



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **10X447**

**School Name:**                       **CRESTON ACADEMY**

**Principal:**                           **MELLISSA MILLER**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE School Number (DBN): 10X447  
Grades Served: 6-8  
School Address: 125 EAST 181<sup>st</sup> STREET, BRONX, NY 10453  
Phone Number: 718)367-5035 Fax: 718)367-5176  
School Contact Person: Mellissa Miller Email Address: mmiller3@schools.nyc.gov  
Principal: Mellissa Miller  
UFT Chapter Leader: RHONDA JACKSON  
Parents' Association President: GRACE GARCIA  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or Parent Advisory Council Chairperson): Grace Garcia  
Student Representative(s): NA

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458  
Superintendent's Email Address: mmashel@schools.nyc.gov  
Phone Number: (718)741-5852 Fax: 718)741-7098

**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: (718)8287776 Fax: (718)828-6280

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

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

### Directions:

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

| Name             | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|------------------|---|-------------------------|
| PAMELA EDWARDS   | *Principal or Designee  |                         |
| RHONDA JACKSON   | *UFT Chapter Leader or Designee   |                         |
| GRACE GARCIA     | *PA/PTA President or Designated Co-President  |                         |
| GLORIA MORALES   | DC 37 Representative (staff), if applicable   |                         |
| Grace Garcia     | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| NA               | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| NA               | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | CBO Representative, if applicable   |                         |
| Susan Defillippo | Member/ Teacher UFT   |                         |
| Herenia Arce     | Member/ Paraprofessional UFT  |                         |
| Diedre Spencer   | Member/ Teacher UFT   |                         |
| Ronald Williams  | Member/ Parent of SE Student  |                         |
| Maribel Tomay    | Member/ Parent of ELL Student   |                         |
| Samantha Velez   | Member/ Parent  |                         |

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

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

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

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

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

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

#### **The Framework for Great Schools and SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

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

#### **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 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 Educational 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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Creston Academy was established to promote and nurture a culture of high expectations and achievement that will enable our students to succeed, not only in school but also in their lives outside of school and for the years to come in their future. Throughout our school, we provide a Common Core Learning Standards-aligned curriculum to best prepare all of our students for college and career readiness. Our school community is focused on the implementation of a rigorous curriculum, differentiated to meet the diverse needs and strengths of our students. We create and celebrate a learning environment that is designed to foster and motivate our students through four essential beliefs: belonging, mastery, independence, and generosity.

Our Mission Statement is as follows:

The Creston Academy's core belief is that education is the foundation of opportunity with school and home being the strong centers of their lives, students must make strong connections between what they are learning in school and classrooms and how that links to their own self-awareness and their pursuit of many diverse possibilities of their place and purpose in the world.

Our goal is to enable all students to reach their personal best through a rigorous, standards-based curriculum that facilitates the connections between schools and the students' success.

Our student demographics are comprised as follows: Asian, 1%; Black 13%; Hispanic, 85%; White 1%. Thirty five percent of our students are English Language Learners, and nineteen percent of our students are Students with Special Needs. We have five classes on each grade. Grade eight has two Integrated Co-teaching classes, One ENL Class, and one Bilingual class. Grades six and seven each have three ICT classes, one ENL class, and one Bilingual class.

The Creston Academy was established in partnership with Good Shepherd Services, a community based organization. Our vision was developed in conjunction with Good Shepherd and is as follows:

The Creston Academy promotes the middle school environment that supports each student's intellectual, ethical, emotional and physical development. The school is designed to foster and motivate a sense of belonging, mastery, independence and generosity in the lives of staff and students.

Our school provides a learning community in which all students have the opportunities and supports to achieve at high levels. This will be accomplished through instructional methods that include and foster stable, close and mutually respectful relationships among students, staff and our community.

Good Shepherd provides tutoring, STEM activities, sports, and instruction in the visual and performing arts after school, to two hundred of our students.

