



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

10X363

School Name:

ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE

Principal:

ANGELO LEDDA

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Academy for Personal Leadership and Excellence School Number (DBN): 10X363
Grades Served: 6-8
School Address: 120 E. 184th Street Bronx NY 10468
Phone Number: 7182203139 Fax: 7182206018
School Contact Person: Angelo Ledda Email Address: aledda@schools.nyc.gov
Principal: Angelo Ledda
UFT Chapter Leader: James McFadden
Parents' Association President: Jocelyn Ulerio
SLT Chairperson: Diana Adebambo
Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Garcia
Student Representative(s): Winder Holguin
Mayhelly Vargas
CBO Representative: **Salem Gregory**

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza Bronx NY Room 836 Bronx NY
Superintendent's Email Address: MMAshel@schools.nyc.gov
Phone Number: 7187415852 Fax: 7187417098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: One Fordham Plaza Bronx NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 7188287776 Fax: 7187417098

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Angelo Ledda	*Principal or Designee	
X	James McFadden	*UFT Chapter Leader or Designee	
X	Jocelyn Ulerio	*PA/PTA President or Designated Co-President	
X	Rosa Pichardo	DC 37 Representative (staff), if applicable	
X	Maria Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Mary Salem Gregory	Community School Director (staff)	
		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>	
X	Terri Steinberg	Staff	
X	Veronica Licea	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Carmen Ramirez	Staff	
X	Maria Garcia	Parent	
X	Ramon Alvarez	Staff	
X	Elmecca Duncan	Parent	
X	Isha Taylor	Parent	
X	Maricela Johnson	Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

1. APLE is located in District 10 in the Bronx and houses 451 students. APLE has a 35% ELL population along with 28% Students with Disabilities. As a Renewal School that already has a community based organization partnership, school tone and culture of respect and responsibility, low teacher turnover and high student attendance, APLE needs to improve upon pushing students to proficiency on the NYS assessments. As a community and PBIS school, APLE has designed a place where families and students feel welcomed and safe. Teachers and staff truly enjoy coming to work and each and every stake holder plays a role in the success of the child.

2. At APLE we believe that children will learn best through three core values, respect, responsibility and leadership. We feel that each child is different and may learn in different ways. We focus on educating the whole child, academically, socially, emotionally, mentally and physically.

3. APLE makes great progress with students who are low performing. We move students who are ELL students or students with disabilities up at least one performance level within their three years here at APLE. This is evident in our prior NYC progress report and school snapshot.

4. As per the newly released Framework for Great Schools, MS 363 scored 3 out of 4 on each of the 6 components.

5. The strengths of APLE are Effective Leadership, Collaborative Teachers and Trust.

Below you will find a breakdown of the APLE scores;

Rigorous Instruction-57

Collaborative Teachers- 65

Supportive Environment-59

Effective School Leadership-73

Strong Family-Community Ties-57

Trust- 71

The Key;

Great 100-75 Good 74-50 Fair 49-25 Poor 24-0

The report indicated 10 strong areas with 0 areas for growth.

5. Currently APLE has partnerships with WEDIKO, ENACT, INWOOD HOUSE and MHHC. Through these partnerships, APLE has created a safe and healthy environment for all students to learn.

6. All students at APLE are offered the Expanded Learning Time program and this year almost 200 students have signed up for the expanded time. This time consists of academic intervention, homework help and then recreation and/or sports. Moving forward, our ELT will be facilitated during the am hours as well as pm hours. We will target 25% of our population from 7:20am-8:20pm and the additional 75% from 2:40pm-3:40pm. This will allow for all students to have the option of attending the Extended Learning Time.

The Vision of 363 is to improve student performance so that all students will positively impact the community through leadership, respect and responsibility. The students will acquire the tools they need to develop their highest intellectual, social and personal potential.

As the core Mission, the Academy is committed to develop socially conscious leaders of the future, in a safe learning environment where students can take risks, achieve academic success, and demonstrate social responsibility. Staff will implement a rigorous, standards-based curriculum with a community service component. This will empower students to develop their role in society.

10X363 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	413	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	24	# SETSS	3	# Integrated Collaborative Teaching	58
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	8	# Drama	5
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.0%	% Attendance Rate			91.3%
% Free Lunch	93.5%	% Reduced Lunch			3.3%
% Limited English Proficient	36.1%	% Students with Disabilities			21.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			15.8%
% Hispanic or Latino	79.2%	% Asian or Native Hawaiian/Pacific Islander			3.0%
% White	1.3%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.5%	% Teaching Out of Certification (2013-14)			18.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4			2.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			10.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			16.2%
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		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
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			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
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, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>a. 3.4 – Priority Needs – Develop a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</p> <p>Data Sources, Quality Review, AIR Survey and AIR Co-Interpretation.</p> <p>Based on the 2014-2015 Quality Review Report, “Students write argumentative essays and provide supporting evidence to their written claims. However, opportunity for students to produce work that results in the meaningful production of writing across a variety of genres is not yet a common practice.” (Indicator 1.2 Pedagogy)</p> <p>Based on the co-interpretation, we found that rigorous instruction was one area for growth that we will address via proficiency grouping for our English Language Learners.</p> <p>The overall school goal for the 2015-2016 school year will be to address student needs in the area of reading comprehension across grade-levels and content areas. Therefore, teachers will be developing an interdisciplinary curriculum that includes project based learning. Students will be reading and writing in all content areas with exposure to different genres of text and writing. Select staff members are currently attending Teacher’s College Writing Institute in order to effectively implement a writing curriculum which emphasizes standards based writing of a variety of genres.</p>		

This will begin in September 2015. We will continue to use our formative assessment, check and change program, as teachers and students utilize anchor CCLS and daily performance data tailored to the needs of each individual learner.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

1. APLE MS363 will continue to align all curricula to the CCLS, and each core content area will create year-long curriculum maps which integrate target Reading Standards as well as focus content standards with accompanying daily, weekly, and unit assessments aligned to these standards.

2. Teachers, along with instructional support members from our CBO Wediko will meet during July 2015, to create interdisciplinary inquiry based projects, and will continue to meet throughout the year to adjust curricula according to formative and summative assessment data. Modifications for English Language Learners, Students with Disabilities, and enrichment opportunities will be included in unit and daily lesson plans and supported through Professional Development opportunities.

3. We will begin a new Academic Intervention program during the 2015-2016 school year to target subgroups of students in four different cycles for Reading and Math Intervention and enrichment. MS 363 will also offer Math, Science, and American History Regents courses for advanced eighth grade students.

4. New instructional shifts will be evident as project based learning will be incorporated into the current standards based curriculum and reading and writing standards will be addressed in all content areas during the school day as well as integrated into the Expanded Learning Time. In English Language Arts specifically, the Teacher's College Writing Curriculum will be imbedded into the current curriculum of Scholastic Code X in order to ensure that students are exposed to writing for different tasks, purposes and audiences. Therefore, all student work products will demand a high level of critical thinking. Student learning will be student centered and include student facilitated inquiry and discussion.

5. There will be both heterogeneous and homogenous grouping within classrooms to provide multiple entry points into the curricula, including students at or approaching standard levels. Consistency will be supported between school faculty and community educators by having both teams work together to develop curriculum plans and enrichment opportunities for students during grade level and content meetings.

6. Along with daily formative assessment data collected within content class periods, we will use school-wide DRP, Schoolnet, and Lightsail data to drive reading instruction as an all-encompassing school goal. All data will be analyzed by teachers and CBO representatives during teacher team meetings in order to determine pedagogical next steps. Through these practices we expect to show at least a 0.02 increase for our Average ELA proficiency rating, a 6.0 increase of the performance index of the state ELA exam, and 0.14 increase for our Math Average Proficiency rating as outlined by our

Renewal School Student Achievement Benchmarks and at least %50 of our English Language Learners and Student with Disabilities will show measurable growth in ELA and Math by year 2.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, MS 363 will develop and deliver a rigorous, customized and motivating curriculum aligned to the CCLS which will be measured by a 6 point increase in the Performance Index on the 2016 NYS ELA exam.

Part 4 – 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teacher professional development to focus on the use the APLE formative assessment tracker form to monitor the use of the following information during lessons:</p> <p>(1) Common Core Aligned</p> <p>(2) Critical Thinking Skills</p> <p>(3) Individual Learning Targets</p> <p>(4) Formative Assessment Protocols</p> <p>Reading and Writing Integration</p>	<p>All Teachers</p>	<p>September 2015- April 2016</p>	<p>Administrators</p> <p>Data Coordinator</p> <p>Content Leaders</p> <p>Lead Teachers</p> <p>Teachers</p>
<p>Data Analysis – In conjunction with the APLE formative assessment tools, teachers will work in teams during grade level meetings to analyze student work samples and data trends collected from the Lightsail</p>	<p>All teachers and paraprofessionals</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Grade Team Leaders, Content Leaders</p>

Independent Reading Program. Through this data team analysis, adjustments to the curricula will be discussed, as well as modification of curriculum in all contents to support student goals. These adjustments will take into consideration students with disabilities, English Language Learners, and other high need student groups (SWD's), as well as enrichment activities for students meeting the standards.			
Student Self – Assessment and Personal Standards Tracking - Each student will complete a self-reflection or personal tracking sheet in relation to the standards for each core content class at least once a week. (This includes a standards tracking sheet, a goal setting template, exit slip data, personal reflections, and daily target tracking tools.)	All Students and Teachers	September 2015- June 2016	Content Leaders, Curriculum Planning Team, Teachers
Use of Teacher’s College Writing Curriculum in all grades to promote authentic writing pieces focused around the writing process	All students and ELA Teachers	September 2015- June 2016	ELA department supervisors and teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy for summer curriculum planning. 15 days x 4hrs per day x 9 staff											
Tax Levy funding for purchasing of 70 summer reading for staff texts											
Per session											
Per diem											
OTPS											
Supplies											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.
Baseline assessment aligned to the Performance Index which will show a growth of %50 towards the annual goal measured 12/2015 and 2/2016.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Supportive Environment Strengths</p> <ul style="list-style-type: none"> Positive Behavior Intervention Supports/Response To Intervention Initiative that focuses on tiered strategies <ul style="list-style-type: none"> o Over-arching systems that provide individualized plans for students that require higher levels of intervention Staff Communication & Support <ul style="list-style-type: none"> o Daily Staff Check-In ♣ Regular space and time for the entire staff to touch base o Social Emotional Team assigned to each grade <ul style="list-style-type: none"> o Consisting of Dean, Social Worker who case conference weekly with the grade 		

Data sources, Quality Review, PPO and Learning Environment Survey

Needs:

While the school strategically aligns professional development, family outreach, and student learning experiences and supports, resulting in the adoption of effective academic and personal, the principal will continue to strengthen structures such as the Positive Behavior Intervention Support (PBIS) system in place for continued improvement.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

1. How would you want school stakeholders to describe the school?

We would want stakeholders to describe the Academy for Personal Leadership and Excellence as safe space for students to learn and push the boundaries of their own expectations. A space where exploration is encouraged through the supportive use of a caring faculty that helps students strive for excellence.

2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?

The current CBO partnerships have been established for several years. Wediko will continue to work on the relationships established with the ENACT, Morris Heights Health Center, and Inwood House staff to coordinate the programming details. Ensuring that the organizational focus will be matched to the student need. With Wediko, ENACT, and Morris Heights providing direct mental services every student in the school will be able to access an SEL resource either through individual, small group, or whole class intervention.

3. How is student voice and leadership supported?

We will work to build off of the school council and student leadership board already in place. By collaborating with the school social worker in charge of the project the Community School resources can help provide trainings around student leadership.

4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?

In addition to expanding on the current PBIS work, M.S. 363 will look to further its Tier 1 supports by providing classroom based opportunities for students to learn the expectations set in the schools matrix and school-wide manual. By explicitly teaching the Positive Behaviors of the school community students will have a clearer understanding of the

building norms. Given the strong connection between PBIS programming and academic enrichment, the APLE team strongly believes that any SEL support provided will help students progress in the classroom.

5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?

M.S. 363 will use an initial student focused needs assessment to gauge the range of services needed for every child in the building. In giving each student the space to discuss to goal set both academically and socially we are setting the expectations for success and listening to the voice of the young people in the building.

6. How will your school team measure social-emotional development?

In addition to the more traditional methods of collecting ODR and suspension data Wediko will be assessing every student using the Social Skills Improvement System Rating Scales (SSIS-RS) a quantitative questionnaire that functions as a pre and post that will help to gauge the effectiveness of the interventions provided.

7. How would teachers, community partners, and school leaders use data to respond to student social and emotional 2015-16 RSCEP-PF 14 needs?

Given that the space and time (Grade Team Meetings) for discussion are already in place these meetings will be used to review the data collected for individual case conferences and classrooms. In addition a weekly cabinet meeting will be held to review whole school progress which will help set the agenda for the grade team meetings.

