

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **11X287**

School Name: **THE FORWARD SCHOOL**

Principal: **MAGDALEN NEYRA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Forward School School Number (DBN): 11X287
Grades Served: 6-8
School Address: 3710 Barnes Ave. Bronx, NY 10467
Phone Number: 718-652-0519 Fax: 718-652-0428
School Contact Person: Magdalen Neyra Email Address: mneyra@schools.nyc.gov
Principal: Magdalen Neyra
UFT Chapter Leader: Matthew Carrasquillo
Parents' Association President: Stacey Bonner
SLT Chairperson: Matthew Carrasquillo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Stacey Bonner
Student Representative(s):

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 1250 Arnow Ave. Bronx, NY
Superintendent's Email Address: Mross@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave. Bronx, NY
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-7776

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Magdalen Neyra	*Principal or Designee	
Matthew Carrasquillo	*UFT Chapter Leader or Designee	
Stacey Bonner	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amado Guzman	CBO Representative, if applicable	
Cynthia Bailey	Member/ Teacher	
Manjola Kozi	Member/ Teacher	
Wanda Randolph	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Forward School is a middle school that serves approximately 250 students in grades 6-8. The school is located on Barnes Avenue in Bronx, New York. The school shares building space with three other middle schools housed within the school building. The student population is comprised of 49.19% female and 50.81% male students. The student body is also comprised of 29.03% Hispanic students, 5.24% American Indian or Alaskan natives, 1.61% Asian, 62.90% Black, and 1.21% White students. The ELL population of the school is 5.65% and Special Education students that are in general education classes make up 80.24% of the student population with 9.27% of Special Education students learning in a 'least restricted' environment and 10.48% of Special Education students learning within a 'most restrictive' environment. The school is currently designated as a school in 'Good Standing' as per their state accountability status for the 2014-2015 school year.

Mission Statement

Our mission at the Forward School (11x287) is to support the development of life-long learners through the attainment of skills that will carry them beyond the classroom. As a school community we strive to provide students with a safe and supportive environment that targets individual differences and learning styles. By doing so, we encourage students to take academic risks and approach new challenges in their learning.

Partnerships & Programs

- Participating school in the Middle School Quality Initiative (MSQI)
- Partnering school in the Learning Partners Program
- Participating school in the Teacher Leadership Program
- Sports & Arts in School Foundation – Afterschool program

Strengths & Accomplishments

- The Forward School has successfully implemented a Positive Behavioral Interventions and Supports (PBIS) structure that educates and rewards students who display positive behaviors daily.
- Staff at the Forward School is working diligently to develop questions and implement protocols so that students can engage in rigorous and meaningful discourse in their classrooms while also developing social skills for college and career readiness. We are also working towards using data collection to track discussions taking place in class so that we can accurately measure the impact of discussions on student learning
- We are implementing Restorative Practices to address the social –emotional needs of our students, particularly those who are frequently suspended.
- We will be implementing strategic reading periods into the daily curriculum and focusing on developing a culture of reading within the school community.

Challenges

- The Forward School currently has proficiency rates of 9% and 6% in ELA and Math respectively (2014 Assessments).
- 90% of special needs students are performing at level 1 in both ELA and Math with no students in self-contained and ICT settings performing at proficient levels (2014 Assessments).
- The Forward School currently maintains the status of Persistently Dangerous.

Area of Focus for 2015-2016

The Forward School has selected the following areas as priorities for the 2015-2016 school year:

- **Focus on Reading Intervention:** Through the MSQI initiative and our work with the Learning Partners program we will focus our efforts on developing life-long readers and enhancing the skills of our low-performing readers through the use of Strategic Reading Periods. Staff will also receive specific professional development tailored to a specific reading need and students will be grouped based on their current reading abilities daily in order to receive targeted instruction to meet their individual needs.
- **Teacher Development & Leadership Capacity:** Teacher professional learning opportunities focus on developing skills and strategies for engaging students in rigorous discussions as well as developing lessons that provide access for all learners. Throughout work with the Teacher Leadership program, we will develop the leadership capacity of several teacher leaders as they lead their own PLCs in a specific area of focus.
- **Positive School Climate:** Through the implementation of an effective positive behaviors incentives system (PBIS), clear expectations for positive behaviors, the use of a ladder of referral, and the use of strategic and targeted counseling, we will create a positive school climate that allows students to feel safe in school so that they are able to focus on learning. The Sports and Arts in Schools Foundation will provide students with a safe learning environment after school and on Saturdays so that students receive additional academic support on areas of needs while also being exposed and participating in a variety of extracurricular activities and clubs. We will also enhance our use of PBIS by using Skedula as a means of tracking merits and infractions as an additional source of anecdotal data in addition to OORS.
- **Social Emotional Development:** We will be engaging staff in professional development focused primarily on the skills needed to organize and facilitate restorative circles for whole class and individual students. Furthermore, staff members will be paired with teacher leaders in the school community to work with and receive coaching on how to best implement these practices.

11X287 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	248	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	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	4	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.1%	% Attendance Rate			89.2%
% Free Lunch	80.8%	% Reduced Lunch			4.8%
% Limited English Proficient	4.8%	% Students with Disabilities			30.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.6%	% Black or African American			71.2%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			1
# 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)	N/A	% Teaching Out of Certification (2013-14)			10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			6.15
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.4%	Mathematics Performance at levels 3 & 4			6.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			25.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Based on the 2013 – 2014 Quality Review, in the area of developing pedagogy across classrooms to align with demanding curricula resulting in increased access, discussion and engagement for all students (QR indicator 1.2) – “In a few classrooms, students are provided with multiple entry points and engage in rigorous

Based on the 2014 NYS Common Core ELA Assessment for all grades (6, 7, 8) 9% of students performed at proficiency levels 3 and/or 4 which is a 1% increase from 2013. 9.1% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 46.7% of English Language Learners performed at the 75th percentile or higher which is an increase from 28.6% the year before.

Based on the 2014 NYS Common Core Mathematics Assessments for all grades (6, 7, 8) 6% of students performed at proficiency levels of 3 and/or 4 which is a 3% decrease from 2013. 8.3% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 25% of English Language Learners performed at the 75th percentile or higher which is decrease from 42.9% the year before.

Based on the preliminary data for the 2015 NYS ELA and Math Assessments, 73% of students across grade levels and content areas met the promotional criteria.

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to refine and use strategies that engage students in rigorous thinking and discussion as well as provide students with scaffolds and multiple entry points as to provide access for all learners. This needs assessment informed the development of the annual goal listed below.