For the past two years, we have partnered with Lincoln Center Education to provide instruction in visual and performing arts during the school day. Lincoln Center Teaching Artists push into our Social Studies Classes weekly to afford students opportunities to actively engage in instructional activities aligned to the Blueprint for Teaching and Learning in the Arts and the Social Studies Curriculum. Artists and teachers meet monthly to plan instructional activities that are engaging, rigorous, and common core aligned. Lincoln Center Education brings performances to our school, and students and parents are given the opportunity to visit Lincoln Center. Lincoln Center also arranges for our students to visit cultural institutions in the area such as The Metropolitan Museum and The Bronx Museum of the Arts.

Lincoln Center provides teachers with professional development during Chancellor's Conference Days. Teachers are given the opportunity to attend an institute during the summer which explores aligning instruction in the arts to the curriculum. Lincoln Center provides teachers several opportunities during the year to attend various performances.

Last year, we received a Middle School Arts Grant to provide instruction in instrumental music and dance. We share a music and dance teacher with another school in the area. We purchased the instruments needed to equip an orchestra and are looking forward to an orchestral performance at the end of the school year.

We are also a Teacher's College Project School. A Teacher's Staff Developer pushes into classrooms and demonstrates lessons in the teaching of reading and writing using the workshop model. She also meets with teachers and teacher teams

to plan for the needs of all students including English Language Learners, Students with Disabilities, and the Bottom Third Achieving Students.

Creston Academy has received the benefit of The Teacher Incentive Fund Grant for the past two years. Through the Teacher Incentive Fund, we have developed teacher leadership so that all members of the Creston Staff are empowered stakeholders in the achievement of our students. Last year we began with two Peer Collaborative Teachers and three Model teachers. This year we have three Peer Collaborative Teachers and five Model Teachers. The Peer Collaborative Teachers mentor new teachers and provide support for all teachers in the components of the Danielson Framework. They provide professional development on all aspects of the Danielson Framework. New teachers observe a demonstration teacher weekly and debrief with the PCTs about observed best practices.

Creston Academy is proud to be a member of the Chancellor's Middle School Lunch Pilot. Our cafeteria is being redesigned to make it more conducive to student engagement. We are providing the following activities during the lunch hour to increase student participation in constructive, engaging activities: sports, board games, and orchestra.

Twenty-five of our students participate in the Yankee Stadium Healthy Home Plate Program. Last year, students attended monthly sessions at Yankee Stadium where they learned about healthy nutrition and had the opportunity to prepare healthy dinners and snacks. In the Spring, the students attended a baseball game at Yankee Stadium where they were introduced to the audience on the field.

Last year we will began a partnership with the Baseball Hall of Fame. This is an opportunity for thirty of our students to strengthen their literacy skills through the study of the history of baseball. Technology is a major component of this program. The students and teachers will video conference with instructors from Baseball Hall of Fame weekly.

The Chancellor has designated The Creston Academy as a Respect for All school. In partnership with the Anti-Defamation League, we have developed a strong anti-bullying policy that is implemented by the school's three guidance counsellors and the dean. Guidance Counsellors conduct advisories weekly in each class to prevent bullying. The guidance counsellors and the dean meet with the students and the parents of the students who have been bullied and those who have been identified as bullies after school and on Saturdays.

The Creston Academy offers Specialized High School Achievement Test preparation to students in all grades from six to eight in the morning. Students are identified by their state test scores and the recommendations of their teachers. We use the Dream Academy curriculum and materials to prepare them for the test.

We offer Common Core Algebra to our eighth grade students. Students identified by their New York State Math Test scores, report card grades for seventh grade math, and by the recommendation of their teachers. We also offer an advanced science class in grade seven.

The Creston Academy is a C.H.A.M.P.S. school. Through C.H.A.M.P.S. we offer Girls Volleyball, Boys Volleyball, Girls Basketball, Boys Basketball, and Fitness Club. The Girls Volleyball Team were the Bronx champions in 2014 and went to place second in the New York City finals.

The New York Road Runners make it possible for us to have a Young Runners Club. The students run from October to June and participate in citywide races. Our students were city champions in 2013 and 2014. Four of our students are Young Runner Ambassadors and represent the New York Road Runners in races such as the marathon. For the past two years, two of our students have won scholarships for Running Camp in upstate New York.