8. Indicate how your attendance and chronic absenteeism rates will improve?

With staff trained in the AIDP model the Wediko team will work to re-engage ATR's and students who are struggling to attend regularly. Our initial needs assessment will also provide the SEL team with the information to assign the appropriate resources where needed. In addition given the current attendance baseline for M.S. 363 we will continue to build on the strategies currently in place.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, MS 363 will continue to strengthen and support a safe and engaging environment via our PBIS program. MS 363 will see a 6% decrease in the amount of online occurrences as measured in OORS and our attendance rate will be at or above 92.5% for the 2015/2016 school year as measured by daily attendance rate and OORS reports.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Social Skills Inventory and Survey Rating Scale Professional Development facilitated by the CBO.</p> <ul style="list-style-type: none"> • This tool will help the schools practitioners target needed interventions working to reduce OORs occurrences by 6% • Wediko Team- Schedule, coordination, and tallying of data. Presentation to staff • School Team- Implementing survey and assessment of data after collected. 	<p>Students Teachers CBO</p>	<p>Pre- Oct Mid- Jan Post- June</p>	<p>Wediko Team- School Team-</p>
<p>Parent workshop series</p> <ul style="list-style-type: none"> • In engaging families we will help use specific sessions to highlight the importance of regular student attendance • Addressing the 92.5% attendance rate • SLT meeting will be used to create programming list. Wediko will help coordination and outreach to parents and community constituents 	<p>SLT, parents</p>	<p>SLT, parents</p>	<p>SLT Parents teachers</p>
<p>Social Emotional Learning Programming (Individual, Small Group, and Classroom work targeting ELL's and SWD's.)</p> <p>Wediko & School Staff will provide initial assessment and collaborating CBO's will help provide required intervention</p>	<p>All student; Student labeled "at-risk"</p>	<p>Sep-June</p>	<p>Wediko & School Staff will provide initial assessment and collaborating CBO's will help provide required intervention</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy Funding for Family Events and Supplies

Tax Levy Funding for teacher training on classroom management

P/F Set Aside for per diem for teacher who attended training

OTPS

Per Diem

Per Session

Supplies

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

OORS reporting and attendance rate will be monitored bi-monthly by looking at OORS data and the number of Principal Suspensions

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>4.3 Priority Needs - Teachers provide coherent, and appropriately aligned CCLS – based instruction that leads to multiple points of access for all students.</p> <p>Data sources, Quality Review, PPO, LES</p> <p>Based in the 2014-2015 Quality Review Report for 10X363 in the area of Instructional Core (Indicator 1.2 Pedagogy), the school received a rating of “Developing”. This was also the recommended area of focus. Feedback in this area stated “Across classrooms teacher questioning provides students with inconsistent student entry to lessons taught resulting in student work products that demonstrate uneven levels of high level thinking.”</p> <p>Taking this feedback from November 2014 into consideration, teacher teams have met regularly with consultant LeAnn Nickelsen for support in elevating the level of practice. Our professional development plan was tailored to this feedback with a focus on building rigorous differentiated learning experiences for all students. Content meetings have also been focused on building dialogue and modifying curricula to include differentiated learning experiences and tasks with a particular focus on deepening learning for higher achieving students. This will remain a high area of concern and a priority focus for the 2015-2016 school year .</p>		

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

1. APLE MS363 is organized to promote teacher collaboration in a variety of ways and will continue this during the 2015-2016 school year. Teachers engage in one grade level and two content area meetings weekly. During this time, teachers work to improve instruction through careful analysis of school-wide, grade level, class-wide, and individual student data trends. During content area meetings teachers use this information to modify curriculum to meet the needs of all learners. Teachers consistently modify curricula in teams, based on daily and weekly formative assessment data.

2. A culture has been built with the importance of formative assessment at the forefront and a teachers' "cruising clipboard" data is the single most important influence in the creation of daily lesson plans and modification of unit plans. Currently, teachers have been working on grouping students based on individual strengths and weaknesses using this formative assessment data. This is evident in daily lesson plans, student reflections, self-assessments, as well as summative unit project menus to help deepen the level of critical thinking in the classroom. Next year, we plan to use the Lightsail Independent Reading program to track the Lexile levels and daily reading comprehension of our students.

3. This will add to the plethora of data that we currently use to inform our practice and will allow us to further modify curriculum in all content areas that is tailored to our overarching goal of an increased level of reading comprehension and critical thinking for all learners.

4. As we progress into the next school year and beyond, we will continue to build upon this community of collaboration by ensuring opportunities for content area teachers and our CBO Wediko to work together to create interdisciplinary project based learning opportunities increasing the level of engagement, rigor, and coherent curricula in all subjects.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June of 2016, pedagogical practices will be supported through professional development experiences and measured via the advance system protocol, thus allowing for 85% of classroom teachers obtaining an effective rating in 3B and 3D of the Danielson Framework thus improving student achievement in the classrooms. This will be measured by meeting our renewal school benchmark of 50 by June 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Daily formative assessments in all contents as evidenced by daily lesson plans and the elements of the APLE walkthrough form (cruising clipboard, entrance and exit tickets, mid lesson checks for understanding, short term and long term responses to check for understanding, student feedback and student self -assessment)</p>	<p>All teachers</p>	<p>September 2015- April 2016 (bi-weekly basis)</p>	<ul style="list-style-type: none"> • Grade level assistant principal • Teacher leadership
<p>400 Minutes Monthly In-House Professional Development facilitated by staff members for capacity building (Reading Comprehension Strategies Across Content and Discipline, ELL strategy instruction, Differentiating Instructional Tasks, Best practices for SWD’s, Collaborative Team teaching and planning, Social Emotional Support, Effective management of an ASD Nest classroom, Inquiry)</p>	<p>All APLE teachers and paraprofessionals</p>	<p>Mondays from 3:00-3:55 (September 2015-December 2015)</p>	<ul style="list-style-type: none"> • Administration will oversee PD logistics. <p>The MOSL committee will select the focus for each month, and staff members will volunteer to facilitate sessions .</p>
<p>Continue In-House professional development focusing on the key teachings of LeAnn Nickelson in “Bringing the Common Core to Life.” (key teaching points: fostering an engaging climate, developing formative assessments, differentiating instruction, creating daily learning targets and learning goals, student self-assessment, teaching in mind, close reading and questioning)</p>	<p>All Teachers and Paraprofessionals</p>	<p>Mondays from 3:30 -3:55 (January 2016- April 2016)</p>	<p>Content Facilitators</p>
<p>Teachers will meet in grade level inquiry teams to analyze Lightsail Independent Reading and Comprehension data to support students in meeting their personal Lexile targets and to create interdisciplinary inquiry projects to assist student goals.</p>	<p>All content teachers All Students with Disabilities</p>	<p>Tuesdays during Content meetings bi-weekly from 3:00 -3:50 (September –April)</p>	<ul style="list-style-type: none"> • Lightsail support personnel. <p>Content meeting facilitators and ELA instructors.</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy Funding for LightSail Software

P/F Set Aside for teacher training

Per Session

Per Diem

OPTS

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

Advance spreadsheet for 3B and 3D MOTP to show a %50 percent increase towards the annual goal by 2/2016 of each teacher observed in the above mentioned Danielson components..

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>The Principal will focus on direct communication with all stakeholders by building and fostering relationships with our CBO's to improve the academic performance of our lowest 10% of academically performing students . The school scored 73 on the Framework for Great School Report released on June 10, 2015 by the Department of Education. There was a 99% rate of responses in the positive direction when it comes to school leadership.</p> <p>Leadership is considered a strength as made evident by the Framework for Great Schools Report. The LES identified that all stakeholders trust the Principal.</p> <p>Next Step for Principal: Focus on more inclusive leadership with teacher leadership pool to strengthen pedagogical practices to support student achievement.</p> <p>Data Sources, Quality Review, LES, Framework for Great Schools Report.</p>		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

1. As our continued partnership with WEDIKO enters year 5, at APLE we focus on the entire child as we also focus on the entire community and all stakeholders. Planning for all that takes place at APLE, begins with our School Leadership Team. Consisting of our Principal, teachers and parents, this team will guide the process behind the decisions that are made at APLE for the entire community. As a community that already focuses on the whole child, we will continue that work with social/emotional health, physical wellness, mental stability and academic rigor. Throughout every square inch of the building and surrounding areas, this focus will continue into the 2015/2016 school year. All stakeholders are communicated to effectively via newsletters, emails, phone calls, home visits, meetings and family nights.

2. As a part of the continued process of procedures and routines that are set in place at APLE, academic scheduling begins in June of the prior school year with first looking at the NYS mandates for required credits. Classes are offered to students based on State regulations and academic awareness. The schedules are blocked for 6th and 7th graders but individualized for 8th graders due to the two Regents courses offered.

3. Classroom observations are conducted by the Principal and the Assistant Principals. This year, as was done last year, each administrator has a set amount of observations to complete based on the amount of staff designated by the Principal. Benchmarks are set three times starting in November and ending in March. All classroom observations and year end conferences are completed by May 31 of the respective school year.

4. The Principal, in his 9th year will continue to delegate to his staff. By meeting weekly with his Instructional Support Team or Cabinet as some may call it, he will be clear as to the expectations for the year, delegate to each team member and then set benchmarks to check for completion of each assigned task.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the Principal will increase strategic partnerships with community based organizations to address the needs of our lowest 10% academically performing students which will result in an increase of .08 points on our average ELA proficiency and an increase of .07 as measured by the NYS ELA and Math State Exams.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Reach an agreement with our CBO to create a Community School at MS 363 and offer Professional Development for all staff aligned to communication and trust.</p>	<p>All</p>	<p>May 2015- June 2016</p>	<p>Principal, Staff, Faculty, CBO WEDIKO</p>
<p>Create an Extended Learning Plan focusing on comprehension targeting our lowest performing students , ELL’s and SWD’s.</p>	<p>10% of the lowest performing students</p>	<p>September 2015- June 2016</p>	<p>Principal Data Specialist, CBO</p>
<p>Continue to work on our PBIS and SIT to foster positive behavior and social emotional health with parental engagement and involvement.</p>	<p>All students, PPT/SIT team, PBIS leadership team, parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, PA President, SIT, PBIS</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Community School Grant.</p> <p>Tax Levy Funding for Per Diem</p> <p>10 staff members for training</p> <p>Per Session</p> <p>OTPS</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By monitoring attendance rate of staff and the participation of staff in completion of the Learning Environment Survey in November 2015 we will identify progress towards our goal.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Strengths of HEDI ratings:</p> <ul style="list-style-type: none"> Regular parent representation and participation in SLT meetings % Parent/family participation in school events Principal and school staff have good relationships with local small businesses <p>Needs:</p> <ul style="list-style-type: none"> Increased parent participation – especially for non-English speaking families. Ongoing orientation for parents who are new to SLT (other parents mentoring those who are interested and teaching about format of meetings, Robert’s Rules of Order, etc.) <p>Health Center could better serve families and community members – quarterly health fairs</p> <p>Data sources, Quality Review and LES</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

1. All staff including school safety officers will be given ongoing training (minimum 4 times per year) in how to create and foster a welcoming environment to parents, no matter what circumstances bring them to the school. All communication with families will be considered part of the larger process-oriented goal of strengthening the connection to families, instead of being limited to the content goal of communicating information. The Community School Director will share the vision of welcoming families with all school staff and problem-solve when awkward or difficult or unwelcoming situations occur.

2. The school will provide regular information about the focus of the academic work that students are working on, and more specifically what the academic, and social emotional strengths and needs of their specific students are. Communication of this information will occur through printed newsletters, via phone calls and home visits, and through meetings at the school.

3. The school will continue to provide home visits to all incoming 6th graders, in partnership with Wediko Children's Services to foster a relationship between families and school staff. School and CBO staff will ask parents about their experience at school, in this city and in other countries. School and CBO staff will ask parents what strengths the students have, and where they may have struggled in the past. School and CBO will ask what the parents want from the school in terms of support, and share the school's expectations of parent participation in school events, and in problem-solving around academic, social and emotional issues that their middle school student may encounter. A parent and student handbook will be delivered on each of these visits.

4. The Academy of Personal Leadership and Excellence is fortunate to already have space set aside for parents to meet in the Parent Coordinator room. Additional office space will be provided to the CBO and the Community School coordinator will facilitate parent workshops to support student success.

5. Parents will be surveyed at the beginning of the year to determine interest and need for various topics of workshops including: English as a second language, accessing benefits and entitlements (housing, SNAP, job training etc.), immigration and legal advice clinics, etc.

6. Parents will receive information on student data and progress about their own children and in the aggregate about all the children in the school. Parents will be asked to participate in problem-solving to support the success of their own students and in raising the academic performance of the school .

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, MS 363 will continue to develop and encourage partnerships with families and stakeholders through a variety of activities that will be measured by meeting our renewal school benchmark in Strong Family and Community Ties of 50 by June 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>To facilitate the increase of monthly family school events, we intend to determine parent interest through collaborating with the Parent Coordinator, the School Leadership Team, and PBIS. Parents will take surveys created by the School Leadership Team to ascertain specific parent needs. This open communication will engender trust and a sense of belonging when the school provides activities and events that are a result of parent intent and as a result, model positive and engaging family interactions</p>	<p>Student families</p>	<p>September 2015-June 2016</p>	<p>School Administrative Team, Parents Association, Wediko, PBIS, and the School Leadership Team.</p>
<p>Increase parent enrollment in Skedula with ongoing opportunities throughout the school year for parents to enroll. These opportunities will occur during each parent - teacher night, and during the scheduled monthly family events mentioned above. Family members will participate in literacy events specific to their social and cultural knowledge. This could take different forms and be included in different classes. For example, in English/language arts, families could enhance students' learning by contributing ideas related to poetry, folk tales, music, or family customs. They could participate in social studies through talks or sharing artifacts related to the history of the local community's evolution through generations. Educators in the classroom could connect parent contributions to common core expectations related to reading comprehension through follow-up literacy-based activities</p>	<p>Parents and guardians of the school's students.</p>	<p>September 2015-June 2016</p>	<p>School Administrative Team, Parents Association, PBIS and School Leadership Team.</p>

<p>The school safety officers who are part of the school community will have an opportunity to review and make suggestions on the school safety policies and procedures. This will happen in advance of sharing school safety information with students and families. Further, school safety officers will be invited to take an active role alongside school administration and staff in explaining the procedures to students and families during assemblies or school/community events. School safety officers will co-present with staff information to students regarding fire evacuation, soft and hard lock-down protocols, and school customs for visiting the building and school community. School safety officers could also explain their role in managing the environment and school grounds during the school day .</p>	<p>Students, students' parents.</p>	<p>September 2015-June 2016</p>	<p>School Administrative Team, Safety Officers, PBIS.</p>
<p>To support clear communication about students' academic progress, school educators reserve weekly in-service time after the end of the school day to conduct outreach to the families of students in their homeroom and academic rosters. Teachers make phone calls to share student successes with families and to notify parents/guardians of academic concerns as needed. Teachers dedicate a minimum of 15 minutes each week to family outreach. In addition, educators schedule more time to contact families where there is an ongoing need for student support through school-to-family communication. Moreover, students receiving specific services within the regular school day receive further communication from staff who provide those services as agreed upon by the student service team of teachers and the student caregivers</p>	<p>Students, students' parents.</p>	<p>September 2015-June 2016</p>	<p>School Administrative Team, Teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy for Parent Focused Monthly Events</p> <p>Per Session for Staff Training</p> <p>Per Diem</p> <p>OTPS</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>		<p>Title I SWP</p>	<p>X</p>	<p>Title I TA</p>		<p>P/F Set-aside</p>	<p>X</p>	<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 6 – Progress Monitoring

Part 6a. 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.