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 teachers will utilize periodic assessment and formative assessment data to identify areas of strength and weakness and implement instructional strategies to reteach content and improve student performance. This will result in a 5% of students with an attendance rate of 90% or higher demonstrating growth in ELA and Mathematics as measured by the NYS ELA and Mathematics Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Administer CCLS aligned baseline and benchmark assessments every 6-8 weeks to monitor student progress • Analyze periodic assessment to identify areas of strength and weakness. • Analyze unit assessments and student work products to determine areas of strength and weakness. • Work in PLCs and common planning teams to select specific standards of focus and use research based strategies to focus on improvement in these areas • Develop a reteach model and implement instructional strategies to reteach skills/standards based on data • Utilize formative assessment practices to check for student understanding daily and make adjustments to planning as necessary. • Incorporate at least one discussion protocol aligned with rigorous questions. • Use a tracking system for tracking student participation in class discussions. • Include scaffolds and a variety of entry points in daily lesson plans 	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Staff Developer Teacher Leads, NYCDOE Teacher Development Coach</p>
<p>Professional Learning</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Staff Developer</p>

<ul style="list-style-type: none"> • Teachers will engage in professional learning geared towards analyzing periodic assessment data and developing plans and opportunities for re-teaching. • Teachers will engage in professional learning communities to analyze student work and develop research based strategies for targeting specific learning needs. • Teachers will engage in professional learning opportunities that will provide teachers with guidance as to how to develop rigorous questions to engage students in high levels of thinking and learning • Teachers will engage in professional learning opportunities that will allow them to engage different learners in their class through scaffolding and entry point strategies and techniques. • ICT teams will engage in development around how to effectively co-teach in an ICT classroom • Teachers will use inter-visitation as a means of sharing best practices and providing each other with critical feedback 			Teacher Leads, NYCDOE Teacher Development Coach
<p>Observation Cycles & Progress Monitoring</p> <ul style="list-style-type: none"> • Administrators will utilize carefully designed observation cycles to provide teachers with consistent and specific feedback. • Monthly cabinet meetings to monitor observation feedback and improvement in teacher practice. 	All Teachers	October 2015 – June 2016	Administration
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Parents will engage in workshops that will develop their understanding of the demands of CCLS and to assist them in developing a culture for learning and reading within their home 	All Parents	October 2015 – June 2016	Parent Coordinator, SASF Program Manager (CBO)

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Use of teacher teams, staff developers and consultants, content area leaders, administration, and network coaches to model the implementation of effective instructional strategies, development of assessments and monitoring student progress using a variety of data sources. • The Danielson Framework for Teaching and Advance

- Reading Intervention Programs – LightSail, MyOn, Blitz, Wilson
- Use of NYSED resources such as Engage NY, NYCDOE Core curriculum (CMP3 and Code X)
- Use of OTPS for student consumables and professional texts
- Creative programming to allow for collaborative planning daily.

Coverage of staff to attend professional development opportunities and inter-visitation of other schools with effective practices.

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

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

Part 5 – Progress Monitoring

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

By February 2016, there will be a 1% gain for all students with a 90% attendance record as measured by the February ELA and Math CCLS aligned spring benchmark

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

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

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

Part 1 – Needs Assessment

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

Based on the 2013 – 2014 NYC School Survey,

- 30% of parents strongly agree, and 53% of parents agree that their child is safe at school. 36% of parents strongly agree and 50% of parents agree that there is someone at the school that their child trusts and can go to if they have a problem.
- 19% of students strongly agree, 41% of students agree, 25% of students disagree, and 15% of students strongly disagree that they feel safe in the hallways, bathrooms and cafeteria
- 51% of students strongly agree, 36% of students agree, 8% of students disagree, and 6% of students strongly disagree that there is an adult whom they can trust and go to with a problem.

Based on the 2013 – 2014 Quality Review, Cultivate a school environment that encourages positive personal behaviors and respect for instructional time resulting in the social and academic growth of students. (1.4), “Poorly communicated

supports limit effective outreach to build a culture that promotes a sufficient respect for academic

Based on 2015 OORS data, 75% of infractions are committed by 6% of the student population. There has been a steady decrease in the number of infractions across all levels from September 2014-June 2015.

Informed by Capacity Framework Element – Supportive Environment, current data, the School Environment Survey and our most recent QR, there is a need to develop and implement a positive behaviors incentive system along with a structure for discipline in order to create an environment where students feel safe and supported by all stakeholders. This needs assessment informed the development of the annual goal listed below.

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, staff, students and parents will utilize our PBIS system (POWER), adhere to a system for employing discipline, and implement restorative practices to effectively decrease the number of level 4 and 5 incidents from the 2014-2015 School year to the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • The implementation of a ladder of referral for discipline • The implementation of the POWER system (PBIS) • Use of part-time dean to manage all disciplinary situations • Teachers will utilize collaborative problems solving strategies learned from the text, Lost at School by Ross Greene • Bi-weekly meetings of an extended cabinet whose primary focus is to develop interventions for students displaying tier II and III behaviors • Daily conduct sheets for student with 3 or more referrals • Check-in and Check-out for students on daily conduct sheets • Select students will participate in ENACT which is designed to support students in developing the skills necessary to make positive decisions. • Sport and Arts in Schools Foundation After-school program • Forward School Basketball Team • Training and Implementation of Restorative Practices and Circles. 	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Dean, Assistant Principal, Guidance Counselor, SAPIS Counselor, Parent Coordinator</p>

<p>Professional Learning Opportunities</p> <ul style="list-style-type: none"> • Professional learning opportunities dedicated to providing support for teachers for working with challenging students • Professional learning opportunities that will provide strategies for engaging challenging students in learning • Professional Learning opportunities designed to inform and support teachers in learning about how to manage the different types of students in their classes. • Professional learning designed specifically for new teachers in order to support their specific needs as pedagogues. • Restorative Practices Professional Development • Teacher-Led PLC around developing student accountability and leadership – Text: The Leader in Me 	All Teachers	September 2015 – June 2016	Administration, Staff Developer, Teacher Leads, NYCDOE Teacher Development Coach
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Consistent communication of all celebrations and events • Immediate contact of parents for all parties involved in incidents • Teachers make weekly contact with parents as needed for both academic and behavioral concerns. • Pairing PA Meetings and workshops with student performances and celebrations • The use of tools such as Skedula Grades and School Messenger to ensure consistent communication between the school and home. • Monthly Progress Reports • Bi-Monthly Principal Cafes to discuss the current state of the school community. 	All Parents	September 2015 – June 2016	Parent Coordinator, Guidance Counselor, SAPIS Counselor, Dean, PTA

Part 4 – Budget and Resource Alignment

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

- Use of teacher teams, staff developers and consultants, content area leaders, administration, and network coaches to model the implementation of effective instructional strategies for managing student behavior and effectively implementing the PBIS structure.
- The Danielson Framework for Teaching and Advance
- Professional Text focused around practices for implementing Restorative Practices
- Text: The Leader in Me
- Use of NYSED resources such as Engage NY
- Use of OTPS for professional texts and consultants
- Creative programming to allow for collaborative planning daily
- Coverage of staff to attend professional development opportunities and inter-visitation of other schools with effective practices.