The Creston Academy in a member of MY Library NYC. Through this program each teacher and student receives a library card with no fines for late books. Teacher and students can order books to be delivered to the school. Teachers can also order teacher sets of books. The set can be a class set of one book or several books on a particular subject.

The Creston Academy celebrates academic success through its Achievement list and Principal's list. Achievement list students obtain an average of 85 – 89 on their report cards, and Principal's List students obtain an average of 90 and above. A celebration dinner, for those students and their parents, is given four times yearly with the issuance of report cards. Parents and students receive gifts to reward them for their effort and success. We also reward the most improved students as identified by their teachers. They receive an award for their effort during Advisory.

Our school's strengths include teacher collaboration and leadership through Teacher Teams, inclusion of students with special needs through integrated co-teaching classes, small group instruction, differentiated instruction, systems of student management, and strong relationships with parents.

The Creston Academy has a Coherent Set of Beliefs About How Students Learn Best. These are:

Differentiation: Provision of Appropriately Challenging Tasks: Supports/Extensions

Student Engagement: Higher Order Thinking Skills; Rigor

Actionable Feedback to Students; Annual and Interim Goals

Explicit Modeling; Teaching; Classroom Teaching Strategies and Routines

All teachers receive professional development on these beliefs and all formal and informal observations give teachers feedback on their implementation of our Coherent Set of Beliefs About How Students Learn Best .

We provide numerous opportunities for teachers to plan and collaborate so that our students can progress toward mastery of the Common Core Learning Standards. Every subject area teacher has planning with their grade built into their schedule weekly. Planning by subject and by grade occurs Mondays and Tuesdays from 3:00 – 3:40 every week. The general education and special education teachers in our ICT classes have the same preparation periods, making it possible for them to plan together. Subject area teachers collaborate on each grade to pace curriculum units, plan specific lessons, and create assessments and rubrics. We have one meeting per month dedicated to vertical team meetings, to discuss students who may be having difficulty in all subjects.

The Peer Instructional Coaches, Demonstration Teachers, and Literacy Coach support the teachers in all aspects of the Danielson Framework. Teachers are encouraged to attend professional development provided by Teacher’s College, MSQI, and Lincoln Center at various times during the year. Teachers who attend then turnkey the information they have received during professional development. Our teachers and staff are the backbone of the Creston Academy, and their ideas are listened to and treated with respect. Our teachers know that they are an essential part of our community.

Seven of our fifteen classes are ICT classes. A visitor to those classes would not be able to tell which students have IEPs and which are general education students. It would be equally hard to distinguish the Special Education Teacher from the General Education Teacher. As a result we have fewer behavioral issues. Special Education students do not feel different or isolated. Students with Special Needs and the Lowest Performing Students made excellent progress in 2014 on both the State Math Test and the ELA.

Because of the number of diverse learners we receive, and the wide range of their achievement, we are constantly challenged to design standards-based curricula that emphasize rigorous tasks across classrooms, promoting higher order thinking skills for all learners. Each year we are making more progress in closing the achievement gap but we must continue to provide the multiple entry points and scaffolding that will make the curricula accessible to all students including English Language Learners, Students with Disabilities, and students in the bottom third.

Teachers must assess students frequently to determine their understanding. They can then adjust instruction to enable all students’ to make progress toward mastery of the Common Core Learning Standards. Teachers must be given the professional development and the feedback they need so that instructional practices throughout the school improve.

This year we are focusing on small group instruction to meet the needs of all of our diverse learners. We are also emphasizing questioning and discussion that promote higher order thinking skills. Our collaborative teacher teams will plan for small group instruction that meets the needs of all students and questions that will promote critical thinking.

Assessment is another major focus this year. Teacher teams are creating rubrics specific to the assigned task so that students know exactly what they need to do and need to improve. We are also working on creating rubrics with the students that they can use to evaluate their own work and participation.