WEDIKO Needs assessment survey data administered in January 2016

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By June 2016, MS 363 will service 25% of the student population during a one hour morning program and 75% of the student population during after school, servicing 100% of the population, which will be measured by a 6 point increase in Performance Index on both the ELA and Math State exams administered in April 2016.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
NA				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
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- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

The program will meet from 7:20am-8:20pm every morning, Monday thru Friday and will focus on at risk students or 25% of the student population and then again from 2:40pm -3:40pm on Wednesday, Thursday and Friday, offering students 8 hours in total. The activities will range from comprehension skills in both ELA and Math along with
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integration of Science and Social Studies. An Advisory component will be added to meet the social and emotional needs of the students. Outreach to families will begin on July 28 and July 29 with our annual home visits followed by orientation on September 2, 2015. All PD offered will service the academic and social/emotional component. The students will have the opportunity to gain intervention skills as well as enrichment with the focus on academics followed by social emotional learning. The Community Based Organization as well as the staff of 363 will work in conjunction to provide well above the mandated 5 ELT hours for the entire student population.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

- Classroom teachers 5 hours per week to 60 students in the morning and 360 students in the afternoon

- Principal, Assistant Principal, Classroom Teacher, SONYC, DYCD

- CBO WEDIKO

- Evaluation by baseline, midline assessments and Lightsail Lexile levels as well as attendance data

Part 4b. Timeline for implementation and completion, including start and end dates.

Starting September 2015 ending May 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Community School Grant

Tax Levy ELT funding for staff during am and pm program

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

Attendance rates for ELT (mornings) and Lexile Levels given three times throughout the school year

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June of 2016, through direct outreach efforts by the Wediko team and professional development on parent engagement for school staff, parent involvement will increase as measured by an increase of 8 points to a score of 65 on the Strong Family and Community data gathered from school surveys.

By June of 2016, 100% of parents/guardians will have received meaningful outreach from the Wediko and school staff team including phone calls, home visits and referrals to resources (including help enrolling in public entitlement programs) from Wediko staff as measured by sign in sheets for each activity and meeting, and progress notes reflecting the content of telephone communication and home visit meetings.

By June of 2016, Wediko will coordinate and oversee an Expanded Learning Time program before and after school hours, which provides all students with access to the Renewal hour of academic instruction taught by DOE teachers, and a selection of enrichment activities. 90% of the students will participate in the ELT program on a regular basis, demonstrated by average monthly attendance in the ELT program Monday through Friday staying above 80% as measured by daily sign-in sheets.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The entire school community – ALL students, staff, families, and the surrounding neighborhood will be served by the community school program. All students will participate in ELT programming provided by teachers and CBO partnerships.

All school and CBO staff will receive professional development trainings focused on community school content and on team-building among the various roles to facilitate collaboration in the best interests of the students.

All families will receive parent outreach and engagement efforts including phone calls, home visits, parent and family workshops and family fun events.

Wediko staff will visit neighborhood businesses and make connections with private and public organizations nearby. New contacts will be invited to visit the school for special events and to contribute to help the community school meet various needs.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging

families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

By paying attention to school climate and to the school as a holistic environment, community schools are valuable because they become more than the sum of their individual components. Certainly our vision is to offer a wide selection of programs for students and their families, but our real goal is to create a community school where all the pieces interact with one another, every day to create a safety net that can support not only the students, families and staff, but the surrounding community in making progress towards healthier and happier living.

Wediko's vision for community schools begins by creating a collaborative plan with the school leadership team, setting goals and priorities, identifying outcomes and processes, and identifying individual and team strengths of all involved. Wediko will work with the school and community to identify local resources and programs to be brought into the school. Currently, Wediko collaborates with the following resources and non-profits: Morris Heights Health Center, Play Rugby Inc., Urban Arts, ENACT Inc., Global Kids, New Settlement Parent Action Committee, Inwood House, and LYFE social workers, among many others.

Wediko programs are known for supporting not just specific students, but supporting the milieu itself, being present throughout the school day in all areas of the school. This type of integration of social and emotional support allows for the development of a school-wide language and culture of shared expectations, and removes some of the barrier of distrust that is created when "outside experts" come in to offer advice. Wediko staff struggle alongside school staff to support students where they need it the most - in the cafeteria, hallways, classrooms, and after-school and in doing so, they demonstrate their commitment to helping the whole system succeed.

Services are seamlessly integrated into the school day and allow for capacity-building of school staff. In addition to providing professional development for school staff on strategies to engage disengaged youth, Wediko is an active participant in development and implementation of advisory sessions in many of our partner schools and support both students and teachers through our Side by Side™ social skills co-teaching residencies.

Community partners will be invited to hold workshops on relevant topics in-school, after-school, and on Saturdays for students, staff, and their families. These workshops will include information that can assist families and the school in removing barriers to success for students and families (including topics such as legal/immigration information, special education advocacy, arts-based activities, medical information sessions, social and emotional skill-building, food and nutrition, etc.).

The administration at MS 363 has already done an excellent job building a network of social emotional supports for students and staff, but there remains room for improvement in terms of coordination of services, and communication among various providers about optimizing academic and social emotional outcomes. There are strong relationships (since the school was founded) with three major partner CBO's and a school-based health clinic. The school has the physical infrastructure to support additional programming, including a swimming pool, library and a beautiful auditorium and new partnerships with private funders could support new programs for parents .

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

4. Wediko Children’s Services will be responsible for implementing the Community School program. The Community School Director will be the on-site representative responsible for collaborating with the Principal to implement and oversee the community school program, including school-based staff and community partners – Inwood House, ENACT, Morris Heights Health Center, etc. Other staff from Wediko will be hired to support outreach and afterschool programming, in addition to the AmeriCorps VISTA member. Wediko NY’s program director will spend at least one day a week on site providing supervision and program consultation in the first year of the community school because many decisions will have to be made quickly and collaboratively with the Principal and School Leadership Team.

5. Scope of Involvement/Role of Community Partners-

Wediko Children’s Services: Community School Director, supervises Community School Partnerships, Afterschool and ELT programming, Side by Side, individual and small group counseling, PBIS consultation, Professional Development, Parent & Family Workshops, Resource referrals & Relationship development with Community

Morris Heights Health Center: Vision Screening, Case Management and Counseling, School Nurse & Health/Mental Health Referrals, Direct Services

ENACT, Inc.: Push-in & Pull-out drama therapy programming, Afterschool Program culminating in Show Up!

Inwood House: Afterschool programming, PRIME leaders and Teen Action

6. The SLT and Community School Team will work to define outcomes and outcome measures for the program, based on Renewal school goals and targets. Outputs measured will include participation and attendance, and outcomes will include academic and social/emotional gains.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

TIME: the collaboration required to create a community school will require additional time for various parties to meet to make decisions and to communicate about student needs and strategies to meet those needs.

SPACE: Wediko Children’s Services will need an office space large enough to accommodate a staff of 4-5 full-time people and additional space to meet with students and families for private counseling and consultation sessions. Currently when space is tight these meetings happen in the auditorium or cafeteria or library but if possible a dedicated counseling office would be ideal.

STAFF: Staff will be required to provide ELT programming to meet the needs of 450 students, 5 days/week.

SCHEDULE: Current afterschool programs will have to start an hour later than they do at the moment. In order to bridge school with after school, several after school staff should have a schedule that begins about 10 am and ends about 6 pm.

Part 3c. Timeline for implementation and completion, including start and end dates.

The following is a brief outline of our intended Planning and Assessment Phase:

1. Learn from Past Experiences: It is essential to both honor best practices and understand past failures in order to develop a comprehensive, culturally-competent strategy. This information could come from a variety of sources including staff, student, and parent focus groups, individual interviews of key community members, classroom and community observations, participation in staff development opportunities and meetings. Wediko staff will also participate in the school-based support team, attendance team meeting, and other relevant groups to gain perspective on the norms and needs of the community. (May and June 2015)

2. Further Develop a Representative, Collaborative Leadership Team: A well-developed team is essential in order to create a robust and resource-abundant environment for students and their families. The team, made up of members of all stakeholder groups in the school and community, gives voice to students, parents, school staff, and community

partners in order to foster a school culture of and belonging and mutual support. Stakeholders include educators, students, other school staff, parents and caregivers, funders, community members, community partners, and local policymakers. Set up initial meetings with this leadership team. (June, July & August)

3. Develop the Community School Director position: This role is fundamental in the development of a community school model. The coordinator will be responsible for management, integration, and coordination of all student and family support services at the school, as well as creating a solid network of sustainable resources available to members of the community. (May and June 2015)

4. Enhance Staff Support and Professional Development: Wediko will provide comprehensive support of school staff to allow for a stronger social emotional component and, therefore, instructional program. This would include all of the following components: (1) Individualized collaborative case conferencing, providing insight on social and mental health issues that students and their families may be facing and strategies to utilize trauma-informed practices and (2) Ongoing Professional Development workshop series in which school staff explore the social, emotional, and behavioral needs of the school's population, and in which they will learn practical, relevant strategies to use in the classroom. (May and June 2015)

5. Increase Opportunities for Parent and family engagement: Wediko staff will work to develop culturally appropriate, trusting relationship with families based on our support of them as well as their children through the following strategies: (1) Extensive positive parent outreach, which can include in-person meetings at the school, home visits, phone contact, and focus groups, (2) Initial introductory family events, possibly including parent workshops on topics relevant to them in removing social and emotional barriers to success, or social/recreational community-building events that allow parents to gain support from each other, and (3) Plan to develop a space in the school in which parents are welcome and may come to learn about community resources for themselves as well as their children. We hope that through this center, families will develop a sense of belonging, and foster a culture of community school. (July and August 2015)

6. Plan to develop and expand learning opportunities: Wediko staff will learn about current offerings and plan for additional learning opportunities, including after school hours, Saturdays, and school breaks. This includes developing collaborative relationships with current providers, analyzing program strengths and identifying opportunities to improve on quality and variety of academic and extracurricular learning choices. Wediko will subcontract with additional partners as needed to provide the depth and breadth of programming that best meets the identified needs

Section 8: 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 at 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)	1. Below a 70 in ELA course. 2. Below grade level on DRP exam. 3. Below a 2.5 on NYS exam	Lightsail. Teacher’s College curriculum. (Programs and activities will focus on reading comprehension)	Small group push in or small group pull out.	During school day and after school.
Mathematics	1. Below a 70 in Math. 2. Below grade level on DRP exam. 3. Below a 2.5 on NYS exam.	Big Brainz. Khan Academy (Programs and activities will focus on reading comprehension)	Small group push in or small group pull out	During school day and after school.
Science	1. Below a 70 in science. 2. Below grade level on DRP exam. 3. Below a 2.5 on NYS exam.	Lightsail. Khan Academy. (Programs and activities will focus on reading comprehension)	Small group push in or small group pull out	During school day and after school.
Social Studies	1. Below a 70 in S.S. 2. Below grade level on DRP exam. 3. Below a 2.5 on NYS exam .	Lightsail. Khan Academy. (Programs and activities will focus on reading comprehension)	Small group push in or small group pull out	Small group push in or small group push out
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services will be determined by referral during grade or content meetings.	At risk services will be determined by referral during grade or content meetings	At risk services will be determined by referral during grade or content meetings	At risk services will be determined by referral during grade or content meetings

Section 9: 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"> • Partnership with the NYC Teaching Fellows Classroom Apprentice Program • Partnership with NYU ASD NEST Program to engage all staff • Rigorous interview process followed by demo lesson performed by each prospective candidate • Use of the Open Market Transfer System to interview veteran, experienced teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Summer Curriculum Planning aligned to the CCLS • Code-X and CMP workshops attend by content specific staff • Monthly workshops offered for our ICT and NEST staff by NYU ASD NEST Program • Creation of in school teacher teams and lab sites • Weekly content teacher team meetings • Mentors in place for all first and second year teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

NA

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/information, early intervention services, etc.).

NA

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.

- Professional Development aligned the Danielson Framework for Teaching focusing on a different domain each month
- In house baseline and mid line assessments created during the summer planning program in 2015
- NYC performance assessments as dictated by the NYCDOE administered once in October and again in May

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	469,907.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	95000	X	29

Title II, Part A	Federal			
Title III, Part A	Federal	17,464.00	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,202,855.00	X	

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: 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 RSCEP 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 Academy for Personal Leadership and Excellence** 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 Academy for Personal Leadership and Excellence** 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:

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

School-Parent Compact (SPC)

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>APLE</u>	DBN: <u>10X363</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
MS 363 will be using Title III LEP funds to create two distinct supplemental programs.

-
The first session will be held on Thursdays and Fridays beginning December 4, 2014 and ending on January 30, 2015. The program will run from 3:00 - 4:30 pm on those days for 1 1/2 hrs x 12 days for a total of 18 hrs. This program will be taught by a total of four (4) highly qualified ESL / Bilingual teachers. A (1) supervisor will be required to oversee program logistics. This program is geared toward students in two categories based on needs assessed by the 2014 NYSESLAT data and current NYSITELL data: (1) Students who have scored an advanced level on the NYSESLAT for two or more consecutive years (2) Students who are new comers and scored at the Beginning Level of the NYSITELL and students who scored beginning level on all four parts of the 2014 NYSESLAT.

-
The first group consisting of advanced level ELLs in classes 704 and 804 will be receiving enrichment services with a focus on reading, writing about, and discussing complex texts. The students in this group will alternate between two certified ESL teachers and one ELA content teacher each week over the two days. The students will be divided into two groups based on lexile levels as assessed by the Lightsail reading program we currently use with this population of students during the school day. One ESL and one ELA content teacher will work together to facilitate guided reading groups using the fiction and nonfiction leveled text sets we currently have in our classroom libraries and will incorporate strategies to access complex texts through mini-lessons, think alouds, and guided reading lessons. The third teacher will facilitate literature circles using the recommended Code X novels which accompany the schools curriculum for reinforcement and application of the strategies learned during the guided reading portion of the program. We will purchase three titles from the list for students to choose from to conduct literature circles including "Stanford Wong Flunks Big- Time" by Lisa Lee (650 Lexile) , "Bronx Masquerade" by Nikki Grimes (670 Lexile) , and "Fire From the Rock" by Sharon M. Draper (830 Lexile). The literature circles portion of the program will foster opportunities for students to interact with one another through text based discussions. We have chosen to focus on close reading of complex texts because based on assessment data we do have these students have been scoring at an advanced level on the NYSESLAT for two or more consecutive years and we want to provide them rigorous reading, writing, speaking, and listening tasks to push them to proficiency. These are also the elements which are prevalent on the state assessments and align with our common core CODE X curriculum. This group will be taught by two (2) highly qualified ESL certified teachers and (1) ELA content area teacher.