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

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

Part 5 – Progress Monitoring

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

By February 2016, there will be a 5% decrease in OORS reports of level 4 and 5 incidents as measured by the monthly occurrence report on OORS

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

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

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

Part 1 – Needs Assessment

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

According to the 2013-2014 Quality Review, the school’s faculty engages in collaborative teacher team practices resulting in increased strategic planning to improve student outcomes. (4.2), “Teacher teams have consistent protocols that document professional collaboration by department. This includes: team feedback reflection sheets, department goal development such as citing and using multiple sources in social studies planning for the May Social Studies Fair, and data reviews. Analysis of student work based on data outcomes from school-wide assessment tools (e.g. Rally and State assessment tasks) is used to identify next steps for student progress and instruction with an on-going shared focus on improved student

According to the 2013-2014 NYC School Survey,

- 43% of teachers strongly agree that school leaders provide time for teachers to plan together
- 50% of teachers strongly agree that teachers work together on teams to improve instructional practice.

Based on informal feedback from the 2014-2015 Quality Review teacher team meeting, teachers stated that although they have time to meet and plan twice weekly, that they still require more time to meet to analyze aspects of learning such as students work and formative assessments in order to develop researched based strategies for teaching targeted standards.

Informed by Capacity Framework Element – Collaborative Teachers, current data, the School Environment Survey and our most recent Quality Review, there is a need to continue developing systems and structures for teachers that will allow them to effectively collaborate as well as supports for how to do so. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2016, 100% of the teaching staff will engage in daily collaborative planning and learning that positively impacts student outcomes. As a result there will be a 2% gain in student outcomes for all students with a 90% attendance record on the NYS ELA and Mathematics Assessments, as evidenced by NYS Assessment data

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Common Planning periods are programmed into teacher programs to allow for planning time. • Teacher Leaders will be identified for each content area and will meet weekly with the principal as an instructional cabinet committee to discuss work completed during common planning and next steps. • Teachers will utilize agendas developed during instructional cabinet meetings to track the work completed during Common Planning sessions which will be sent regularly to the supervising administrator • Administration will attend Common Planning sessions on a needs basis to model protocols for conducting meetings • Teachers will participate in the menu of activities during Common Planning time: <ul style="list-style-type: none"> a) Curriculum Mapping/Lesson Planning b) Analysis of student work c) Development of performance tasks/rubrics d) Sharing and analysis of data from periodic interim assessments 		<p>September 2015- June 2016</p>	<p>Administration, Staff Developer, Teacher Leads, NYCDOE Teacher Development Coach</p>
<p>Professional Learning</p> <p>*Protocols for facilitating team meetings will be shared and modeled for staff</p>		<p>September 2015- June 2016</p>	<p>Administration, Staff Developer, Teacher Leads, NYCDOE Teacher Development Coach</p>

<p>*Professional Learning opportunities in the following areas will be shared with staff</p> <ul style="list-style-type: none"> • Effective planning practices • Analyzing student work • Developing performance tasks/rubrics • Protocols for facilitating collaborative meetings <p>*Teacher leaders will obtain training through the Teacher Leadership Program and Learning Partners program for successful implementation of PLCs.</p>			
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Teachers will collaborate in grade teams to communicate with parents with regard to expectations for the grade and student progress throughout the year. • Teachers will collaborate to identify students in need of further interventions and communicate these needs to parents regularly. 		September 2015- June 2016	Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Use of teacher teams, staff developers and consultants, content area leaders, administration, and network coaches engage in the work that is to be conducted in team meetings • Use of per-session for additional collaborative planning opportunities • Use of OTPS for professional texts; The Power of Protocols – McDonald, Mohr, Dichter, and McDonald • Creative programming to allow for collaborative planning time twice weekly • Use of Google Drive/Apps as a means of documentation and shared collaboration for documents and resources. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, there will be a 1% gain for all students with a 90% attendance record as measured by the February ELA and Math CCLS aligned spring benchmark
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

According to the 2013 – 2014 Quality Review, The school has a formalized system for capturing support and progress data to regularly monitor and evaluate processes with greater efficiency to identify trends in order to enhance the impact of school-wide efforts. (5.1), “The school leader has expectations and implemented measures for improving classroom instruction, professional development, curriculum, and behavior. However, checks to monitor the quality and impact of these efforts are not established. .. Additionally, the school has a yearlong plan for professional development. However, the impact on teacher practice is not yet procedurally determined. The lack of tracking success to evaluate school-wide initiatives limits the ability to hold the school community accountable for making timely and necessary adjustments, thus limiting the impact of efforts.”

Based on the 2014 NYS Common Core ELA Assessment for all grades (6, 7, 8) 9% of students performed at proficiency levels 3 and/or 4 which is a 1% increase from 2013. 9.1% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 46.7% of English Language Learners performed at the 75th percentile or higher which is an increase from 28.6% the year before.

Based on the 2014 NYS Common Core Mathematics Assessments for all grades (6, 7, 8) 6% of students performed at proficiency levels of 3 and/or 4 which is a 3% decrease from 2013. 8.3% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 25% of English Language Learners performed at the 75th percentile of higher which is decrease from 42.9% the year before.

Based on preliminary data for the 2015 NYS Assessments in ELA and Mathematics, 73% of students across grade level and content area have met the promotional criteria for these assessments.

Informed by Capacity Framework Element – Effective School Leadership, NYS assessment data, and our most recent QR there is a need to refine the practices of administration in utilizing a variety of data sources to track the impact of school wide efforts. This needs assessment informed the development of the annual goal listed below.