The principal will continue to give feedback to teachers on how well they are implementing our Coherent Set of Beliefs About How Students Learn Best. They will also give feedback aligned to professional development on small group instruction, questioning that promotes higher order thinking skills for all learners, and teacher assessment practices.

## 10X447 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |        |
|---|----------|---|-----|---|--------|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 479 | SIG Recipient                                 | N/A    |
| Types and Number of English Language Learner Classes (2014-15)  |          |   |     |   |        |
| # Transitional Bilingual  | 7        | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A    |
| Types and Number of Special Education Classes (2014-15)         |          |   |     |   |        |
| # Special Classes   | N/A      | # SETSS   | N/A | # Integrated Collaborative Teaching           | 14     |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |        |
| # Visual Arts   | N/A      | # Music   | 5   | # Drama                                       | N/A    |
| # Foreign Language  | N/A      | # Dance   | N/A | # CTE   | N/A    |
| School Composition (2013-14)                                    |          |   |     |   |        |
| % Title I Population  | 95.9%    | % Attendance Rate                               |     |   | 91.5%  |
| % Free Lunch  | 96.8%    | % Reduced Lunch                                 |     |   | 1.5%   |
| % Limited English Proficient                                    | 34.6%    | % Students with Disabilities                    |     |   | 19.1%  |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |        |
| % American Indian or Alaska Native                              | N/A      | % Black or African American                     |     |   | 13.2%  |
| % Hispanic or Latino  | 84.9%    | % Asian or Native Hawaiian/Pacific Islander     |     |   | 1.1%   |
| % White   | 0.8%     | % Multi-Racial                                  |     |   | N/A    |
| Personnel (2014-15)   |          |   |     |   |        |
| Years Principal Assigned to School (2014-15)                    | 5.34     | # of Assistant Principals (2014-15)             |     |   | 1      |
| # of Deans (2014-15)  | N/A      | # of Counselors/Social Workers (2014-15)        |     |   | 2      |
| Personnel (2013-14)   |          |   |     |   |        |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A      | % Teaching Out of Certification (2013-14)       |     |   | 13.6%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%     | Average Teacher Absences (2013-14)              |     |   | 6.66   |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |        |
| ELA Performance at levels 3 & 4                                 | 7.5%     | Mathematics Performance at levels 3 & 4         |     |   | 14.7%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     |   | 36.9%  |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |        |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     |   | 100.0% |
| Credit Accumulation High Schools Only (2013-14)                 |          |   |     |   |        |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     |   | N/A    |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     |   | N/A    |
| 6 Year Graduation Rate  | N/A      |   |     |   |        |
| Overall NYSED Accountability Status (2014-15)                   |          |   |     |   |        |
| Reward  |          | Recognition                                     |     |   |        |
| In Good Standing  |          | Local Assistance Plan                           |     |   |        |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   | X      |
| Priority School   |          |   |     |   |        |
| <b>Accountability Status – Elementary and Middle Schools</b>    |          |   |     |   |        |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |        |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | 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                      |     |   | YES    |
| Economically Disadvantaged                                      | NO       |   |     |   |        |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |        |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | YES    |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A    |
| White   | N/A      | Multi-Racial                                    |     |   | N/A    |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     |   | YES    |
| Economically Disadvantaged                                      | YES      |   |     |   |        |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |          |   |     |   |        |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A    |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A    |
| White   | N/A      | Multi-Racial                                    |     |   | N/A    |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A    |
| Economically Disadvantaged                                      | YES      |   |     |   |        |
| <b>Accountability Status – High Schools</b>                     |          |   |     |   |        |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |        |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A    |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A    |
| White   | N/A      | Multi-Racial                                    |     |   | N/A    |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A    |
| Economically Disadvantaged                                      | N/A      |   |     |   |        |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |        |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A    |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A    |
| White   | N/A      | Multi-Racial                                    |     |   | N/A    |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A    |
| Economically Disadvantaged                                      | N/A      |   |     |   |        |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |        |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A    |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A    |
| White   | N/A      | Multi-Racial                                    |     |   | N/A    |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A    |
| Economically Disadvantaged                                      | N/A      |   |     |   |        |