-
For the second group of students which consists of the beginning level and recently arrived ELLs in classes 601, 701 and 801, we will be using Practice Exercises in Basic English - Level D. This series is designed for ELLs who need extra support in basic grammar, usage and word study skills where appropriate the exercises are aligned to the Common Core State Standards. The book uses single skill focus for remediation and intervention with a mini-lesson which includes examples and/or reminders to introduce each lesson. Also the skills are repeated in a variety of formats so students learn and can retain information with reviews presented throughout and at the end for reinforcement. Since the students who will be using this book are at the very low beginning level on the NYSITELL we determined that beginning with the fourth grade text was more appropriate. The work is still high-interest yet low level. This group will be taught by two (2) highly qualified ESL/Bilingual certified teachers.

Part B: Direct Instruction Supplemental Program Information

-
The second session of our Title III program will run from February 26, 2014 and end on March 27, 2013. This program will also be Thursdays and Fridays from 3:00pm - 4:30pm for 1 1/2hrs x 10 days for a total of 15 hrs. For this program the students will be divided by proficiency level and modality deficiency through careful analysis of NYSESLAT data by modality breakdown. This program will focus on promoting success on the NYSESLAT, supporting curricular goals and helping students overcome daily language barriers. The program will emphasize the four language modalities as assessed by the NYSESLAT. For this program we will be using Contintal Press' Empire State NYSESLAT which is designed to replicate each section of the NYSESLAT and created to familiarize the students with that particular state assessment. This program will be taught by three (3) highly qualified ESL/Bilingual certified teachers. A (1) supervisor will be required to oversee program logistics due to the time and duration of the program.

Part C: Professional Development

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

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

Begin description here: _____ Begin description here:

-
For the Professional Development portion, Title III funds will be used for a teacher study group, which will be open to all certified ESL teachers and Content area teachers of ELLs. The focus will be engaging ELLs in complex texts through effective close reading strategies in order to prepare them to meet the demands of the New York State Common Core Standards. We will study a professional text titled, Notice and Note - Strategies for Close Reading, by Kylene Beers and Robert E. Probst. We chose this title because it provides specific examples of strategy instruction and case studies of six explicit close reading strategies that students can use to notice significant moments during reading. This will scaffold analysis of complex texts and foster the language and processes necessary to read, write, listen, and speak about literature. Teachers will meet seven times to discuss application of the strategies. The first six sessions will be devoted to discussing each of the strategies introduced in the text and how to implement them with different populations of ELL students in our classrooms. The seventh session will be a debrief session to build the strategies into our curriculum for reinforcement throughout the remainder of the school year. Once the book study is complete, each participating teacher will be asked to highlight one strategy learned from the study in their own classroom and invite non-participating teachers to conduct inter-visitations to build capacity. This group will meet on Friday mornings from 7:40 - 8:25 am for 45 minutes x 7 sessions and will be facilitated by the ESL Lead Teacher. _____

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _

-
We have decided to offer a Family ESL program on Saturdays for 8 sessions beginning on January 10, 2015 through February 28, 2015 from 10:00 am 12:00 pm for a total of 16 hours. We will invite the parents of our newcomers and beginning level ELLs, their middle school children, and younger siblings to take part in each session together. The parents and middle school children will learn and work together side by side using Pearson Longman's series Side by Side; an all skills program integrating conversation practice, reading, writing and listening in a fun and easy format that has proven to be successful. The program will provide the parents and their middle school child with a vocabulary preview in every chapter along with pronunciation exercises to provide models for practicing authentic pronunciation, stress and intonation. At the same time, the younger siblings will be immersed in an early literacy program through read alouds, engaging language building exercises, and sight word recognition activities by a certified ESL teacher and a content area teacher with early childhood certification. Based on feedback from parents and the parent coordinator, many parents have not taken advantage of the parent ESL classes offered in the past because they have young children at home. This is why we decided to offer an opportunity for parents, middle school children, and their younger siblings to take part in a language building program together. This program will be taught by (3) highly qualified and certified ESL / Bilingual teachers, a content area teacher with early childhood certification, and a supervisor will be needed due to the time and dates of the program.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 363
School Name Acad. for Persnl Leadership & Excellence		

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 Angelo Ledda	Assistant Principal Maria Diaz
Coach	Coach Matthew Lubera / Math Lead
ENL (English as a New Language)/Bilingual Teacher Taylor Strack	School Counselor Gisela Bravo
Teacher/Subject Area Dominga Lopez ENL / HLA	Parent
Teacher/Subject Area Sara Romito / ENL	Parent Coordinator Tamara Rosado
Related-Service Provider Yvette Ramos Speech	Borough Field Support Center Staff Member
Superintendent Melodie Mashel	Other (Name and Title) Abby Falberg / AP

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	452	Total number of ELLs	147	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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							1	1	1					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	147	Newcomers (ELLs receiving service 0-3 years)	89	ELL Students with Disabilities	24
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	39	Long-Term (ELLs receiving service 7 or more years)	21

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	65	1		3			2			0
DL										0
ENL	24		2	19	3	17	7	1	13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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							21	23	28					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

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

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							22	30	22					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							15	18	19					0
Emerging (Low Intermediate)							2	1	6					0
Transitioning (High Intermediate)							2	5	8					0
Expanding (Advanced)							20	24	18					0
Commanding (Proficient)							6	10	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	2			0
7	29	4			0
8	26	7			0
NYSAA			3	2	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	15	7	5	3					0
7	17	13	1	2					0
8	16	18	3	8					0
NYSAA					2		3		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)	42							
Chinese Reading Test								

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

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

To assess early literacy skills of our ELL students in ELA, this past Academic Year 2014-2015, we used the pre-assessment of Scholastic's Code-X and at the end of the year we used its post-assessment. What it showed us was an approximate 2% increase in reading skills for our ELLs although when compared to the NYSESLAT we noticed they corresponded since many of our Newcomers scored at the Entering level although we had a large number of Expanding students. We will also be using that along with the Performance Series which we just administered in English and will be following up by administering it in Spanish to get a true picture of how our ELLs are faring in Literacy.

Unfortunately many of our newly arrived ELLs come with very low literacy skills in their Native language and those students are our TBE students and we know that without that strong NL skills its hard to transfer the skills to the ENL. We are looking at giving the ELL Periodic Assessment this year since we have never given it in the past along with ensuring all of the TBE students participate in the ELE to get better picture of how they are developing in the Native Language with the direct NLA instrucion they receive as part of the CR-Part 154 2. We are hoping with improved NLA performance, performance in the NYSESLAT, ELA and Performance Series will go up.

This year the 6th graders will be working with the MyOn program which give pre and post assessments and we can also monitor the 6th graders Literacy skills even further.

We always use school created baseline assessments to get an idea of where the students are starting and this was scored against a school created, school-wide rubric. The assessment showed that only 28 ELLs were above the 50th percentile in Multiple Choice and only 15 scored above the 50th percentile in the short response section.

We also provided all of the ENL students with the DRPs (Degrees of Reading Power) Core Comprehension. The results of this exam were as follows; class 604 (6th grade self-contained ENL class) out of 26 students tested, 0 were above level, 1 was on grade level

and 25 students were below level; class 601 (6th TBE) which consists of 12 6th graders were all below level; class 701 which consists of twenty seven 7th grade students all were below grade level; class 704 (7th grade self-contained ENL class) which consists of 34 students 2 were above grade level, 5 were on grade level while the other 27 were all below grade level ; class 801(8th Grade TBE) consisting of 29 8th Grade students all were below grade level; and finally, class 804 (8th grade self-contained ENL class) has 27 students and 1 student was on grade level while the remaining 26 were below level.

What this preliminary data shows is that are ELLs are performing significantly below level and hence the reason why they continuously score Level 1 on the ELA; not only those students in the TBE classes but the ENL students as well. What the data has shown us is that we have to have a push in an increase on the types and qualities of differentiation and multiple entry points we are providing to make language accessible to our ELL students. It is also showing that we need to focus on student language proficiency and group the students homogeneously during certain points of the day to receive targeted language instruction. It is one of the reasons why we have taken another look at our curriculum, which was created by a diverse group of pedagogues over the summer, and are now requiring the incorporation of language objectives into every content area and class regardless if it is an ELL, SWD or ICT classroom since we don't have GE classes in our school. During content planning meetings we are looking at further materials or programs to enhance reading skills and have implemented Lightsail reading program for ENL students and Read 180 for TBE students in classes 601,701 and 801. We have also been using MyOn with the 6th graders and have seen minimal progress but the progress was seen. Our ELL trends can be seen school wide and hence our heavy focus this year on implementing reading and writing in all classrooms whether it is music, art or physical education all students must be doing reading and writing and some form of mathematics. Thereby making instruction at MS 363 truly cross-curricular.

Reading Comprehension is a focus school-wide this year as we have noticed it is an issue schoolwide and not only with our ELLs. Therefore we have implemented a DEAR (Drop Everything and Read) program in our school during certain periods of the day to improve focused reading and reading comprehension.

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

One thing we are realizing by reviewing our NYSESLAT and NYSITELL data is that many of our newcomer students come with no English and hence are scoring in the Entering level and many are coming with minimal exposure to English other than what they hear in the streets so they have BICS but little or no CALPs. We do have a large number of Expanding students across the board which shows that between our Title III program and our general ENL and TBE programs there is some success. We had 24 Commanding students to add to the 22 Commanding students we already had in the building and are providing continuous services. A large portion of our ELLs are from the Dominican Republic and the trends are that many of them come with low Literacy skills in their Native Language as well. But the amount of Expanding ELLs is almost constant with our Entering due to the high number of new admits we consistently receive.

Unfortunately our Long-term ELLs, many who are SWD or in our TBE classes are not moving and we are putting them in more restricted Entering homogeneous but at the same time heterogeneous groupings since in one group level we all know there are many different levels. Many of our ENL students who start with us in 6th grade by the time they reach 8th grade are at the EX or CM levels and that can be seen by our NYSESLAT data. The TBE students fare a little lower but they show gains which as stated previously demonstrates that our ENL Literacy program is successful we just need to find ways to improve test scores and that can be done by extra ESL minutes or through the Title III programs.

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

The data on the AMAO tool shows that we are making progress in the NYSESLAT in as far as seeing growth in proficiency levels from the past two years we have more students showing Commanding and continuous Commanding 22 new Commanding and 24 continuing with the mandated support after testing out. We have 50 Entering but that has a lot to do with our continuous over the counter registration of children with low literacy skills but we are pushing through our proficiency instruction the Expanding students 61 to CM this year or at least see 50% growth in that area. With all of the English language support the students receive in form of baseline reports, DRP, MyOn, Proficiency Series, Lexile Levels I think we have a hand on seeing and estimating student growth and can see us making out AMAO goals for 2015-16 Academic Year.

Our Push is to see growth in ELA and I think as well with the systems we have in place we will see some growth towards AMAO. We had 13 Level 2s and 79 Level 1s and I feel that at least 5% can make the gains to a Level 2 in ELA. Mathematics was much better with 1 Level 3 from the TBE class and 27 Level 2s and 86 Level 1s, but the high Level 1s can also be asserted to the fact that more ELLs take Mathematics than ELA. Hence why we hope to see a growth in the ELA based on the number of students who will be taking the ELA this year.

We truly feel that with the homogeneous yet heterogeneous groupings by NYSESLAT, ELA and Lexile Levels will be very effective this year and show maximum growth with our students.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Overall the ELLs in the TBE classes do better in Mathematics since it is taken in the Native language and we tend to have a couple of Level 2s and this past year 1 Level 3. They are not performing as well in the English only assessments. Since many of our students come with very low Literacy skills from their home countries they are not faring as well in assessments other than Math that is in the Native Language. We do not use the ELL Periodic Assessment and are using another assessment called Periodic Assessment which is taken both in Spanish and English. We just administered the English version and are getting ready to administer the SPANISH version and get an idea of Spanish Literacy Levels for this year's ELLs.

Due to the minimal data we have in the NL we have decided this year to administer the ELL Periodic Assessment and have decided to ensure that all TBE classes take the ELE. This way we can truly see what are the deficits in the Native Language and if we have to take a look at programmatic changes in the Native Language Arts classes we make those changes. We all know an increase in the NL will only improve the second language acquisition.

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](#).]

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

Over the summer we have a diverse team of pedagogues revising our school curriculum not only to ensure alignment with CCLS but we determined the importance of providing language objectives aligned to specific content objectives throughout the curriculum regardless of content area. In grouping decisions we always try to keep in mind the Zone of Proximal Development and create groupings that are both heterogeneous and allow for peer-tutoring opportunities as well as homogeneous to provide for targeted instruction and intervention.

We ask all teachers regardless of the population of students they teach to continuously assess through formative and summative assessments in all four language modalities since we are realizing through our ELA data that all of our students as a whole are under performing on the ELA State Assessments and other ELA assessments. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English to make the necessary connections and hence be able to use prior knowledge in the L1 to assist them in acquiring the L2.

In most classes, instruction is delivered using a Team Teaching approach, to provide support for differentiation during instruction in the content areas. The students in the self-contained ESL program, receive instruction through curriculum which is aligned to the CCLS and which was differentiated to meet the needs of the students.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here:

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

At the beginning of the school year the administration team looks at all of the ELL data available from local and state measures and using an Excel spreadsheet similar to the AMAO Tool, but more user friendly, and chart trends between classes, grades and programs. We then use these charts and the trends they show to discuss curricular or pedagogical adaptations or changes. We have also placed a focus on our long term ELLs because they are not making adequate yearly progress as per the AMAO tool. This group of students has been targeted for Title III services as a program separate from the program offered to Newcomer and SIFE students.