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, Masurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will develop practices for monitoring the success of school wide systems and structures for improving instructional strategies and student outcomes. . As a result there will be a 2% gain in student outcomes for all students with a 90% attendance record on the NYS ELA and Mathematics Assessments, as evidenced by NYS Assessment data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Actions and Strategies</p> <ul style="list-style-type: none"> • Bi-weekly extended cabinet meetings to review OORS data and assess the effectiveness of PBIS and discipline structures • Using Skedula as a means of tracking academic progress and behavior based merits and infractions. • Monitoring teacher effectiveness from level to level through the use of the Advance Dashboard in administrative cabinet meetings • Monitoring student outcome data from periodic assessments in administrative cabinet meetings and professional learning communities • Developing next steps and refining practices based on results from data sources 	<p>Dean, Guidance, Administration Staff Developer</p> <p>Administrative Cabinet</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>Practices for Communicating Expectations</p> <ul style="list-style-type: none"> • Weekly memo to communicate current and upcoming events within the school community as well as sharing best practices rooted in research and as observed by staff members • Meeting weekly with content area leads to ensure accountability among the content area teams. 	<p>All Staff</p>	<p>September 2015 – June 2016</p>	<p>Administration, PL Committee</p>

<ul style="list-style-type: none"> • Daily Announcements Board to communicate daily reminders and changes to the program • The development of a professional development plan aligned with the instructional focus and developmental needs of the staff as well as staff interest • Sharing feedback with staff with regard to staff professional development • Frequent classroom observation and specific feedback to be provided in manner that provides teachers with the opportunity to be reflective and take part in the next steps process 			
Parent Involvement: <ul style="list-style-type: none"> • Frequent communication of expectations, policies and procedures for students between administration and parents 	All Parents	September 2015 – June 2016	Administration, Parent Coordinator, Guidance Counselor, SAPIS, Dean, Teaching Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Use of administration for cabinet meetings and dean, guidance, staff developer for extended cabinet meetings. Use of parent coordinator for communication with parents											
OTPS:											
General Supplies											
Skedula											
School Messenger											
Professional Texts											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 1% gain for all students with a 90% attendance record as measured by the February ELA and Math CCLS aligned spring benchmark

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

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

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

Part 1 – Needs Assessment

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

According to the 2013-2104 NYC School Survey:

- 60% of parents agree that the school “makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.”
- 43% of parents agree that the school “keeps me informed about my child’s academic progress.”

Informed by Capacity Framework Element – Strong Family and Community Ties, and the NYC School Survey the school will refine and continue to develop practices for providing a welcoming environment for families. This needs assessment informed the development of the annual goal listed below

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 Forward School will implement practices and strategies for creating a welcoming and supportive environment for parents. As a result there will be a 5% increase in parent participation on the NYC School Learning Environment Survey. This will be evidenced by the NYC School Learning Environment Survey and attendance logs at school events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Student performances and celebrations • Pairing PA Meetings with student events and performances • Utilizing Parent Outreach time (Tuesday Afternoons) to communicate and meet with parents • Inviting Parents to participate in restorative circles and practices for individual students 	<p>All Parents Parents of Tier 2 and 3 students)</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Grade Team Leads, SAPIS, Guidance, CBO Partnership</p>
<p>Methods for Communicating with Parents:</p> <ul style="list-style-type: none"> • Backpack Letters • School Messenger • Jupiter Grades • PA Meetings and student events and performances • Parent-Teacher Conferences • Social Media: Instagram & Twitter 	<p>All Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Grade Team Leads, SAPIS, Guidance, CBO Partnership</p>

Part 4 – Budget and Resource Alignment

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

Teacher time in grade teams, OTPS for general supplies, software, etc.

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

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

Part 5 – Progress Monitoring

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

By February 2016, the Forward School will increase parent involvement in events and celebrations by 3%. As evidenced by attendance logs at school events.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Summative, periodic, and formative assessments; MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	During the school day, Afterschool and Saturday program
Mathematics	Summative, periodic, and formative assessments; MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	During the school day, Afterschool and Saturday program
Science	Summative, periodic, and formative assessments; MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	During the school day, Afterschool and Saturday program
Social Studies	Summative, periodic, and formative assessments; MOSL	Blended online learning, homework help	Small Group, Tutoring, Special Programs, Clubs	During the school day, Afterschool and Saturday program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed, specific referrals and requests, and identified by specific data sources	Individual and small group Counseling	1:1, 1:5, and 1:10	Every day during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Hiring Committee • Interviewed Questions to that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.) • Mentoring to support new teachers, New Teacher Induction Committee • Participating in the Teacher Leadership Program • Buddy teachers, Co-teachers, Lead teachers, Department Heads • Inter-visitations • Professional development, teacher teams, department meetings • Tenure preparation sessions • External PD opportunities • Accelerated courses and programs • Support in teacher to administration certification

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"> • Common planning time: Unit Plans – Performance Tasks and Rubrics • Partners for CCLS coaching, support, and training

- Network PD for CCLS-aligned instruction
 - Alignment to DF and best practices and strategies
 - Modifications for SPED/ELLs and use of Paraprofessionals to support students
 - Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
 - Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS
 - Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed
 - Ongoing revision of curriculum for alignment to CCLS and student achievement
- Continuous review of student work related to CCLS to modify practice and meet needs of all students

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Assessment Committee that votes and/or offers input to the section or process of assessments
- Teacher teams review the effectiveness of school-wide and or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can be provided and inter-visitations can be effectively set-up to encourage specific assessment practices
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- PD includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	196,994.00	x	Section 5
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,578,847.00	x	Section 5

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- 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;
- 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 287
School Name The Forward School		

B. Language Allocation Policy Team Composition

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

Principal Magdalen Neyra	Assistant Principal Lisa Seabrooks
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Nadia Thomas
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sean Cort
Related-Service Provider type here	Borough Field Support Center Staff Member Pierre Wladimir
Superintendent Maria Lopez	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	238	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	9
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10	3	2	9	0	6	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

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							11	2	3					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	2					0
Haitian														0
French							1	0	0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	9	3	2				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school utilizes the Degrees of Reading Power (DRP) assessment as part of our participation in MSQI. This assessment allows us to determine our ELL students' current reading level in English. The current data from 2014-2015 indicates that the majority of our current and former ELL students are reading below grade level in English. However, this data assists us in determining the appropriate literacy interventions while insuring that we are considering programs that will provide access for ELL students. For example, we have purchased MyOn which is a reading program that provides students with access to books directly correlated to their reading level. This program also offers ELL students access to books in their home language and/or translations.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT data indicates that students perform better on the listening and speaking portion of the assessment than the reading and writing portion across grade levels and proficiency levels. Additionally, data indicates that students with disabilities take longer to demonstrate growth in overall proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The patterns across NYSESLAT modalities--reading/writing and listening/speaking have an impact on our schools' instructional decisions. The data helps the ESL and content teachers plan according to the students' needs. The ESL teacher meets periodically with the content area teachers to identify the problem areas, access the ELLs data and analyze for language growth, demographics and/or targeted areas. The data then is used and analyzed to identify goals for continuous program improvement. The ESL teacher along with other content teachers create reports, graphs or data files; conduct data queries and analyses; disaggregate data by subgroup; drill down from summaries to individual students; print reports in PDF format or export to other software programs; track students' performance from year to year; and analyze performance on ACCESS for ELLs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

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

a. English Language Arts data as well as the LAB-R indicate that students who have trouble with reading in their home language often present the same deficiencies in English. These deficiencies also cross over into other content areas as well.

b. School administration and teachers use this data to make decisions regarding selected intervention programs, class selections for ELL students as well as how students will be grouped within their classes. Teachers also use this data to make decisions with regard to which resources are used in their planning

c. Periodic Assessment data indicates that students with language deficiencies in English perform lower on these assessments as well as the state exams.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
Administration takes accommodations for ESL students into consideration when observing classroom practice and provides feedback to teachers specific to this area. Additionally, teachers seek out resources specifically for ELL students and provide accommodations as needed. If possible, ELL students are grouped with students who are proficient in both languages to support language development in content area classes.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Our school uses benchmark assessment data, reading assessments and NYSESLAT scores to measure growth for ELLs.