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

|   |   |                    |
|---|---|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |   |                    |
| <b>Tenet 3 Statement of Practice (SOP) Addressed</b>  |   | <b>HEDI Rating</b> |
| 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. | HE                 |
| 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.                                   | HE                 |
| 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.            | HE                 |
| 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.                                  | HE                 |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |   |                    |
| <p>2.2 “As a result of a rigorous assessment cycles, the school makes strategic, data-driven decisions about curricula and lesson planning. Embedded, school-wide practices have created a culture where teachers continually make effective adjustments to meet the needs of all students, and students are aware of their next learning steps.”-Quality Review 2014-2015.</p> <p>2.2 “Strengthen teacher assessment practices to use varied checks of understanding to make and adjust instructional decisions in a timely fashion to ensure that all students have an opportunity to demonstrate increased mastery.”- Alternate Quality Review 2013-2014.</p> <p>2.2 “Strengthen the use of rubrics by students so they self-assess and use rubric criteria to improve the quality of their own work.” -Principal Performance Review 2013-2014.</p> <p>The teachers at Creston Academy meet across content areas and across grades to analyze student work and progress so that they can adjust instructional practice to the need of all students. Teachers will focus on the needs of the bottom third of students, English Language Learners, and Students with Disabilities when examining student work. Grade teams will develop rubrics to be used by students so that they can assess their progress toward the standards and set learning goals.</p> |   |                    |

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**Part 2 – Annual Goal**

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

To develop a data-driven school culture that is based on student needs, assessments and analysis, informing instruction and resulting in greater student achievement outcomes. By June 2016, 95% of teachers will look at student work weekly and identify three instructional supports for English Language Learners, Students With Disabilities and students in the bottom 1/3 resulting in a 5% increase in students making Adequate Yearly Progress.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>                   | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p>   | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking at Student Work and Common Core Learning Standards-aligned RUBRICS. Teachers will meet to share best instructional practices.</p>  | <p>Students with Disabilities, English Language Learners and the bottom 1/3</p>  | <p>Teacher Team meetings begin In October, 2015, and are conducted weekly, according to the school's year-long calendar</p> <p>In addition to Teacher leaders on each grade, all Teacher Teams will collaboratively Look at Student Work, 3 times per month and collaboratively meet to Share Best Instructional Practices.</p> | <p>Peer Collaborative Teachers</p> <p>Model Teachers</p> <p>Literacy Coach</p> <p>Teachers College Staff Developer</p>  |
| <p>Supervisors will review and analyze the documentation forms submitted by the</p>   | <p>Students with Disabilities, English Language Learners and the bottom 1/3.</p> | <p>Supervisors will collect and review documentation forms submitted by Teacher Teams</p>   | <p>Principal</p>  |

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|---|---|--|--|
| <p>Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.</p>                                |   | <p>on a weekly basis, starting in October, 2015 and ending in June, 2016</p>   |  |
| <p>All teachers will participate in professional development workshops that focus on best practices of using assessment in instruction and providing effective feedback to students, using Common Core Learning Standards Rubrics (Danielson Framework for Teaching component 3D).</p>          | <p>Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level</p>  | <p>Beginning in September, 2015, Professional Development workshops will be provided weekly; Professional development will be provided during designated preparation periods for targeted teachers, ending in June, 2016.</p>  | <p>Peer Collaborative Teachers<br/>Model Teachers<br/>Literacy Coach<br/>Teachers College Staff Developer<br/>Achieve 3000 Coach<br/>Principal</p> |
| <p>All Teacher Teams will revise their lesson plans monthly to create highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms.</p> | <p>Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level.</p> | <p>Beginning in September, 2015, Teacher Teams will meet to collaboratively develop a Highly Effective lesson plan each month, ending in June, 2016.</p> <p>All teachers, with support of coaches, teacher leaders and consultants will write a minimum of 4 highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.</p> | <p>Peer Collaborative Teachers<br/>Model Teachers<br/>Literacy Coach<br/>Teachers College Staff Developer<br/>Principal</p>                        |