After reviewing past NYSITELL and NYSESLAT data we have noticed the following trends: in regards to newcomers, we have noticed that those new comers who have come from Spanish speaking countries, in our case 99% from the Dominican Republic, as well as students from Yeman and Egypt tend to come with little or no prior exposure to the English language; therefore, scoring at the entering level of NYSITELL. Whereas those students who have come from Africa, Bangladesh, and Puerto Rico have either scored at the emerging/transitoning level in the NYSITELL and seem to have some if minor previous exposure to the English language in their

native country. In grades 6, 7, and 8 all of the Spanish speaking Beginning students are in the TBE program whereas the Intermediate and Advanced students are primarily students from our Free-standing ESL classes or are ELL-SWDs. What this shows is that our free-standing self-contained ESL classes are having better results moving our students in language proficiency as per the NYSESLAT which directly correlates to the NYSITELL data.

What this preliminary data shows is that are ELLs are performing significantly below level and hence the reason why they continuously score Level 1 on the ELA. What the data has shown us is that we have to have a push in increasing the types and qualities of scaffolding and differentiation we are providing to make language accessible to our ELL students. It is one of the reasons why we have taken another look at our curriculum which was created by a diverse group of pedagogues over the summer and are now are requiring the incorporation of language objectives into every content area and class regardless if it is an ELL, SWD or General Education classroom. During content planning meetings we are looking at further materials or programs to enhance reading skills and have just implemented Lightsail reading program for all students. Our ELL trends can be seen school wide and hence our heavy focus this year on implementing reading and writing in all classrooms whether it is music, art or physical education all students must be doing reading and writing and some form of mathematics. Thereby making instruction at MS 363 truly cross-curricular.

A new school-wide initiative is that we have arranged for as many classes as possible to follow a Team Teaching model to assist with implementing the RTI model and assist we providing differentiation, teacher-student conferencing, and strategic group work. The teachers are expected to plan together for each lesson. In the case of the TBE and free-standing self-contained classes there is an appropriately certified, either ESL or Bilingual teacher along with a content specialist to assist the teacher in providing appropriate content instruction and the Bilingual/ESL teacher is there to assist with the scaffolding and differentiation. The General Education pedagogue also serves as another language model to our ELL students.

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.

If a potential ELL student arrives for registration the Pupil Accounting Secretary contacts the Assistant Principal in charge of ELLs, Maria Díaz, who besides being a former Bilingual teacher was also an English Language Learner Instructional Support Specialist for the former Region One and is highly qualified in the identification and placement process of ELLs. If Ms. Díaz is not available, she will contact Ms. Strack, the ESL lead teacher. Ms. Díaz or Ms. Strack provides the HLIS to the parent and immediately conducts an informal interview with the student, in both the native language (if it's Spanish) and target language (English) to determine the child's NYSITELL eligibility. The SIFE Questionnaire is also given to the student to see if the child is a SIFE and therefore can be identified immediately. If the child and/or parent's native language is a low-incidence language information is provided in the native language either through materials provided by OELL or by use of "Google Translate." Once NYSITELL eligibility and/or SIFE status is determined, the parent will view the NYCDOE OELL Parent Orientation Video in his/her native language. If the video is unavailable in the parent's native language all is done to provide interpretation/translation services to the family. Ms. Díaz or Ms. Strack remains available throughout the viewing of the video to provide further clarification of the three instructional program choices available in the NYCDOE for an ELL student. The parent is also apprised of his/her rights and responsibilities as the parent of a student enrolled in a New York City public school. The parent(s) is informed of the implication of testing in regards to their child's ELL status and the NYSITELL, Spanish Lab, and NYSESLAT are explained to the parent. While the parent(s) is watching the Orientation Video all possibilities are made to have the student tested immediately with the NYSITELL by Ms. Strack or Ms. Romito, two of our licensed ESL teachers who have been thoroughly trained to administer and scan the assessment. The NYSITELL is immediately scanned and the data is analyzed to confirm ELL eligibility. If the student is a native Spanish speaker the LAB in Spanish is also given to the student by Ms. Lopez, a licensed Bilingual Education Teacher. If we are unable at that time to administer the NYSITELL, it is given to the student on the first day of attendance or within the nine (9) day window that is mandated. If the test is administered, scanned into ATS and scored that same day, we inform the parent of the results of the test and immediately ask the parent to complete the Parent Choice Form and choose one of the three ELL programs available in order of preference. Even if the test is going to be given another day, we have the parent fill out their preference in order to immediately place the child in the program of his/her parent's choice once the test is administered, scored and eligibility determined. Once the NYSITELL is administered, the parent choice noted and proper placement is made the Assistant Principal in charge of ELLs, Ms. Díaz, fills out the ELPC screen on ATS to note parent choice, student eligibility and student placement. Once the NYSITELL score is received in ATS the parent is notified in his or her native language the results of the test and a copy of this letter is kept in the ELL Data Binder and student folder.

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 initial enrollment, all students are administered the SIFE questionnaire by the ENL Lead Teacher, Ms. Strack or Ms. Romito, who is also a certified ENL pedagogue. Copies of the SIFE Questionnaire are kept in the main office so they are easily accessible and available in all languages provided by the Department of Education. Parents are asked to bring samples of student work from their child's prior schooling experiences for review. After the survey is administered, and student work samples are collected (if possible), students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish are the Literacy Evaluation for Newcomer SIFE (LENS) within the 30 day determination of SIFE status window.
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).
NYSITELL eligibility of newly enrolled students with IEP's (from the United States) will be based upon determination of the Language Proficiency Team. The LPT is comprised of Assistant Principal Ms. Diaz, Ms. Strack a certified ENL teacher and ENL Lead Teacher, Ms. Jimenez a certified ELA teacher with a bilingual extension, Ms. Colon the school IEP compliance teacher, and Ms. Tripaldi a certified Special Education teacher, and the student's parent or guardian. A qualified translator of the language of the parent will also be present. The LPT will analyze evidence of the student's language development to determine NYSITELL eligibility. After careful analysis, the team will determine whether the student may have second language acquisition needs or whether the student's disability is the determinant factor in whether the student can demonstrate proficiency in English. If the team determines that the student has language acquisition needs, the student will take the NYSITELL within the nine day window. If the team determines that the student does not have language acquisition needs, the principal will review the recommendation. If the principal rejects the recommendation, the NYSITELL will be administered to the student. If the principal accepts the recommendation, a recommendation will be sent to the superintendent and the parent will be notified immediately in the home language. Once determination is made by the superintendent within 10 school days the Language Proficiency Team NYSITELL determination form will be completed and kept on file in the student's cumulative record. A copy will also be placed in the ELL compliance binder in the main office.
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.
In regards to how we provide and ensure that Entitlement Letters are provided and returned, these are completed upon initial enrollment if possible. They are completed upon initial enrollment to ensure that there is a qualified pedagogue available to answer any and all questions regarding the three programmatic choices available for ELLs. This ensures the parent makes a well-informed decision when choosing a program and it also ensures that the paperwork does not leave the building and therefore immediately placed in the child's cumulative records. Filing this paperwork with the student's cumulative records not only ensure proper filing and security, but it also ensures that if a student leaves our school and is discharged all documentation is sent to the receiving school and the student's service can be continued. Since all attempts are made to administer and hand-score the NYSITELL upon enrollment we are able to immediately give the parent the entitlement letter during the enrollment process. Continuance of entitlement letters are given to the children to take home and return to the school while another is mailed home to ensure the parents receives the letter and is aware of their child's continuing status as an ELL. If a continuance or entitlement letter is not returned, we make sure that during Parent Orientation Night one is given to the parent. The same protocol is followed for students who have tested out as per their NYSESLAT score and are no longer considered an ELL their letter is also sent home. In the two latter instances parents are encouraged to call the school and speak with a licensed ELL pedagogue or Assistant Principal in charge of ELLs if any clarification is needed. For the initial enrollment an ELL pedagogue makes herself available at that moment of enrollment and during the viewing of the video to the parents for any assistance or clarification.
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).
During the parent orientation session, parents are informed of the ELL identification process and also that they have a right to request a re-identification process within 45 days of student enrollment. Parents will be notified at this time in their native language with proper translation services, of the school's re-identification protocol and the steps they should take if they believe their child was incorrectly identified as an ELL. It is explained to parents that either parents or teachers must provide a written request to initiate the re-identification process. This information is provided at initial enrollment both in writing and orally, so there is a licensed pedagogue present to answer questions and ensure clarity. This is also provided to parents in writing a second time sent home within 20 days of enrollment to remind parents of their right to appeal before the 45 day window closes.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
During initial enrollment, the parent is shown the NYCDOE OELL Parent Orientation Video in his/her native language, if available on the computer. After the viewing of the video Ms. Díaz, the school's Assistant Principal in charge of ELLs, or Ms. Strack the ESL Lead Teacher, has a question and answer session with the parent and clarifies any misunderstanding or questions the parent may have in regards to the three programs. She makes sure the parent is fully aware of the differences between the three programs in order to ensure the parent is able to make an educated decision in regards to the program that is best suited for his/her child. After it has

been established that the parent is fully aware of the three programmatic choices available for his/her child as an ELL, the parent is asked to fill out both the Parent Survey and the Program Selection Form. The parent is informed of the importance of making a clearly educated decision in regards to the program selection due to the importance of continuity in a program in order to have optimal success in language acquisition. This process is done immediately to ensure that all proper documentation is on file in lieu of sending the paperwork home and risking that they are not returned or filled out improperly. By doing the process immediately it ensures that a knowledgeable person is present to answer questions or clarify confusion and doubts while the parent completes the paperwork.

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.

In regards to the Parent Selection, and Parent Surveys and how they are returned, these two are completed upon initial enrollment after the parent has watched the Parent Orientation Video. They are completed upon initial enrollment to ensure that there is a qualified pedagogue available to answer any and all questions regarding the three programmatic choices available for ELLs. This ensures the parent makes a well-informed decision when choosing a program and it also ensures that the paperwork does not leave the building and therefore immediately placed in the child's cumulative records. Filing this paperwork with the student's cumulative records not only ensure proper filing and security, but it also ensures that if a student leaves our school and is discharged all documentation is sent to the receiving school and the student's service can be continued.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. This is done upon enrollment. There have been very few instances of parents taking these documents home, however, an ESL certified teacher will make a phone call with proper translation to ensure that the parent does not have any questions regarding it. If so the parent is asked to come in to meet so there is clarity and we are able to obtain the documents.

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

Placement Parent Notification Letters are sent out in September by the Assistant Principal of ELLs, Ms. Diaz, as well as immediately following the scoring of the NYSITELL. The letter is sent home with the students as well as sent home through the mail. Back to school night is also held in October, and we ensure that we provide parents with clarity on the purpose of the documentation and a clear understanding of the program model their child has been placed. This is an opportunity for parents to ask questions and gain clarity.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Once we obtain all ELL documentation from parents during initial enrollment, a copy is placed in the student's cumulative record file to ensure that if a student transfers to another school their ELL services will be continued. We also retain two copies of each document for a binder that is placed in the main office by the pupil secretary as well as a binder that is housed for safe-keeping in the Assistant Principals office. This way we can always ensure that we have evidence of compliance and we can easily access student data if/when necessary.

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.

In order to administer the NYSESLAT speaking, this past AY 2014-2015, our ESL Lead Teacher and Assistant Principal trained 2 ESL teachers, two bilingual teachers and two ELA teachers on the administration of the speaking portion of the NYSESLAT, they then did a couple of administrations all together to assure quality control and that all members of the team understood the rubric and were on the same page. After about four (4) trials, we then divided the students up evenly and students were tested in 6 separate locations depending on the person administering the test. We also ensured that teachers did not test their own students. Also, to ensure high attendance for general administration we sent letters home in all of the languages of the parents informing them of the test dates and the testing window but emphasized the importance of the students' presence during the general administration dates. Through our Parent Coordinator, she set up the automated call system to call all of the parents of ELLs to inform them of testing dates as well. To administer the three Reading, Writing and Listening portions, the testing coordinator, ESL Lead Teacher and Assistant Principal created a testing plan which encompassed three (3) days for administration. During the administration of each portion, in order to ensure a quiet, safe testing environment the rest of the school was put on a "lock-down" or zero movement to ensure students were able to hear and process especially the Listening portion and prevent distractable noise in the hallways. The Testing Coordinator then chose make-up days depending on the grade of administration and had the family worker call the parents of the students who were absent and informed the parents of the make-up date and the importance of their child being present for the make-up date for his/her particular grades. The Parent Coordinator also made phone calls to parents through our automated call system. Every attempt was made to contact a parent or guardian of a student who was absent during general administration. These make-up were done in small groups primarily in either the Assistant Principal's office or the Testing Coordinators office which are both located in an area of the school which is a bit isolated and will lend itself to minimal noise.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In regards to the Parent Selection, Program Selection and Initial Entitlement Letters these two are completed upon initial enrollment after the parent has watched the Parent Orientation Video. They are completed upon initial enrollment to ensure that there is a qualified pedagogue available to answer any and all questions regarding the three programmatic choices available for ELLs. This is

usually done by the Assistant Principal Ms. Diaz a qualified bilingual pedagogue and former ELLISS and she ensures the parent is fully aware of his/her choices and rights as a parent. We also ensure that the paperwork does not leave the building and therefore immediately placed in the child's cumulative records. Filing this paperwork with the student's cumulative records not only ensure proper filing and security, but it also ensures that if a student leaves our school and is discharged all documentation is sent to the receiving school and the student's service can be continued. Since all attempts are made to administer and scan the NYSITELL upon enrollment we are able to immediately give the parent the entitlement letter during the enrollment process. Continuance of entitlement letters are given to the children to take home and return to the school while another is mailed home to ensure the parents receives the letter and is aware of their child's continuing status as an ELL. If a continuance letter is not returned, we make sure that during Parent Orientation Night one is given to the parent. The same protocol is followed for students who have tested out as per their NYSESLAT score and are no longer considered an ELL their letter is also sent home. In the two latter instances parents are encouraged to call the school and speak with the Assistant Principal in charge of ELLs if any clarification is needed. For the initial enrollment process the Assistant Principal makes herself available at that moment of enrollment and during the viewing of the video to the parents for any assistance or clarification.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing both the Parent Surveys and the Program Selection Forms for the past three years, it has been noted that every student was placed specifically where their parent has requested. For example, In 2013, we had 15 students enter NYC for the first time. 12 of these students were Spanish speaking, 11 from the Dominican Republic and 1 from Puerto Rico. Once again, the Spanish speaking parents all opted for the Transitional Bilingual Program and after the appropriate identification process and testing, these students were placed in our TBE program. From the remaining 3 students, 2 were from Africa. 1 has a Home Language of French while the other's Home Language is Hausa. The remaining student has a Home Language of Arabic. These 3 students, after appropriate orientation of the parents, the parents opted for our self-contained ESL class. Also, unfortunately since these are low-incidence languages in our building; hence, we do not have the required numbers per CR- Part 154 to open a TBE program in either of these languages. In all cases, parents were also offered the option of a Dual Language program and most of the aforementioned parents who were Spanish speaking put this as a third option while choosing ESL as a second option. In 2014,

Those students who came to us from other schools were placed in the prior program of enrollment as per the previous school year's BESIS report and the parents were informed that the students will continue in the program they were previously enrolled as is recommended for language acquisition purposes.