Part IV: ELL Identification Process

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

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

During the summer, upon registration of a new students who has been identified as ENL, the student is administered the Home Language Survey by the Principal. At the beginning and throughout each academic year, when a new admit to the country or the students who have not ben in a NYS for two or more years the student is administered the Home Language survey . HLIS is an informal assessment which includes an oral interview in English and the Native language where possible. When an ELL student registers at our school, we use a pedagogue(who speak the language) to translate. If this is not possible, the Pupil Accounting Secretary calls over phone interpretation service to ensure a smooth process. The LAP team monitors retrieval of all forms. Our supervisory school-aid who is also the pupil accounting staffer, with the attendance teacher, collaboratively target all students whose home languages are identified as other than English. If the parents fills out the Home Language Survey stating that they speak a language other than English at home and the student is new to the public school system-either coming from a country who speaks a language other than English or from a private institution, Ms. Kozi-our certified ENL teacher interviews the student to see if s/he is fluent in English. From the conversation it is decided whether the students needs to be administered the the NYSITELL or not. if it decided that the NYSITELL needs to be administered the exam is administered in within 1-10 days from the child's date of registration. If the student's home language is Spanish then Spanish LAB is also administered, to determine the student's level of proficiency in their own language(Spanish). After the NYSITELL is administered the NYSITELL is scanned to ATS, and from the results it is determine the level of proficiency, and the students has been services right away. The new students are placed in the ENL free standing program that our school offers within ten days of enrollement. If parents or guardians want to appeal the placement, they have 45 days to do so. They have the right to a re-identification process within 45 days of initial enrollment.

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).

Upon registration, parents are provided with the SIFE questionare. Additionally, students are observed during class, and their work is evaluated to make determinations regarding SIFE status. The procedure is followed for the first thirty days of the student's registration to determine their SIFE status.

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).

Upon registering for school, students records are requested indicating if the student is entitled to special education services. If the student is transferring from another NYC DOE school, this information is retrieved using DOE systems. Then, the language proficiency team which is composed by Ms. Kozi, our ESL teacher, Ms. Thomas our school counselor, and Ms. Leslie our IEP teacher, determines if the student has a Language deficiency or a learning disability that hinders him/her from reaching proficiency in the new language.

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.

When the results of the NYSESLAT are published, parents are given a continuation of services letter if their child has not passed informing them that their child is still entitled to ENL services. If the student has scored proficient in all the four modalities of the NYSESLAT exam, a congratulatory letter is sent home to the parents which explains that their child is still entitled to two more years of ENL services. Our school determines ELL status, does the parent orientation meeting and sends the parent entitlement/non-entitlement letters along with the parent survey within 10 days. Our school also sends the entitlement letter of ELL status notification within 5 (five) school days to let the parents know that they have the right to appeal the ELL status within 45 days of enrollment. Copies of entitlement letters are kept in student's cumulative folders. The ATS reports, RNMR-helps the ESL teacher Ms. Kozi determine which students have scored proficient in the NYSESLAT and which ones are still entitled to services and the mandated minutes according to the level of proficiency. The entitlement letters, continued entitlement letters as well as the non-entitlement letters sent home are in both-English and the parent's home language-whenver possible. The continued entitlement letters are printed from the DOE website-parent resources page, in the appropriate language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed in writing of their right to appeal ELL status as well as meet with the ENL teacher to be informed of this process and their next steps (their rights to re-identification process within 45 days of enrollment.)

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.

Within ten days of enrollment our school does the parent orientation meeting while sending the entitlement letter and parent survey. Parents meet with our ENL teacher Ms. Kozi and watch the video in their respective language. Then they have a chance to ask questions and fill out the parent survey. The video clarifies that parent choice is based on 3 programs available in NYC: TBE, DL, & ENL. The default program the child will be put in if the parent does not choose a program is TBE, if offered in the school. Parents fill out the survey and are explained that although in our school the only program we offer is ENL, if there are sufficient numbers of students requesting a bilingual program, in the following year, a bilingual program will be open. Based on parent survey and their home language, our school updates the ELPC screen in ATS within 20 days.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that Parent Survey and Program Selection forms are turned in a timely manner we make home phone calls and follow up letters giving the parent choices to attend whenever possible for them. Furthermore, home visits are made if necessary. The program selection forms are kept in student's cumulative files and are reviewed every beginning and end of academic year to ensure that if sufficient numbers exist the school will open programs of parents choice, as well as place the students in the default TBE program, if the parents don't return the program surveys.

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

Home phone calls, follow up letters and, eventually, home visits are made if necessary. In the case of new students transferred from outer districts and from other states whose records are not complete, screening is done by the team with the cooperative observation of the ENL teacher to determine if the child indicates the need for the administration of the NYSITELL. Home phone calls, letters, home visits and outreach to other districts are made on behalf of those students in order to ascertain all crucial testing, academic and placement histories.

Furthermore, the HLIS and the identification process occurs when students are new to the DOE public schools or have been out of NYS for 24 months. Parents are notified in writing and through phone calls that they may request a re-identification process/review within 45 days of enrollment.

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

ENL placement letters to inform parents, are sent home in the appropriate home language and monitored for speedy retrieval. Our ENL teacher and coordinator Ms. Kozi, sends letters to parents home as well as hands students copies of the same letters in English and student's home language. Furthermore, home phone calls are made to inform parents of the arrival of the letters.

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

All individual student documentation is maintained in the individual child's cumulative education file. Our ENL teacher and coordinator Ms. Kozi also keeps copies of students' non-entitlement and entitlement letters in the ENL Compliance binder. Ms. Kozi as well as the school principal has access to the compliance binder.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinator and the Language Access Coordinator collaborate to develop the schedule and ensure that assessments are re-ordered and delivered on time. The LAC then administers and scores the assessments based on the NYCDOE provided timeline. Students are administered the NYSESLAT based on their respective grades 5-6 and 7-8. To determine eligibility of the NYSESLAT the RLAT and RNMR ATS reports are reviewed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The LAC is responsible for monitoring all systems regarding ELL status and entitlements. She utilized current DOE systems and reports to ensure that parent notification letters are distributed in a timely manner via the mail and phone calls home. The letters are in English and the student's home language, whenever available, printed from the NYCDOE website.
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).