**Part 4 – Budget and Resource Alignment**

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

The Creston Academy has incorporated the following common preparation periods for teacher teams to examine and analyze data, and adjust instruction with special emphasis on ELLs, SWDs, and the bottom third performing students:

- Grade 6 ELA and Social Studies
- Grade 7 ELA and Social Studies
- Grade 8 ELA and Social Studies
- Grade 6 Math
- Grade 7 Math
- Grade 8 Math
- Social Studies/Lincoln Center
- Science
- Physical Education
- Music

Peer Collaborative Teachers will lead professional development on Monday afternoons with assistance from the model teachers using the funding from our TIF grant. A Teachers College staff developer will assist ELA and Social Studies teachers in planning and providing instruction for all students including ELLs, SWDs, and the bottom third performing students. A teacher will act as a data specialist to collate and analyze all data, and present the results to the staff.

Resources:

- Teacher Teams
- Peer Collaborative Teachers
- Model Teachers
- Literacy Coach
- Data Specialist
- Teachers College Staff Developer
- Common Preparation Periods

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

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

### **Part 5 – Progress Monitoring**

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

1. Documentation forms have been developed for teachers to complete and submit to the principal after each weekly, Teacher Team meeting to evaluate effectiveness of the content and processes of weekly Teacher Teams. by January 31 of 2016, written evidence of four Inquiry Cycles including student work, analysis of that work, strategies design to address student need, and assessments.

2. Teacher reflection forms will be implemented after each Professional Development workshop to determine the effectiveness of the PD provided. .

3. Lesson plans and classroom observations will reflect levels of performance, as rated by the Danielson Framework for Teaching Rubric. At the end of each observation cycle, (October 31, December 23, February 29, May 6) the principal will analyze the strengths and weaknesses of teacher lesson plans, and meet with the teacher leaders to plan professional development to meet the needs of all teachers.

4. Assessment results from: DRP, Teacher's College Common Core on Demand Writing Tasks, SRI, MRI, Common Core Tasks, Math Reasoning Inventory and Waggle for math. Benchmarks for these assessments will be October 2015 and May 2016.

5. Monthly workshop in Common Core Standards will be given by the parent coordinator to explain the standards and how the school is implementing them in all content areas.

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

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

|   |  |                    |
|---|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |  |                    |
| <b>Tenet 5 Statement of Practice (SOP) Addressed</b>  |  | <b>HEDI Rating</b> |
| 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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>  |  |                    |
| <p>1.3 “The principal makes informed and strategic organizational decisions across all aspects of the school to promote the school’s goals and support professional collaboration.” -Alternate Quality Review 2013-2014.</p> <p>1.3 “Driven by a sense of urgency, the principal makes meaningful organizational decisions that align to the goals of the school and strategically supports a commitment to elevating student literacy levels school wide.” - Principal Performance Review 2013-2014.</p> <p>1.4 “The principal creates an inclusive, safe, welcoming, warm and respectful culture that honors student voice and cultivates a learning environment for students and adult learning.” -Principal Performance Review 2013-2014.</p> <p>Our school supports and sustains social and emotional growth through our core belief that each student is a valued member of the community and can develop and progress to his/her full potential given a safe, risk free environment where he is nurtured and respected. We have a guidance counselor for each grade, a dean to support students and parents, and we are a Respect for All School.</p> <p>Our goal is to provide more parents with the skills to support students socially and emotionally. We will empower the student council to be an active advocate for students. We will encourage more parents to actively participate in school based activities and workshops.</p> |  |                    |

