which parents are invited to attend. As soon as parents complete the forms the information is entered in ATS ELPC screen and used to ensure that our parents' translation needs are met accordingly.

Data and methodologies used to assess our school's written translation and oral interpretation needs consists of the following:

1. Student Registration Form - here this must indicate their home language
2. Parents' Preferred Language Form
3. Informal interview to determine the language needs of the parent
4. Home Language Identification Survey (HLIS) followed by an interview by the Bilingual/ESL Coordinator

5. Emergency Contact Card -here parents are asked what language they prefer all written and oral communication
6. Parent/Student Ethnic Identification Surveys
7. Place of Birth report (RPOB)
8. Home Language Report (RHLA)
9. Language Allocation Policy (LAP) Part III ELL Demographics - this document has a breakdown of ELLs home language by grade

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.

|             |     |
|-------------|-----|
| Afrikaans   | 2   |
| Albanian    | 1   |
| Arabic      | 1   |
| English     | 168 |
| French      | 5   |
| Fulani      | 1   |
| Hausa       | 2   |
| Ibo         | 1   |
| Nahuatl     | 1   |
| Niger-Congo | 1   |
| Spanish     | 322 |
| Twi         | 5   |
| Total       | 510 |

## 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.)

All of our parent correspondences are in Spanish and English. This includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred

Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters.

There are also Spanish and French documents provided to us by the City of New York Department of Education as well as documents we download from the DOE and New York State Department of Education websites. All parent notices that are not made available through the DOE or state, are translated in-house by our school staff. All translations are distributed at the same time as the English in a timely fashion. We have an announcement bulletin board for parents in the main lobby where all documents are in English and Spanish. Any document that needs translation will be submitted to the Translation and Interpretation UNit at least two weeks in advance.

The written translation services our school provides include but are not limited to the following:

1. Translated Bill of Parent Rights and Discipline Code- Bill of Student Rights and Responsibilities
2. Translated Initial Registration Forms ( September 9, 2015 and on the same day new students are enrolled)
  - a. Emergency Contact Card
  - b. Home Language Identification Survey (HLIS)
  - c. Student Registration Form
  - d. Parents' Preferred Language Form
  - e. Lunch Form
3. ELL Orientation Materials (Within 10 days of child entering school)
  - a. The ELL Parent Brochure
  - b. Parent Survey & Program Selection Form
  - c. Parent Notifications informing parents of the status of their child's ELL program eligibility
4. Lunch Forms
5. Morris Heights Clinic Registration Form (Septmeber 9, 2015 and same day new student is enrolled)
6. All after-school and Saturday Academy consent forms (including Title III programs) (September 21, 2015)
7. School dance permission slips (distributed 2 weeks Before dance dates: November 23, 2015; December 23, 2015; February 12, 2016)
8. Field Trip Consent Forms ( 10 days before day of trip)
9. Progress Reports (Once per semester, this information is also accessible to parents in Skedula)
10. Report Cards (During parent-teacher conferences )
11. Promotion in Doubt Letters
11. Testing Information and notices
12. High School Information including fairs
13. Senior Activities
14. Graduation Program

15. Summer School Forms (June 1, 2016)
16. Parent Surveys
17. Legal, disciplinary, and safety matters
18. Special assemblies and celebrations
19. Monthly Event Calendar (At the beginning of every month)
20. School closing and early dismissal notices
21. PTA meetings and workshops
22. Open school night invitations (Meet the Parents/Curriculum Night)
23. Parent-teacher conference notices
24. Special Education and Related Services (initial meetings, placements, IEP meetings, etc)
25. Parent surveys
26. High school directories
27. Skedula access instructions (Open-school night September 2015 and November 17, 2015 during parent teacher conference)

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.

Our office personnel, family worker, guidance counselors, school psychologist, bilingual coordinator, bilingual teachers, principal and both assistant principals are fluent in Spanish. These staff members as well as other Spanish, French, Italian, and Japanese speaking teachers and para-professionals are available for interpretation services. During parent-teacher conferences, ELL Parent Orientation, parent workshops, Meet the Parents/Curriculum Night, Disciplinary meetings, High School Informationals, Overnight and International Trips Parent Orientation, and PTA meetings, staff members are accessible in order to provide the appropriate translation services. We also have a telephone automated system called School Messenger for communicating with parents to make them aware of student lateness, absences, upcoming school events and emergencies.

The oral interpretation services our school provides include but are not limited to the following:

1. Initial Registration Interview (student and parent)
2. ELL Parent Orientation
3. Parent-teacher Conference

4. High School Informationals
5. Meet the Parent/Curriculum Night
6. Parent Workshops
7. Disciplinary Meetings (legal, safety, attendance)
8. Overnight and International Trips Parent Orientation
9. PTA Meetings
10. School Messenger
11. IEP meetings
12. Special Education Evaluation meetings
13. Special assemblies and celebrations
14. Graduation ceremony

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

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

We obtain documents from the City of New York Department of Education as well as from their website and have them readily available at our front desk. If other translation services are needed, the translations are done in-house by our staff members. The signs posted throughout the school are in English and Spanish. Parents are also made aware of their rights to translation services in their initial interview, also by our office staff, and finally through signs posted in the main office and the announcements bulletin board.