Due to the high level of Spanish speaking immigrants in the surrounding area we have, per parent request, been able to maintain a TBE program in Spanish. Upon review of the incoming 6th graders data, there were two students who were of concern since both students had consistently scored Advanced on the NYSESLAT and were Long-term placed in a Transitional Bilingual Class in their previous school and upon completion of the first full week of school and teacher created assessments, we discovered that neither of these children had knowledge of the Native Language, Spanish, other than being able to speak the language. They could neither read or write the NL of instruction and upon interviewing the students and parents, it was discovered that these students although per BESIS and their and their parents' knowledge were in a Spanish Transitional Bilingual Program the students received superficial instruction in Spanish. Spanish was primarily used for reinforcement and no explicit NLA instruction was provided. Upon consultation with the parents and their approval, these 2 students were placed in our 6th grade self-contained ESL class.

In the Academic Year 2012-2013 and this current year we have seen an increase in students from varying African countries but the range in languages spoken have been so great and the numbers too low to consider creating a Transitional Bilingual Program and as previously stated these students' parents have always opted for the ESL programmatic model.

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.

ELL Students travel by homogenous proficiency groups during period 2 and 3 for 45 minute periods each day. During this time, entering and emerging students receive one period a day of standalone ENL, and one period a day of Integrated ENL/ELA. Transitioning, Expanding, and Commanding students travel by proficiency and are provided two 45 minute periods a day of Integrated ENL/ELA. For the remainder of the day, students in classes 604 and 704 have blocked scheduling, while the eighth graders follow an individualized program consisting of heterogeneous grouping for content classes.

- b. TBE program. *If applicable.*

ELL Students travel by homogenous proficiency groups during period 2 and 3 for 45 minute periods each day. During this time, entering and emerging students receive one period a day of standalone ENL, and one period a day of Integrated ENL/ELA. Transitioning, Expanding, and Commanding students travel by proficiency and are provided two 45 minute periods a day of Integrated ENL/ELA. For the remainder of the day, students in TBE classes 601, 701 follow blocked scheduling to ensure they are taught by bilingual certified content area teachers, as does class 801 with the exception of elective classes in which they are heterogeneously grouped.

- c. DL program. *If applicable.*

Paste response to questions here:

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

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

ELL Students travel by homogenous proficiency groups during period 2 and 3 for 45 minute periods each day. During this time, entering and emerging students receive one period a day of standalone ENL, and one period a day of Integrated ENL/ELA. Transitioning, Expanding, and Commanding students travel by proficiency and are provided two 45 minute periods a day of Integrated ENL/ELA. In our TBE program HLA instruction is solely taught in the native language which is Spanish by a highly qualified Bilingual teacher and a Foreign Language Spanish teacher in grades seven and eight. It is taught explicitly in the Native Language, Spanish, and the materials used are of high quality, grade appropriate and aligned with the CCLS. As our instructional periods school wide are 45minutes long so students receive NLA 4 times a week for 4 periods for 45 minutes each period. Students receive integrated ELA instruction 5 times a week for 5 periods a week and the same is true for explicit ENL instruction. In order to ensure that the students receive the required amount of ENL instruction, ENL is also taught using strategies from the SIOP model utilizing Social Studies as the content focus and this is provided by a teacher with a Bilingual Extension and therefore is also highly qualified to teach ELLs. We follow the model required per CR-Part 154 for Entering and Emerging students which require the same amounts of explicit ESL, ELA and NLA minutes. We also ensure that in our Freestanding ENL and TBE model, regardless of the language of instruction, both a content and language objective are presented and taught.

For our pull-out model, depending on the day the group is pulled-out on any given week the students are either pulled out Four days, three days a week or two days a week by a highly qualified TESOL teacher.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the TBE program most content area instruction is done in the Native Language, which is Spanish. For the students who are at an Intermediate or Advanced level in the TBE class in Mathematics we provide them with the English book as well to expose them to the academic language of Math and for all the classes we purchased supplemental math workbooks which are scaffolded for ELLs and introduces academic language in an easily accessible way and is grade appropriate and CCLS aligned. By mid-year we expect all TBE classes to provide a review or re-cap of the lesson in English to begin to expose students slowly to academic language in the content area in English.

In Social Studies, in the TBE model, we provide Reader's Theatre in English which is aligned to the curriculum to provide some exposure to content and content language in a scaffolded and differentiated way. As far as the actual text books are concerned, the students who are dominant in English are provided with English text books and those dominant in Spanish are provided with Spanish textbooks. Instruction for Social Studies is provided in Spanish and English with reliance on Native Language support, use of visual aides, graphic organizers, dictionaries (Spanish/English), peer tutoring with the students grouped for activities with both high and low level students together to assist one another. She also utilizes ENL strategies to provide support for those students who need the assistance.

For Native Language Arts, in the TBE program, we purchased the Santillana USA programs Yabisí and En Español which is

somewhat aligned to Code-X and aligned to the CCLS. In that way, the students are simultaneously learning the same strategies and skills in Spanish as they are in English in order to make connections and build upon knowledge in the Native Language to make the new knowledge in English accessible.

Science is also done in English with Native Language support, in the TBE model, and adjusted as the teacher provides instruction. If she does a mini-lesson and realizes that the students are having difficulties grasping the content in English, she re-states the mini-lesson in Spanish to ensure comprehension. But, activities are differentiated for those students who are either English dominant or Spanish dominant. She provides the students with many hands-on activities which helps contextualize the concepts that may be new in English and as previously stated will provide assistance in the form of clarification in the Native Language.

This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school for further language development.

Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school for further language development.

In the self-contained ENL classes all instruction is provided in English using strategies derived from the SIOP model. In the self-contained ENL certified teachers provide support for differentiation during instruction in the content areas. The students in the self-contained ENL program, as well as all the students in our school receive instruction through curriculum which is aligned to the CCLS and which was differentiated to meet the needs of the students. The majority of our students in the self-contained classes are Long-term ELLs who continuously score in the advanced level of the NYSESLAT. Those few students who speak low-incident languages also get pulled out separately a minimum of two times a week by the pull-out teacher to receive additional explicit standalone ENL instruction as is mandated per CR-Part 154. For ELA the students use Code-X and it is adapted to meet the linguistic needs of the students. The program provides academic content area instruction in English while making content specific terms accessible via ENL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet the CCLS. Content terms are developed in English and their meaning clarified utilizing the ENL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school for further language development.

In this school's Freestanding, self-contained ENL program, each child in this setting receives instruction in English. The grouping is heterogeneous for ENL/ELA periods and homogeneous for the remainder of content classes. The program provides academic content area instruction in English while making content specific terms accessible via ENL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet CCLS. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school for further language development.

ENL naturally is provided in English as well as ELA, in the TBE model. For ELA the TBE program uses Code-X as does the rest of the school but the teacher ensures to provide scaffolding and differentiation of instruction based on both ELA and NYSESLAT levels and since she is also the HLA teacher she is able to provide any links between HLA and ELA so that the students can make those connections between the Native Language and English. For ENL the teacher uses a mixture of Code-X along with the ELL modifications that were created during curriculum development sessions in the summer when we were aligning the Core Curriculum to the needs of our students. She utilizes her knowledge of ENL strategies to make Code-X accessible to all.

In the standalone ENL program, since it is explicit ENL instruction is done utilizing Pearson Longman's Keystone series which we chose since it has similar design and layout as the Code-X used during ELA instruction. The materials used for ENL are CCLS aligned as well.

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

For those students in the TBE program, for native language assessment we use various assessments. Academic Year 2012-2013 we created an assessment which follows a similar design to the NYSESLAT except in the native language, Spanish. This assessment was given mid-winter it was created by the Assistant Principal, who is not only a former NLA teacher but, also an ELL Instructional Support Specialist, with the assistance of the current NLA teacher. We felt that since this in-house created assessment tests the same modalities as the NYSESLAT in the native language, except it does not contain a speaking session, due to the difficulties for administration, it will give us a good idea of the students' native language development. The students are also given the school's created pre, mid and post-assessments in the native language for the various content areas. Naturally, where available they are also provided with every city and state assessment in the native language and if one is not available, as in the case of our students who speak low-incidence languages, we hire translators/interpreters to assist with testing.

The assessments, in every content area, provide native language formative, ongoing, and summative assessments that gauge student understanding of the content being taught, utilizing the common core standards as anchors. The assessments are scored using a school wide rubric that measures the assimilation of content information in the students native language. Also, the students have the option to take the NYS Math exams in their Native Language to ensure that the content taught is being adequately assessed.

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

We have a curriculum design team which works over the summer to look at, evaluate, enhance or change the school's curriculum. During this planning various pre, mid and post assessments are created for each content area. These assessments are then given to the Bilingual and ENL teachers to adapt, include scaffolds and other necessary changes to ensure that the ELL students assessment not only provide an opportunity to track their growth in the content area but, also in their use of content academic language. During student-teacher conferencing throughout lessons, teachers are to keep notes on how the students are using content academic language appropriately in context through these conferences. Also, with the inclusion of language objectives which measure growth in language in the various modalities depending on the alignment with the content objective teachers keep notes of students' improvement in language use in reading, writing, speaking and listening.

Also a mid-year assessment was created last year which follows the NYSESLAT format and tests three of the four modalities and it is used to note an increase or decrease in language usage and comprehension. This allows for instructional decision making as well as fluidity in proficiency grouping.

We also insist that in all classes whether Art, physical education, music, etc both reading and writing assignments must be given to all students not only ELLs to see growth in language usage in each particular content area. Also, the focus for all students is on reading comprehension and the materials being used provide opportunities for tracking growth in reading and ELL teachers ensure that through individual or group conferencing speaking skills are informally assessed.

Listening skills are assessed through comprehension questions during individual and group conferencing as well as those comprehension questions which are embedded in the lessons.

Finally, the NYSESLAT is administered in the Spring and its results are used to provide differentiation in the classrooms for each given modality as is merited by both the content and language objective. As previously stated all language objectives are created to focus on and assess the language modality which most fits the content objective for the lesson.

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

Everything mentioned below for the specific sub-groups is in addition to the differentiated instruction they receive in their classrooms by licensed professional Bilingual and ESL teachers which is geared to make content accessible to the students in the native language, where applicable, and of course in English. Based on our renewal school co-interpretation and data review, we also found the need to group students in classes 601, 701, 801, 604, 704, and 804 for two periods a day by language proficiency level through parallel programming thus creating heterogeneous, flexible grouping to target the linguistic demands of each of 6 groups. The groups are titled Newcomer, Entering, Emerging, Transitioning, Expanding, and Commanding. For those two periods, students will be mixed grade levels with similar linguistic profiles ensuring that they receive their mandated freestanding ENL and integrated ENL/ELA minutes.

In previous years, we were awarded a SIFE grant to provide supplemental instruction to these students in both the Native Language and English. Once again we will apply for this grant and hope that it is awarded since it allowed us to focus explicitly on these students in small group settings with a focus on socio-emotional as well as educational development. During Extended Learning Time and the two periods a day of proficiency grouping we have students grouped based on a combination their ELA levels or NYSESLAT levels. We have ensured that SIFE students are grouped together and provided assistance by a certified ESL teacher with assistance from an ELA content teacher. Teachers of ELLs are informed of who are the SIFE students in their classes and are assisted through content area meetings and meetings with the Assistant Principal in charge of ELL instruction on creating appropriate scaffold in their lessons to meet the needs of these students. These students are also targeted in Title III programs and are mandated to attend. SIFE students will be enrolled in either a TBE or Free-Standing ESL self-contained class where they will be instructed utilizing the below mentioned ESL methods and strategies in order to accelerate academic and language development. These include: modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques will be used extensively. Students will be made accessible to first language books in the classroom library. They will take part in a buddy system where SIFEs will be paired with more advanced students and they will also be invited to attend after school and Saturday enrichment programs for further language development. SIFE students will also take part in a pull out instructional period per day where they will be grouped by proficiency level and receive additional instruction to acclimate the students to the scholastic environment as well as provide them more intensive academic as well as social emotional support among their peer group.

Former ELLs who were in the TBE program, after informing both the parent and student of passing the NYSESLAT, are placed in the self-contained ESL classes. This way we are ensured that they continue to receive instruction that is scaffolded and differentiated to meet the needs of ELLs. The students are monitored by the teachers to see if these students are having difficulties with language usage and are put in groups according to their needs. Some of these students, in order to provide assistance in mathematics, attend a TBE mathematics class in which the instruction is primarily in English but provides support in the NL. We also invite and encourage the students to continue attending Title III classes which focus on discreet language instruction and the students are provided with both a pre and post assessment to monitor continued growth. Those F-ELLs who were already in the self-contained ESL class we keep them there for the aforementioned reasons of providing them with continued ESL support and scaffolds and they too are encouraged to participate in the Title III program. Mainly in the case of F-ELLs who were in the TBE program we have had to provide counseling for assisting them with the transition from a Bilingual program with NL support to an English only environment where NL support may not be as readily available.