**Part 2 – Annual Goal**

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

To cultivate the development of overarching systems and partnerships that support and sustain students’ social and emotional developmental health. By June 2015, 95% of students will participate in and benefit from a targeted research based programs and activities that support their social and emotional well-being to prepare them for the demands of college and career. By June of 2016, there will be a 5% decrease in incident reports and suspensions, and a 2% increase in attendance rates.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>                      | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p>   | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|---|---|---|
| <p>The school Dean, school Guidance Counselors, and Parent Coordinator meet regularly with students and families, throughout the year to track monitor and proactively support students' social and emotional growth.</p> <p>The parent coordinator facilitates weekly workshops with parents. The dean and guidance counselors meet two days per week after school and two Saturdays</p>   | <p>All students, in particular academically and behaviorally, at risk students.</p> | <p>Beginning October 2015 and ending in June 2016, daily interactions between school personnel, students and families, with communication occurring frequently and on an ongoing, as needed basis.</p> <p>Dean, Guidance Counselors, Community Based Organizations, Parent Coordinator meet with students and families.</p> | <p>Dean, Guidance Counselors, Community Based Organizations, Parent Coordinator</p>   |

|  |  |   |  |
|--|--|---|--|
| per month with students and their families, teachers, and other relevant staff members.  |  |   |  |
| Students participate in Student Council Meetings to plan and enact activities responding to the social and emotional needs of students including Respect for All Week, Acts of Kindness Wall, School Dances, and Student Achievement Celebrations. | All students, in particular academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement. | Beginning October 2015 and ending in June 2016, Student Council meets twice monthly to plan and implement student-led activities throughout the year.   | Designated teacher serves as Student Council Advisor.  |
| Community-Based Organizations, such as Good Shepherd Services, provide grants to school and services to children and families. They collaborate with school personnel, including but not limited to, the principal and teachers.                   | 200 students chosen based on applications.   | Beginning October 2015 and ending in June 2016, after-school programs meet daily.   | Good Shepherd Services staff and staff from other CBOs, as well as school staff, provide after-school programs.                      |
| Teachers and parents participate in the School Leadership Team committees and subcommittees to address issues of safety.   | Entire school community, including students, parents, teachers and staff.  | Beginning September 2015 and ending in June 2016, School Leadership Team meets monthly, with subcommittee meetings as needed throughout the year such as to obtain DOE required waiver for Algebra or to create the SCEP. | Equal number of parents and school staff meet for School Leadership Team meetings and participate in subcommittee planning sessions. |

**Part 4 – Budget and Resource Alignment**

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

We believe student progress is directly impacted by the culture of the school. Student progress to their highest potential when they are in a safe, supportive environment that is responsive to their social and emotional needs. To this end, we have budgeted for a guidance counselor on each grade, and a dean. They meet with parents and students during the day, after school, and on Saturdays. We have a student council that meets on Saturdays and during lunch so that our students become forceful stakeholders in their education.

Resources:

- Three Guidance Counselors
- Dean
- Guidance Counselor per session
- Dean per session
- Teacher advisors for student council.

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

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

**Part 5 – Progress Monitoring**

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

1. Suspension rates, detention logs, OORs reports, accident reports, attendance reports will reflect improved student social-emotional growth. There will be a 2.5% decrease in OORS reports and Suspension Rates by February of 2016, and 1 5% decrease by June of 2016.
2. Student surveys will be conducted to evaluate the effectiveness and impact of the social, emotional programs offered by the school, two times during the year, starting in January 2016 and at the end of year, June 2016.
3. Mid-year and end of year program evaluation reports will reflect students’ emotional and social growth throughout the year.
4. School Learning Environment Survey, Spring 2016 will reflect a 5% increase of staff and parent increases in responses of strongly agree in relation to questions of communication, engagement and safety.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

|  |  |                    |
|--|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>   |  |                    |
| <b>Tenet 4 Statement of Practice (SOP) Addressed</b>   |  | <b>HEDI Rating</b> |
| 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.   | E                  |
| 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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>  |  |                    |
| <p>1.1 “As a result of strategic, targeted and inquiry-based teacher teamwork, both teacher pedagogy and student outcomes have resulted in shared improvement.” Quality Review 2014-2015.</p> <p>1.2 “The implementation of coherent pedagogical practices informed by a common teaching framework, aligned to the curriculum gives all students the opportunity to demonstrate high levels of engagement in lessons and in work products.” -Alternate Quality Review 2013-2014.</p> <p>1.1 “Strengthen the design of standard-aligned curricula that emphasize rigorous habits and tasks across classrooms, promoting higher order thinking skills for all learners that ensure that Common Core Learning Standards are comprehensively addressed.” -Alternate Quality Review 2013-2014.</p> <p>1.2 “Continue to develop teacher practice that ensures teachers pose high level open ended questions that spark student debate, engage students in discussions about their work and culminates in student work/ work products that extends their thinking.” - Principal Performance Review 2013-2014.</p> <p>Creston Academy has a Coherent Set of Beliefs About How Students Learn Best.; engagement, modeling and explicit teaching, actionable feedback, and assessment to which all teachers adhere. We will continue to provide activities that engage a diverse population of students across all ability levels.</p> |  |                    |