We meet identified translation needs earlier in the school year no later than 30 days after the opening of school. During enrollment, the Bilingual Coordinator gives the parent or guardian a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when students and their parents first arrive. The survey has questions to identify the student's home language and preferred language. Parents also complete a Student Registration Form, a Parent/Guardian Student Ethnic Identification Form (PSE), a Parents' Preferred Language Form and an Emergency Contact Card that asks what is the parent's preferred language of written and oral communication. These three forms along with an interview conducted by an interpreter inform us of the languages spoken by our parents/guardians and of our translation needs. This allows us to determine the languages in which we must translate all information sent home to the parents as well as the interpreters needed during any school function in which parents are invited to attend. As soon as parents complete the forms the information is entered in ATS and used to ensure that our parents' translation needs are met accordingly. This data helps us determine the languages in which school correspondence must be translated and the interpretation services needed during conferences, PTA, ceremonies, and other

meetings. This way we can make the appropriate accommodations in a timely manner. If we are unable to provide these translation services in-house, then the translation services will be requested from the Department of Education's Translation and Interpretation Office.

By this time signs will be posted in the main office and announcement bulletin board making parents aware of the translation and interpretation services available to them at this school and where to go in order to request these services. Also, letters will be distributed notifying the parents and guardians, whose home language isn't covered by the translations provided by the Department of Education, of their rights as per Chancellor's Regulations in regards to translation and interpretation services.

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

We will meet interpretation needs by using with in-house staff interpreters and trained bilingual staff who serve as interpreters.

- Telephone automated messages in students' home language as indicated in ATS
- Bilingual school aids and other bilingual staff members provide interpretation services during parent-teacher conference and Meet the Parents Night
- Simultaneous translation in English and Spanish for all parent workshops, PTA Meetings, trip orientations, high school informational, award ceremonies, and graduation provided by in-house staff
- Parent Coordinator and Bilingual Coordinator provide translation during registration process
- Office staff (Family worker, parent coordinator and secretaries) provide translation when making attendance phone calls as well as during the registration process
- Disciplinary issues, Special Education and Related Services (initial meetings, placements, IEP meetings), and any conference involving parents

Interpretation services that can't be provided by in-house staff will be provided by the Office of Translation and Interpretation in order to receive an over-the-phone interpreter.

#### **Part D: Training Staff on Policies and Procedures**

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

All teachers and staff will receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

## Part E: Providing Notice of Language Assistance Services

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

All the correspondences given to parents are in Spanish and English. As mentioned above this includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters.

We also obtain documents from the City of New York Department of Education as well as from their website. If other translation services are needed, the translations are done in-house by our staff members. The signs posted throughout the school are in English and Spanish. Parents are also made aware of their rights to translation services in their initial interview, also by our office staff, and finally through signs posted in the main office and the announcements bulletin board. Welcome Posters are located in the main office as well as at the lobby. The Parents' Bill of Rights and Parents' Guide to Language Access are located in the main office in English, Spanish, and French. The Language ID Guide is located in the main office.

We fulfill Section VII of the Chancellor's Regulations A-663 earlier in the school year no later than 30 days after the opening of school. By September 30, Parent Preferred Language survey will be distributed making us aware of the parents preferred language of communication. This data will help us determine the languages in which school correspondence must be translated and the interpretation services needed during conferences, PTA, ceremonies, and other meetings. This way we can make the appropriate accommodations in a timely manner. If we are unable to provide these services with in-house staff, then the services will be requested from the Department of Education's Translation and Interpretation Office.

By this time signs will be posted in the main office and announcement bulletin board making parents aware of the translation and interpretation services available to them at this school and where to go in order to request these services. Also, letters will be distributed notifying the parents and guardians, whose home language isn't covered by the translations provided by the Department of Education, of their rights as per Chancellor's Regulations in regards to translation and interpretation services.

When interpretation services are needed, we have in-house staff available that speak their home language. In the case that neither parent speaks English and we don't have an in-house staff member who speaks the language, then we will request interpretation and/or translation services from the DOE Translation and Interpretation office.

These findings will be shared with parents through correspondence, school website, bulletin board announcement, and during PTA meetings.

## **Part F: Monitoring and Quality Control**

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

We will survey all parents twice a year (November and March) to evaluate their ability to understand the information that is sent by the school related to parent programs and events. This information will serve to gather feedback from parents to plan, review, and improve our services.  
We will create a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on communicating with families.