Our new-comers regardless of being enrolled in a TBE class or ESL class are afforded multiple opportunities before, during and after school to use our Technology Lab and practice English using the Rosetta Stone system and we have found it very beneficial and successful since the students are continuously engaged throughout the program. The students who have low-incidence languages, despite being in a self-contained ESL class, are additionally pulled out by the pull-out ESL a minimum of three times a week for additional explicit ESL instruction. Since most of these students are new immigrants, besides our Title III program they also are encouraged to attend the Immigrant Funds program which focuses primarily on language development but there is also a focus on acculturation. Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing. Language and content instruction are accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. An effort is made to give each native language equal attention when the teacher is planning lessons although this is more difficult with our low-incidence languages like Twi, Hausa, Arabic, Samoan, and Fulani. However, these students tend to have had previous exposure to English, though limited. Content terms are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language and to discuss in their own words in both the native language and English. Students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school and Saturday enrichment programs for further language development.

Most of our students who have been ELLs for 4 or more years (LTEs) are either SWDs or students who are native born. Many of those students who are SWDs are in self-contained classes and are reading at least three to four grades below level. These are also the students in the pull-out ESL program. The goals with these particular students is to provide them with

high-interest low level texts with a focus on informational text. Also, since all of these SWDs take the state tests but are not held to promotional standards we have provided them with ESL materials very similar to the Code-X program used throughout the school but makes texts accessible through scaffolds and differentiation but exposes the students to the same skills and strategies as in Common Core Code-X. These students are also invited and encouraged to attend Title III in which we focus on linguistic and mathematical skills which will make content more accessible. This is all done keeping IEP goals in mind. ELLs that have received services for 4+ years are either enrolled in this school's Freestanding, self-contained ESL program or self-contained special education classes which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development that where applicable is aligned to the student's IEPs. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade. Some of our 4+ years ELLs, as previously stated are mainly native born and are our most difficult group to reach. Most of their deficiencies are in Reading Comprehension despite the majority scoring advanced on the NYSESLAT, they continuously score Level 1s or 2s on the ELA state assessment. These students are also the majority of students in our self-contained classes; therefore the focus in the differentiated groups in those classes is on various reading comprehension strategies such as inferencing, deciphering main idea, using context clues, etc. One of our other goals is to expose them to various genres of literature to enhance their reading enjoyment. Another focus during all instruction is making content accessible through various scaffolding strategies and strategic RTI grouping through the use of our Team Teaching model which is the norm throughout the school. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in scoring proficient on the NYSESLAT. For Former ELL's, we ensure that they receive two years of services beyond exiting status. The students who test-out are primarily those ELL's who score level 3 and 4 on the NYS ELA exam. They are ELL's within the freestanding, self-contained ESL classes. These students will be included in the homogenous language proficiency grouping within the "Commanding" group. These students will receive the same curriculum as the general education population, but for ELA will receive integrated ENL/ELA with a certified ESL teacher and a certified ELA content teacher. Throughout the course of the two years, they will receive scaffolding which will be removed by the time they exit their two years additional service in order to be prepared to succeed in a general education non-ESL setting.

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.

Students determined to be eligible for ELL placement will be enrolled in a TBE or freestanding ENL classroom. If a parent teacher, or student, appeals the decision within 45 days and the student is re-identified the student's academic progress will not be adversely affected because the ENL / Bilingual team teaches the same content curriculum with modifications. Therefore the student will be placed in the appropriate setting and the curriculum will be the same in all subjects regardless of placement. Student growth will be monitored and tracked and because we will be following re-identification protocol as outlined in the ELL Policy and Reference Guide, students will be re-identified correctly.

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?

Aside from the students in our TBE and Freestanding ENL programs, the rest of our students who are ELL-SWDs are in a self-contained 12:1:1 class. All of these students are in monolingual English classes and are serviced for ESL using the pull-out model. All of our ELL-SWDs are reading three or more levels below grade level. The strategies used are dependent on the individual student's IEP goals many of which are to increase reading levels by at least one level which in some cases is 3rd or 4th grade level. These students are also many of our LTEs. Despite their IEPs stating they are reading considerably below grade level most of these students are advanced or intermediate in the NYSESLAT and only 1 student who has continuously scored in the beginning level. The students all use Code-X for ELA and Connected Math from the Core Curriculum. For ESL the pull-out teacher uses Pearson Longman's Keystone which is sufficiently aligned to Code-X to assist students in still learning the skills in strategies from Code-X but using materials which are specifically developed to meet their linguistic needs through embedded scaffolds.

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

Our ELL-SWDs are in a self-contained class and therefore must follow block scheduling. Eighth grade students have individualized scheduling for their elective only. The students receive ESL in a pull-out model in groups no larger than 10 and are pulled-out by grade and proficiency level which gives them an opportunity to leave the 12:1:1 environment and be in a LRE. During ESL they use grade level materials which are aligned to the Code-X used in ELA. The self-contained teacher and para-

Chart

professional meet with the ESL teacher for assistance in meeting linguistic needs while meeting their IEP goals. The instructional programs for ELL SWDs in the 12:1:1 program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed the CCLS Using the technology programs, Destination Reading and Read 180, which offers practice in phonics, comprehension in text genres, etc., their teachers can assess and assign specific, grade appropriate tasks that develop reading comprehension. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with more advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in Title III NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with in order to increase their abilities and assist them in scoring proficient on the NYSESLAT. ELL-SWD LRE: Students take part in a inter-grade buddy system where beginners are paired with more advanced students throughout the year and time is allotted through parallel teaching opportunities where SWD may mainstream into a general education ESL classroom in order to meet their diverse needs in the Least Restrictive Environment possible. ELL-SWD are also invited to attend after school and Saturday enrichment programs for further language development. Grouping is heterogeneous and thus the SWD participate in extra-curricular services in a LRE .

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

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

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

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



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

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

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

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

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

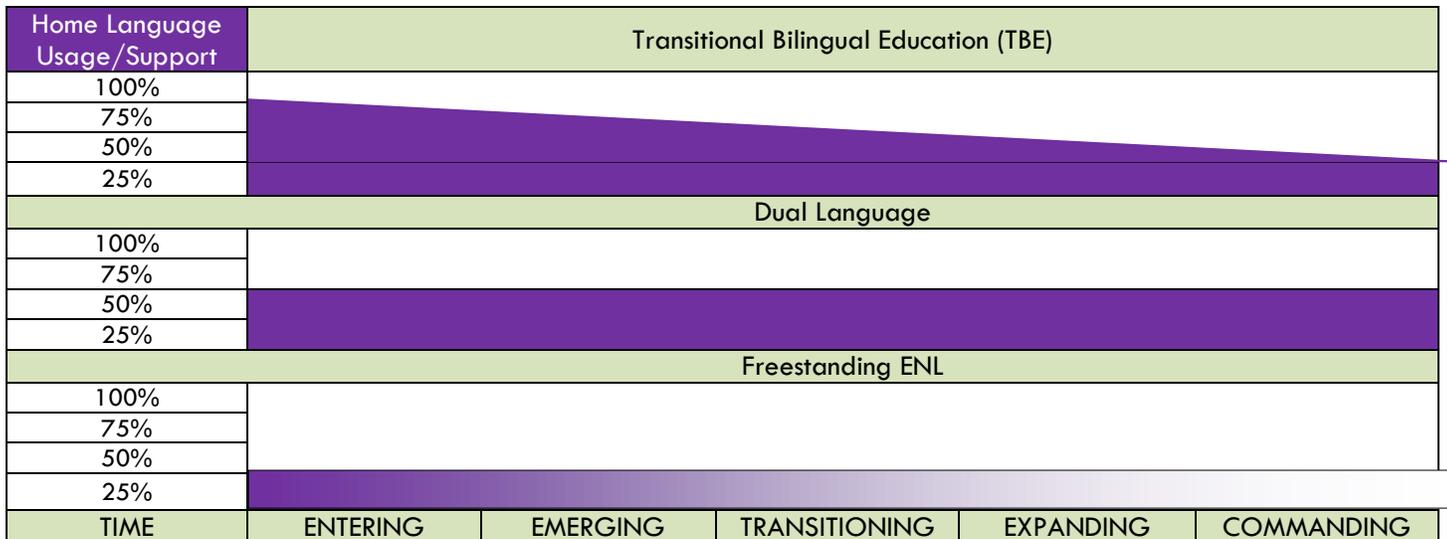


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



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.
- This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Entering and Emerging) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ENL and Bilingual team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish. Also, the school will have specific small group AIS reading and math instruction offered to all students performing far below grade level standards using specific programs including the MYON reading program as well as Read 180. All ELL's also reviece the lightsail reading program which tracks indepedndent lexile levels over the course of the year with comprehension questions aligned to the CCLS to track individual student growth over time.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Upon review of the NYSESLAT data we did notice that the students who either attended the Title III, Title III Immigrant Funds program, did show increase in the 2015 NYSESLAT . Both ESL programs continue to effectively show growth in language development and acquisition proving that the model we are using and the assitance provided are successful and effective. We are struggling with our Transitional Bilingual Program, not due to a lack of quality of instruction and pedagogy but, primarily due to high mobility rates and long-term absences during vacations which then hinders any progress that has been made. This has caused a failure to meet our AMAO 1 consistently over time. We have made changes to the program to improve its effectiveness like providing the NLA teacher with a highly effective, CCLS aligned program which has its own curriculum designed for Native Language speakers of Spanish by Santillana USA called Yabisí and En Español. We have also ensured that co-teaching has occurred for their ENL / ELA class periods for a more targeted approach and consistent intervention. We are also hoping that through proficiency grouping for two periods a day, students in the TBE program will be provided more targeted instruction based on specific linguistic deficiencies and needs with a focus on freestanding ENL for our entering, emerging and transitioning ELL population. We are hoping these program changes will aid in the development of the Native Language and New Language skills that are students in the TBE program are highly lacking. We have also looked at the Code-X program and have made curricular adaptations to make the work accessible to our TBE students and hence, improve its effectiveness .

After the summer school programmatic team has organized, compiled and assed the data to make classes and programmatic decisions during the first week back to school during the teachers' welcome back program one part of that program is informing the teachers that they have ELLs in their classrooms and those teachers are given copies of the ELL data such as NYSESLAT Proficiency Levels, ELA, Math scores and ENL program grouping and the name of the students' ENL teacher so they can have conversations surrounding the support the students' will need to be successful in those content classes. Those teachers also have the opportunity to go to Ms. Strack, Ms. Diaz or any one else involved with the TBE/ENL programs for planning help and strategies.

We had decided this year based on the 2014-2015 data which we had at the time of the original draft of this document to use that year's NYSESLAT scores and ELA data to create homogeneous yet heterogeneous groupings of our ELLs to more specifically meet their needs but once the 2015 NYSESLAT data, ELA data, lexiles data was re-analyzed those groups were shifted and as we continue to give assessments the will continue to be fluid to meet the students changing linguistic needs and hopefully show even more growth on the 2016 NYSESLAT and ELA.

After summer planning when NYSESLAT results were made available we had to re-group and look at the curriculum and programmatic decisions we have made had to be changed and our proficiency groups that we had set up for our ENL periods had to be re-grouped as well. Many students than expected had made Expanding and that group had to be made larger which made some difficulties. At that point we decided to also use lexile levels to configure the groups along with NYSESLAT scores since we know there is still differences within proficiency levels. So once we had our students grouped by NYSESLAT scores we then compared them out with lexile level and created our homogeneous yet heterogeneous groupings for ENL and created a program that allowed all ELLs to be in an ENL class during the same time. Now to further see any growth we just gave them the Performance Series in English and are going to administer it in the Native Language to see how they are faring in NLA. We all know there is a correlation between growth in the NL and growth in the second language and we want to see if that is especially true in our TBE

classes.

All teachers are made aware that they are teachers of ELLs and have ELLs in their classrooms that is why we made the curricular decision that all content area teachers have language content objectives in their lesson plans and a language focus. Teachers are also made aware of NYSESLAT data and the data of the ELLs in their classrooms so they know how to differentiate and group and scaffold instruction appropriately for that student. It could be something as simple as having a Spanish speaking peer sitting next to the student in the classroom or having a dictionary available for the student. We tell our teachers from the start that they are all teachers of ELLs and have to keep that in mind. We also reinforce it by providing support and professional development to the teachers to provide them with tools and strategies they can use in the classroom to meet the needs of these students.

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

Based on our renewal school co-interpretation data review and findings, we see a need to group students homogeneously by proficiency levels for two periods a day. The rationale is that it ensures that each student receives mandated ENL minutes as per CR Part 154 Requirements. Also, it allows us to target the distinct linguistic needs of students performing at each proficiency level while still providing access to the CCLS and providing multiple entry points into the curriculum for students performing at each proficiency level. The curriculum will be differentiated through consistent formative assessments incorporating the language progressions as well as Common Core Learning standards, while also addressing all four language modalities. It also provides fluidity within the proficiency levels so that students making consistent progress within a proficiency level can be moved to the next linguistically relevant class. Parallel programming will occur so that students can easily be moved to the next proficiency level without disruption to their learning.

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

We have discontinued the TBE Bridge Class model. This was discontinued at the start of the 2014-2015 school year. We felt that it was ineffective in ensuring that students were receiving the appropriate grade level content instruction especially in math, science, and social studies classes where there are distinct differences in the content standards. We currently offer and have the population for separate 6th, 7th and 8th grade TBE classes (601, 701, 801).

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

During the school week, we offer a variety of afterschool activities in partnership with our CBO, Wedieko. All students, including ELLs are provided the opportunity to enroll in the afterschool program. During this time, students receive homework assistance and academic intervention services as well as recreational time where they have the option to join a variety of sports teams and clubs including, Robotics, Soccer, Flag Football, Girls and Boys Basketball Teams, Swimming, Robotics, Art, Drama, Zumba, Dance, Cheerleading, and Step Team. ELL students are also offered an opportunity to participate in the afterschool Title III program in which students are grouped by language proficiency and provided direct instruction by a certified ENL teacher in groups no larger than 10 students. Saturday enrichment services are offered in both language and provide an intensive 1 1/2 hours of ELA (Integrated ENL) instruction and 1 1/2 hours of math support. Our 8th grade ELL students from classes 801 and 804 participate in Ballroom Dancing classes and 6 couples represent the school in a final competition in which our school has won gold and silver in city competitions.

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.