Based on previous data many parents opt for the ENL Freestanding Program. Out of six newcomers that we have had last year and this year, five of the parents have chosen English as a Freestanding program as their first choice. Only one parent chose the Dual Language program as a first choice. As per CR part 154, and ASPIRA consent decree mandates, we are aware that based on parent's choice and the minimum required number of students, all ELL programs will be available.

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.
The ENL teacher provides a combination of push-in and pull-out services based on students' current language proficiency level. ELL students are placed in the same class within their grade-band to ensure that the ENL teacher is able to provide consistent push-in services as needed and is able to provide support to the content area teachers. The stand-alone program present at our school is the Free Standing ENL, based on parent survey and program choice. During pull-out the students are grouped heterogeneously with mixed proficiency levels. During the integrated ENL the ENL teacher and the content area teacher coteach in order to help students build English Language skills through content area instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are provided instruction in ENL and ELA as per state mandates based on each student's proficiency level based on the NYSITELL and NYSESLAT assessments, as per new CR Part 154 mandates. Our students are serviced based on the proficiency level. Our Entering (EN) and Emerging (EM) students are receiving 360 minutes of ENL. Our Transitioning (TR) and Expanding (EX) students are receiving 180 minutes of ENL, and our Commanding (CM) students are receiving 90 minutes of ENL.
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.

Core content is delivered in English, however the ENL teacher pushes in to these classes as per state mandates to ensure that ENL students are provided the appropriate supports as needed. Students are also provided with access to translated dictionaries and glossaries in their home language so they can access the content in their home language as needed. Our ENL teacher actively plans with content area teachers to provide instruction in student's home language whenever possible. The curriculum used by our ENL teacher is aligned with the CCLS and activities and scaffolding used are aligned with the CCLS to meet the demands of CCLS as well as foster language development.

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

The LAC uses current DOE systems and reports to ensure that students are provided with the appropriate assessments throughout the school year. Furthermore, the ENL teacher prepares exams in students home language whenever possible and bilingual teachers at our school help score the exams to determine the students progress. Furthermore, schoolwide periodic assessments are administered in Math, Social Studies, and Science, four times a year, and the exams are sent to Ericson's Translation for scoring.

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

The ENL teacher follows all state mandates for ENL services and uses in-house assessments to assist students in preparing for the NYSESLAT. This means that students are given assessments throughout the school in listening, speaking, reading and writing. Furthermore, the ENL Periodic Assessment is administered in the Fall and May of each academic year to monitor students progress in Listening, Reading and Writing. During the year the ENL teacher administers teacher-prepared lesson and unit exam to monitor progress in the four modalities: Listening, Reading, Writing and Speaking. In May the NYSESLAT exam is administered in the four modalities; Reading/Writing and Listening/Speaking to determine ELL eligibility as we as monitor progress.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. This year there are three SIFE students in our school. The plan our school has for that student is as follows. The teachers will help the student with pushing in the content areas as well pull her out in small groups as well as work with her individually. The student will work with programs such as Wilson or MyOn. The student will be allowed to visit and re-visit the same language,(repetition of texts and skills), and attend to his pronunciation. The student will also be partnered with higher proficiency learners in order to become integrally involved in the lessons be able to interact with other students.

b. For our ELL's who have been in US schools for less than three years the teachers will also be pushing in and help the students in the content area in English and their own language(Spanish). The ENL teacher has been provided with Math and Science textbooks to adhere to the needs of newcomers and materials in Spanish are provided to the ENL newcomers.

c. For students who have been receiving services 3-6 years, we use formal as well as informal assessment. For formal assessment we use rubrics, quizzes and the DRP assessment. As informal assessments Accountable Talk and Teacher-Student conferences as well as peer and self-assessment are conducted. For long term ELL's who have completed six years of ENL services and those who have reached an advanced level on the NYSESLAT exam, teachers use instructional strategies that enable them to master skills necessary to function academically. These students engage in peer and self-assessments as well. ELL's who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan, upon completion of an evaluation by the School Based Support Team. To ensure that Special Education whose IEP mandates ENL services the ENL teacher has to report the ENL services on the SESIS system. The ENL teacher reports the mandated minutes(depending on the student's proficiency level) and the language/content goals that the child has achieved during the session. Furthermore, the administration holds periodic meeting with the ENL and special education teachers to assure that the appropriate instructional strategies.

d. Our ELL students receive test accommodations in the periodic and standardized tests. Every student is entitled to time and a half as well as a separate location. Furthermore, our former ELL students, also receive two more years of ELL service after becoming former ELL's. They also receive extended time(time and a half) as well as separate location accommodations.

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

The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. Our language proficiency team comprised of the principal- Ms. Neyra, Ms. Kozi our ENL teacher, Ms. Thomas-our school counselor, and Ms. Leslie-our IEP teacher, first decide if the

students is eligible to take the NYSITELL, based on the HLIS and student and parent interview. Then our ENL teacher administers the NYSITELL and a more in depth interview is conducted to determine eligibility. If it is determined that the student is eligible for ENL services the parent or guardian may request a re-identification process/review within 45 days of enrollment if parent and students believe that they have been misidentified as ELL's or non-ELL's. Our school then initiates a review upon receipt of a written request from a student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). After the language team reviews the documents and makes a recommendation to the principal. If the principal decides not to reverse the ELL status the process stops and the student continues to receive ELL services. If not then the relevant documents and recommendation are to the superintendent for final review and final decision. If the superintendent's decision does not change the ELL status no further action is necessary. If the decision changes the ELL status the student's program will be modified based on the decision.

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

The ENL and special Education teacher discuss if the materials selected for the instruction meet the special needs of children. Interactive learning where students see, hear, touch the materials in order to maximize learning, are emphasized. The teachers and the administration work together to select instructional materials that have all students in mind. The teachers ensure that visuals are used and they are appropriate for all. Furthermore, teachers discuss ways and materials used to demonstrate and simulate the learning concepts. Students use games, technology and other hands on materials to understand the learning concept better. Moreover, overheads and projectors are used to help the students visually as well. Students are also paired with other students to interact and ensure learning. Furthermore, the ENL teacher has an input on the ELL-SWD's IEP and the minutes are recorded on the IEP.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

To ensure that flexible programming is used to maximize time spent with non-disabled peers, students are pulled out during ENL where they learn in a non-restrictive environment. ENL special Education students and mainstream ENL students are grouped together and learned together. The ENL teacher pairs up the students according to their proficiency level and the students have a chance to work with different groups of students every time. Students who have been tested proficient in NYSESLAT will be able to continue receive ESL services for one more year. They will continue to be part of after school programs that are planned for ELL's. They will continue to be accommodated with separate testing locations and utilize time and a half on all exams.

Chart

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

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

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

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



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

Chart

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

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

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

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

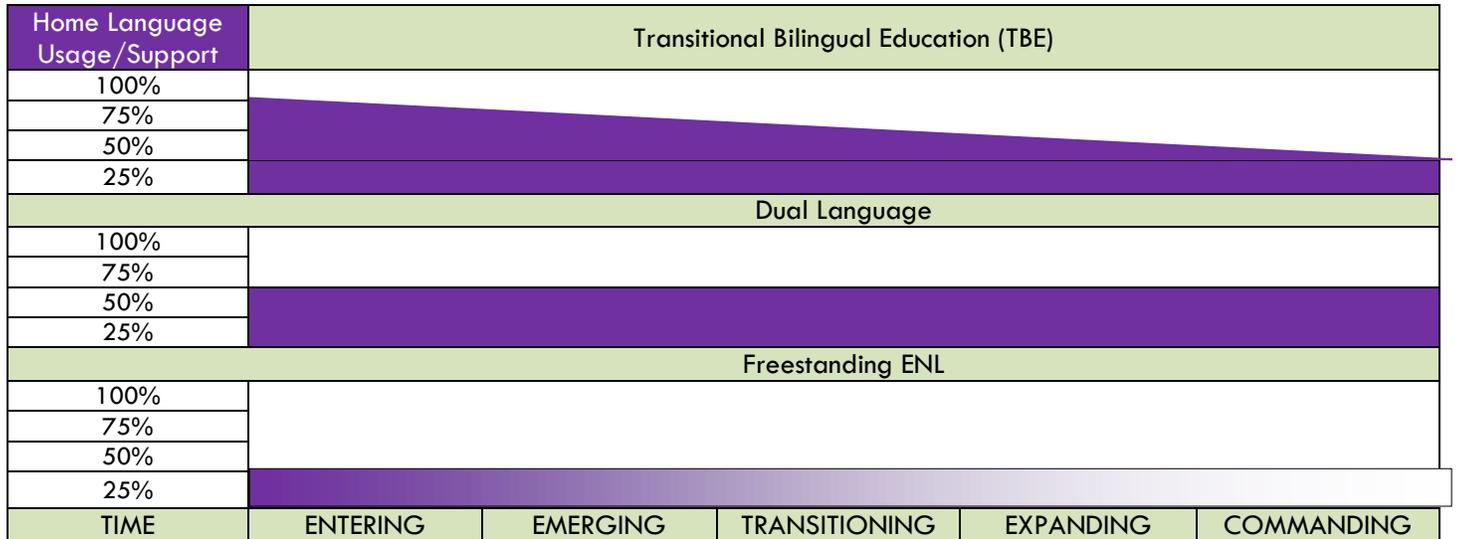


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All English Language Learners are eligible After School Tutoring and are grouped according to proficiency level regardless of grade. During Saturday school, the goal will be to develop proficiency in English; therefore the language of instruction will be English. During the mandated school day, students will receive literacy instruction using reading intervention programs such as "Wilson". Some other programs used in our school in ELA, Science and Social Studies, "Word Generation" as well as "MyOn" and "Boost and Blitz". During our after school program, students will receive homework help in the areas of Social Studies, Science and Mathematics. Former ELL's will also receive testing accommodations for two more years. Those accommodations include but are not limited to different testing location, extra testing time, they take the Mathematic and Science exam in their first language. Students who have scored an proficient on the NYSESLAT are invited to attend After School Academy for two more years if place allows. Parents of the above students are notified that their child has passed the NYSESLAT exam but they still are eligible for continuing transitional support for two more years. With the approval of the parent the students still continue to receive ESL services through the ESL push in or pull out program. The ENL teacher Ms. Kozi helps the students with the content area materials. She works with them on completing classwork, worksheets in different content area. She continues to teach content vocabulary through readings and helps them with writing as well. Furthermore, all former ELL's will continue to receive 90 minutes of integrated instruction for two more years after they exit the ELL status, as per CR Part 154.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs are being effective and are meeting the needs of our ELL students in both content and language development. To notify teachers of ELL progress our school uses the NYSESLAT results as well as ELA and Math Test results at the beginning of the year. Throughout the year the teachers also look at the DRP data to further look at the student's reading levels, as periodic testing (baselines, midlines and end of the year test) to look at students content development. Furthermore, ELL periodic assessments which are administered twice a year, give teachers data on Listening/Speaking and Reading/Writing proficiency level of ENL students. The scores can be found on [HTTP://schoolnet.com](http://schoolnet.com). The data is reviewed three to four times a year. Furthermore, the teachers are made aware that they are ALL teachers of ELL's. Some of the ways that we as a school use to make teachers aware are: During observations, the administration evaluates teachers on ELL differentiation and accountability in order to see if all teachers know how to address the academic needs of students from a variety of ethnic, racial, cultural and linguistic backgrounds. Based on the observations the teachers are recommended for professional development. Moreover, when lesson plans are reviewed the teachers are given suggestions on ELL modifications such as grouping and scaffolding. Our ENL teacher Ms. Kozi is also part of the TIP (Teacher Leadership Program) program and is currently working with a team of teachers to raise ELL awareness. The team will continue to focus on raising awareness that ALL teachers are teachers of ELL's while preparing various professional development on how to have a more detailed understanding of the assessment, curricula, and instructional methods that would meet the unique needs of ELL's.
12. What new programs or improvements will be considered for the upcoming school year?
- Last year, students were not able to receive as many hours of push-in services as desired. This year, we are able to more effectively program our ENL teacher so that she will have the flexibility to push-in to content area classes on a more regular basis. Additionally, the use of Myon will provide Spanish Speaking students with digital access to books in their home language and at their assessed reading level. We will also use resources from Word Generation specifically for ELL instruction to support language acquisition for ELL students.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- To ensure that ELL's are afforded equal access to all school programs our school ESL teachers have access to the same materials as classroom teachers such as access to a variety of books and various reading levels, as well as specialists such as Reading specialists, Speech providers, social workers and guidance counselors. Classroom personnel is trained with second language acquisition principals and sheltered content teaching strategies. We also ensure that curriculum materials are appropriate for student's language and cognitive levels. Our ELL's have the same access to library and classroom computers and software. During our after school and Saturday program (tentative programs), students will receive homework help in the areas of ELA, Social Studies, Science and Mathematics. Former ELL's will also receive testing accommodations for two more years. Those accommodations include but are not limited to different testing location, extra testing time, they take the Mathematic and Science exam in their first language.
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.
- In order to appropriately address the needs of our ESL population our school utilizes technology. Teachers are supplied with laptops. Brand new smart boards are installed in every classroom. Furthermore, all classrooms have access to Smartboard and the interactive software that accompanies this tool.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ENL program that our school offers in the ESL freestanding program. The instruction in the program is delivered only in English. The ENL teacher however, uses the student's first language when needed with the new arrivals. She pairs them with students who are more advanced language learners and speak the same language. Furthermore, bilingual dictionaries and dual language materials are also used