Due to our high population of ELL students, we ensure that we have materials specific to the needs of our ELL population readily available for their use. Each ELL subgroup has access to resource materials in their native language to support the acquisition of English. Students use manipulatives, interactive materials, and other instructional resources to assist in comprehension of content terms and content specific information that may not otherwise be understood. The ELL population has interactive smart boards in all classrooms, and access to technology and computer stations including laptop carts, and the use of interactive educational programs on student i-pads and tablets including Lightsail independent reading and MYON in order to assist our school-wide goal of targeting reading comprehension in the 2015-2016 school year. We also have Rosetta Stone available in the technology lab for newcomer students to access throughout the day and during AIS periods as well as afterschool.

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

Home Language Arts support in the TBE program is delivered to beginning, intermediate, and advanced students via a scheduled Home Language Arts (HLA) period for 45 minutes 4 days a week. Seventh and Eighth grade TBE students are provided HLA instruction by a certified Spanish Foreign Language Teacher (LOTE). Students also receive HLA support throughout all content areas when the need arises and when the course is or is not being taught in the home language (Spanish). Students in the freestanding ENL program have access to texts and resource materials in their native language if possible and if necessary.

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

All required service supports and resources are both age and grade level appropriate. All TBE classroom libraries have materials that are age appropriate and contain at least 40% of its material in the native language. All libraries and texts are leveled

based on Lexile and Fountas and Pinell indicators to ensure that each child has access to materials that are appropriate for their particular proficiency level. We also have high interest low level texts in all ELL classrooms as well as graphic novels which the students enjoy. The Lightsail Reading Program is also used by all ELA/ENL teachers in order to track individual students reading levels. We have purchased a wide range of texts for this digital program to ensure access to all regardless of lexile level. The comprehension questions asked by the program at check-in points during reading are standards based and mirror the questioning level of common core assessments.

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).

In order to assist newly enrolled ELL students before the beginning of the school year, licensed pedagogues including Mr. Lefebvre (ENL Teacher of Newcomer Proficiency Group) and Ms. Jimenez (Teacher of Entering Proficiency Group), conduct two open houses at the school and provide ELL information to the student population and their parents. This is organized by Ms. Strack the ESL Lead Teacher. Home visits are conducted in the summer as well in order to provide literature to new students and their families about the school and programs offered.

19. What language electives are offered to ELLs?

We currently offer drama as an elective opportunity for our ELL students, taught by a licensed TESOL teacher in order to target the four language modalities and provide the students another avenue for English language acquisition.

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As part of the professional development all staff members (Principal, Assistant Principal, Teacher, Paraprofessionals, Secretary, Related Service Providers and Parent Coordinator), are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs offered by OELL. All teachers are encouraged to attend OELL trainings and if one of the administrators sees a particular training which may be beneficial for a teacher he/she registers the teacher for that learning opportunity. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff during Professional Development Time as an opportunity to provide an In-House workshop to staff members. Teachers of ELLs also facilitate In-House workshops as well as open their classrooms as lab sites for school wide intervisits in order to model ELL best practices and scaffolding strategies to all content teachers. The current Assistant Principal in charge of ELL is a former ELL Instructional Support Specialist as well as a Certified QTEL Professional Developer and she provides the teachers with professional development or one to one assistance with lesson planning, scaffolding and differentiation strategies as well as trainings on incorporating language objectives into all lesson plans along with content objectives.
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?
Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions drawn from the analysis of student data.

In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas.

All teachers have the opportunity to attend professional development opportunities provided by OELL in engaging ELLs in the Common Core Learning Standards. All teachers of ELLs have also attended Teachers College Writing Workshops to incorporate this into our ELA/ENL curriculum.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school provides assistance to staff through an Inter-visitation system and a Transitional Program to assist ELL students as they transition from elementary to middle school. Our ELL teachers have opened their classrooms as lab-sites in order to foster thoughtful conversations about ELL scaffolds and Instruction and to assist teachers in incorporating such strategies into their own classrooms. IN order to address the social / emotional and cultural adjustments ELL students experience, staff members dsigned the Transition Program. Through this program, students learn to share their perspectives and take risks in the classroom as they develop language proficiency in a supportive environment. In order to assist our students in transitioning to high school, eighth grade students follow individualized programming. Students in the TBE class are offered opportunities to individualize their schedule through electives as well as the language proficiency ENL / ELA programming. Many of our ELL students and FELL students also take part in the specialized high school classes given in the summer and fall as well as have placement in Math and American History regents courses. Teachers of ELLs and school councelors assist ELLs and their parents during the high school application process in order to ensure the high schools our students apply to provide ELL services for continued support.
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.

ELL teachers will receive 50% of their professional development requirements by receiving ELL specific professional development. Every Monday during professional development time. During this time all ENL/ELA teachers and content teachers working with ELLs will meet to conduct student work analysis to make instructional and curricular decisions concerning our unique population of students. Each teacher will also turn-key the professional development workshops they have attended in regard to ELLs during this allotted time. We will also use this time to debrief inter-visitations and analyze school wide ELL data to ensure we are consistently modifying our lessons based on formative and summative data collection. Agendas and attendance will be kept by the facilitator of these meetings, Ms. Stack and housed in a professional development log as the minutes accumulate the time is tracked to ensure compliance. ELL teachers will also provide In-House professional development on ELL compliance as well as ELL differentiation and strategies. Other opportunities provided by the New York City Department of Education's Office of ELLs will be frequented and turn-keyed to staff members. There is a professional development log housed in the main office to track each teachers participation in City- Wide professional development experiences, tracking both minutes and the focus of each PD.

The 15% total hours for all teachers are going to be given between Election Day Professional Development Day and the June Professional Development Day. Teachers will receive training in the Quality Teaching for English Language Learners workshop by the Assistant Principal who is a certified trainer. She will work with teachers on different ways to differentiate instruction in the content area classroom and how to implement these strategies effectively. Agendas and copies of the training will be kept in the ELL Data folder. The trainings will consist of scaffolding of poetry, literary texts, and social studies. These strategies can also be easily applied to science as well.

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?

Teachers will conduct individual parent meetings with parents of students of ELLs at least one time during the year between the months of November and January. These meetings will be held during parent outreach time and scheduled in advance at the first parent teacher conference. Any parent who can not sign up for a date or time for the individual conference will be called by the homeroom teacher or parent coordinator to set up a meeting. Present at these meetings will be the ENL Teacher, Content Area Teachers who teach the student, the parent or guardian, the student his/herself, as well as an appropriate translator if necessary. At this meeting all assessment data will be shared and explained to parents and the parent, teachers, and students will create student achievement goals. These goals will be tracked and monitored by teachers and progress reports will be provided monthly through skedula as well as sent home in the parents home language. Through these meetings parents and students can take ownership of linguistic goal setting for each ELL student, that will be consistently monitored throughout the course of the school year.

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. Parental Involvement at MS 363 takes on many forms:

During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of other languages families may speak based on initial phone conversations with families. On each home visit, parents receive pertinent information regarding academic expectations for the upcoming year. These visits also serve as a platform for parents to share questions or express concerns regarding the expectations in the comfort of their own home.

In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September until June. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These

organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Finally, Wediko Children Services responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They partner with children, families, schools and the community to offer a continuum of flexible and multi-disciplinary programs.

As Part of our CEP we have been working to increase parental engagement through monthly family nights in which parents are invited to join their student and staff members in building relationships. These activities include a family swim night in the pool on campus, an arts and crafts night, movie night, a community gardening activity, game night, family barbecue etc.

Parents of ELLs will be offered an opportunity to engage in a family literacy building program which will take place for 6 consecutive Saturdays in February and March of 2016. Parents are invited to engage in language acquisition ENL classes with their middle school child while an early literacy teacher works with the younger siblings to provide early literacy classes through read-aloud, puppet shows, and literacy building games and activities.

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

As a renewal school we are undergoing the process of transitioning to a complete community school. This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Finally, Wediko Children Services, which is our selected renewal school CBO responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They will be responsible for scheduling programs for both students and parents as the primary CBO in the building. They partner with children, families, schools and the community to offer a continuum of flexible and multi-disciplinary programs.

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

Paste response to queAt this school, parents needs are evaluated through Learning Environment surveys, parent/teacher conferences and meetings such School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. Surveys are offered in English and Spanish. For parents who speak languages other than those two languages, a staff member is assigned to utilize telephone translation services in the Parent's native language and assist with the interpretation questions from the survey. Data from respective surveys is analyzed and communicated to staff members who collaboratively work with administration to adjust and revise educational goals.

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

The school's use of parent feedback allows the school to revise current systems of parental engagement, review these decisions and then make strategic adjustments and target specific parent needs that are relevant to our community. As a result, parents feel valued and encouraged to continue a partnership with the school and cultivate a lasting relationship.

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.

Parental Response to question 2 was unable to type in that section so we are typing it here; parents have their first individual meeting with the Assistant Principal of ELLs upon admission into the school. She makes herself available to answer their questions about programs and information about the school. That information is kept in the student's cumulative records. Additional ELL parent meetings are run

by the Parent Coordinator and outreach is done by classroom parents who call parents and inform them of information going on in the school or in their child's classroom. All of this information is kept in parent out-reach binders. Compliance letters are sent out in the native language by the ELL Assistant Principal and any in-person meetings which have to deal with curriculum or instruction is held by the student's particular teacher or during conferencing time. We are trying for the firsttime this year student led conferences and hope that way students are held responsible for their actions and accountable to their parents. These meetings are kept in logs.

For Parent outreach, translations and interpretations, we have 138 parents who speak Spanish making it easy to translate information since our Assistant Principal or a school aide or Parent Coordinator can help us. We have 3 Arabic speaking families; 1 Haitian Creole; 1 Bengali; 1 Chinese; 1 Hausa and 1 Soninke. Most of those languages we can get templates of important documents of the Translation and Interpretation aUnits website the last language Soninke is very low incidence and we may need to see if some one in the T & I office speaks that language and can translate it for us. We make every effort to ensure all of our parents and students receive all the data and information they need in the language of their choice whenever possible.

We also have a CBO ENACT which is a drama program which works with our TBE students and they are able to use drama to express themselves and have found it very successful in getting those students to open up and use English in a different format.

Title III also seems to be very successful in our school. Depending on funds we try to have two sessions. One which focuses on preparing for the NYSESLAT and another which focuses more on language immersion through trips such as Alley Duck Pond where the students do community building activities and have to use language to give each other commands. They also go on Circle Line Trips and trips to the Statue of Liberty.

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angelo Ledda	Principal		10/29/15
Maria Diaz	Assistant Principal		10/29/15
Tamara Rosado	Parent Coordinator		10/29/15
Taylor Strack	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Dominga Lopez	Teacher/Subject Area		10/29/15
Sara Romito	Teacher/Subject Area		10/29/15
Matthew Lubera	Coach		10/29/15
	Coach		1/1/01
Gisela Bravo	School Counselor		10/29/15
Melodie Mashel	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		1/1/01
Yvette Ramos	Other <u>Speech</u>		10/29/15
Abby Falberg	Other <u>Assistant Principal</u>		10/29/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X363**

School Name: **Academy for Pers. Leadership & Exce**
Superintendent: **Melodie Mashel**

Before you begin, please check the following:

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

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

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

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

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

The data used to assess the school's written translation and oral interpretation needs is the RPOB which besides showing place of birth also provides you with information regarding the various home languages in the school. Currently we have the following breakdown of students; 1 Afrikaans, 2 Albanian, 3 Arabic, 1 Bengali, 1 French, 3 Fulani, 1 Hausa, 1 Nepali, 1 Samoan, 1 Twi, 1 Vietnamese, 1 Thai and 210 Spanish. As is fortuitous for us those parents with the children of most of the low-incidence languages with the exception of the 3 Arabic and 1 Bengali all prefer that documents sent home are in Spanish. We ensure that all documents are double-sided English and Spanish and separate translated versions are made for the Bengali and Arabic double sided English with their specific language. We ensure with the low-incidence language upon initial enrollment during the interview process if the parent prefers school notifications in the child's language as well or if they prefer English

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.

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After this information is sorted at the beginning of the Academic Year, this information is shared with the Parent Coordinator who then shares it with the PTA and subsequently to the SLT by either a school administrator or the school secretary who regularly attends the SLT meetings.

This is done not just to share the various and wide ranging languages present in our school but to track the changing demographics of the school and the ever increasing presence of students from the various countries of Africa.

We also use the students' home language information, especially in the instances of the low-incidence languages to prepare for translation services for those students who are identified as ELL and said service will be needed during certain high stakes examinations

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.)

Written translations in Spanish are done by the Assistant Principal, who is a licensed Spanish teacher as well, in-house and therefore an outside vendor is not needed. For our low-incidence languages such as Bengali and Arabic we use Google Translate to translate any documents and it has proven to be effective. For our other languages such as Afrikaans, Albanian, Haitian Creole, Urdu, Fulani, French and Nepali, although these are listed as the students' language of preference the parents requested written communication to be done in English. All efforts are made to ensure that any translated document translated either personally by the Assistant Principal or with the assistance of Google Translate are provided the same day as its English counterpart; hence parents all receive any important school information simultaneously regardless of the language being used. Google Translate is used in these instances to ensure documents are translated in a timely manner especially if it is for an event or activity that is forthcoming and there is no time to email it to the Translation and Interpretation Unit. In instances where we do know within the required window of two - three weeks for turn around of documents sent to

that particular unit, we make all efforts to utilize their services. As of now, the parents needs seem to be fully addressed with the use of Google Translate.

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.

What has been a common trend in our school is that those parents who speak low-incidence languages bring their own interpreters in the form of a family member or family friend; therefore this reduces the burden of calling the interpretation services office for an interpreter. In the case of Spanish, interpretation is provided either by the Family Worker, the Pupil Accounting Secretary, Parent Coordinator or if necessary by the Assistant Principa

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.

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

The appropriate postings for the availability of Interpretaion Services are posted in the school's main office and is easily visible by those who come into our office. Since most of the parents' native language is Spanish, all postings and notifications throughout the school which are meant to be visible and accessible to parents are done in both Spanish and English.

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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.)

T&I Brochure, Language ID Guide, Staff Meetings, EMAIL

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

The appropriate postings for the availability of Interpretation Services are posted in the school's main office and is easily visible by those who come into our office. Since most of the parents' native language is Spanish, all postings and notifications throughout the school which are meant to be visible and accessible to parents are done in both Spanish and English.

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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)

Learning Environment Survey
Parent Surveys
Parent Workshops
Parent Coordinator
Community Base Organization
Community School Manager