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

The ELL students are grouped according to their proficiency level. The ENL teacher plans lessons according the needs and language proficienct level of the students. Furthermore, all the ENL and classroom teachers use materials and instructions that corrensond the the language and grade level of the students. To help our ESL- students with disabilities who need help in reading the "Leap frog" tag school reading system is used. Combining it with the activity storybooks, the students are able to develop support reading skills, including phonemic awareness, vocabulary development and sentence building. ESL and content teachers deliver instructions by grade and reading level helping ELLS develop the appropriate vocabulary at the appropriate pace.

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).

The parent coordinator, school coueselor, and ENL teacher invite parents to visit the school to ensure that they are well informed of the services they are entitled to for their children.

19. What language electives are offered to ELLs?

All 8th grade students includeing ELLs are enrolled in Foreign Languae Instruccion. This year, students will be provided FL instruction in Spanish.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teachers are encouraged to seek outside professional development as a resource for obtaining support in ELL instruction. Additionally, the ENL teacher provides individual support to teachers as requested.
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?
All teachers, including the teachers of ELL's meet weekly in content area teams to ensure effective implementation of best practices.. including practices for ELL students. Our ELA and Math PLTs are sensitive to the needs of our ELLs and have worked to infuse documentation of goals, strategies and progress of targeted ELL students at bi-weekly meetings. This ensures the use of data from LAB-R, NYSELAT, ELL Period Assessment, Acuity, Content Area Interim Assessments and ELA and Math scores to drive instruction. In addition, our ENL teacher attends all available professional development workshops available; upon her return, she develops a plan to turn-key strategies and skills they have acquired. This effort fosters collaborative lesson planning, and an updated approach to understanding the on-going needs of our ELL population
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers and parents coordinators are greatly supported by the school leadership and the guidance counselor to help ELL students transition from one school to the other. Teachers as well as the parent coordinator attend the appropriate workshop on how to best help ELLs transition. Furthermore, the teachers and the parent coordinator meet monthly with the Assistant Principal to identify the needs that our ELL students have as they transition and discuss ways to help their transition easier. Furthermore, our guidance counselor has attended many workshop in order to help the families of our ELL's as well as our teachers. After attending those workshop she meets with the teachers and parent coordinator monthly to help our Language Learners make a smooth transition, by teaching them strategies to identify the diverse needs of ELLs and explore ways of meeting these in a motivating and effective manner. The guidance counselor help teachers on appropriately delivering instructions to ELL students, on how to help the students by having courses clearly outlined at the beginning, how to give the ELL students more personal attention.
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.

In order to fulfill the the minimum of 7.5 hours of ELL training, our ENL teacher has attended a wealth of workshops on ENL teaching strategies, some of them including but not limited to, strategies for teachers of ELL in special education setting, Targeted Instructions for ELLS, Designing best practices for ELLS, Common core state standards for math and how to make it happen for ELLS. Other classroom teachers have attended various of the above mentioned workshops. Other teachers have attended workshops on how to help ELL students learn content area subjects. Records for the workshops that our ESL teachers has attended, are in the school's ESL Compliance binder. For the rest of the workshops and professional development our school secretary keeps records of.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The LAC meets with parents throughout the year to ensure that they are well-informed about how services are rendered, goals for our ENL program and how to interpret assessment results.

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.
We are fortunate to have several staff members who are able to provide translators services in Spanish which is the predominant home language of our ENL population. For other languages we provide translators as needed in the necessary home language. Additionally, all materials provided in the above activities are translated in the parents native language and for ENL parents who are not able to attend, the materials are sent home. Our parent coordinator works with the ENL parents to appropriately address their needs. The parent coordinator informs ENL parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet

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

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

The needs of the parents are evaluated by surveying them(the parents) on what workshops they need help with to be able to adhere to the needs of their ELL's. Furthermore, the teachers have open discussions to discuss the needs for workshop for ELL parents. In order to help parents with translation and interpretation services, our school utilizes in house staff who speak another language. if a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible, our parent coordinator utilizes the DOE translation and interpretation services hotline for help.

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

In order to help parents with translation and interpretation services, our school utilizes in house staff who speak another language. If a parent speaks another language not spoken by any staff members or if utilizing a staff member is not possible, our parent coordinator utilizes the DOE translation and interpretation services hotline for help.

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.

N/A

Part VI: LAP Assurances

School Name: <u>The Forward School</u>		School DBN: <u>11x287</u>	
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)
Magdalen Neyra	Principal		
Lisa Seabrooks	Assistant Principal		
Sean Cort	Parent Coordinator		
Manjola Kozi	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Nadia Thomas	School Counselor		
Maria Lopez	Superintendent		
Pierre Wladimir	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x287** School Name: **The Forward School**
Superintendent: **Maria Lopez**

Before you begin, please check the following:

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

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

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

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

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

The school utilized biographical reports from ATS along with parent surveys for newly registered students and emergency blue card information to determine the language needs of parents.

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.

Based on biographical data in ATS as well as updated contact information from blue-cards, parents indicated that their preferred languages are as follows:
Spanish, French, Arabic, and English

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.)

School Expectations and Policies - September
Newsletters and Calendars - Throughout the school year
Parent-Teacher Conference Announcements - 4 times per year
Annual and Benchmark Assessments - throughout the school year
After-School and Saturday School programming - Throughout the school year
Parent workshops and student events - throughout the school year

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.

Parent - Teacher Conferences
Curriculum Night
Holiday and Spring Talent Showcase and Dinner
Family Movie Nights
Annual Reviews
Informal Parent-Teacher Meetings regarding student progress

Part C: Providing Language Assistance Services

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

We will primarily use in-house staff for translation services needed in Spanish. For all other languages, the DOE offers translation services for all paper documents through the Translation and Interpretation Unit.

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

These needs will be identified based on Biographical Data available through ATS and information provided by parents on Blue Cards

Part D: Training Staff on Policies and Procedures

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

Emails contained how services can be obtained will be sent to staff. Staff can also seek the support of the school secretary to secure these services as needed.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

in-house and DOE Parent Surveys, Parent contact by the Parent Coordinator and ENL teacher.