We will continue to improve our support and scaffolding for our diverse population of learners including ELLs, SWDs and the bottom third of performing students. Our emphasis on differentiation and small group instruction will be the focus of our professional development, lesson planning, and instruction.

**Part 2 – Annual Goal**

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

To provide coherent Common Core Learning Standards-based instruction that leads to multiple points of access for all students to achieve targeted goals. By May, 2016, 90% of teachers will include level three and four questions, based on the Depth of Knowledge, in their lesson plans and provide unit tasks that demonstrate higher order thinking and engagement.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>  | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p>  | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|---|--|---|
| <p>All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning, Standards-aligned curricula to meet the precise needs of subgroups of students and support their access into the rigorous texts of Common Core Curricula.</p>  | <p>All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.</p>  | <p>Teacher Teams meet weekly during designated and calendarized schedules, beginning in October 2015 and ending in June 2016.</p>  | <p>Peer Collaborative Teachers<br/>Model Teachers<br/>Literacy Coach<br/>Principal</p>  |
| <p>Supervisors will expect and emphasize the best pedagogical practices of the School's <u>Coherent Set of Beliefs About How Students Learn Best.</u></p>  | <p>All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure. Students with Disabilities, English Language Learners,</p> | <p>Beginning in September 2015, supervisors will conduct initial planning conferences followed by pre and post observation conferences, to provide feedback to teachers, and</p> | <p>Principal</p>  |

|  |  |  |  |
|--|--|--|--|
|  | the bottom 1/3 and Students on and above grade level.  | provide ratings for all classroom observations, and ending in May 2016.  |  |
| Universal Design for Learning will be incorporated into teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement. | All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.  | Beginning in September 2015 and ending May 2016 ongoing supervisory review and rating of lesson plans as applicable to observations, as part of the ADVANCE Evaluation System.<br><br>All teachers will plan for and implement the coherent Common Core Learning Standards—aligned to instruction, including multiple entry points of access for all students. | Principal.   |
| Professional Development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners.  | All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure. Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level. | Weekly professional development sessions and planning meetings will be provided to teachers to address UDL and all components from the school's Coherent Set of Beliefs About How Students Learn Best, beginning in September 2015 and ending in June 2016.  | Principal<br>Peer Collaborative Teachers<br>Model Teachers<br>Literacy Coach<br>Teachers College Staff Developer<br>Achieve 3000 Coach |

**Part 4 – Budget and Resource Alignment**

|  |                 |   |             |  |            |  |                  |  |                          |   |       |
|--|-----------------|---|-------------|--|------------|--|------------------|--|--------------------------|---|-------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |                 |   |             |  |            |  |                  |  |                          |   |       |
| Creston Academy has a Coherent Set of Beliefs about How Students Learn Best. All professional development provided by Peer Collaborative Teachers, Model Teachers, the Literacy Coach, The Teachers College Staff Developer, Mentors, Achieve 3000, will emphasize the components of our beliefs. Instructional resources including the Teachers College curriculum, Common Core Math, Social Studies, and Scope and Sequence, and Foss Science will include strategies from the Universal Design for Learning which addresses the needs of diverse learners. Resources include: Peer Collaborative Coaches, Model Teachers, Literacy Coach, Achieve 3000, Teachers College Staff Developer, Teachers College workshops, Myon Learning, leveled libraries, and Waggle Math |                 |   |             |  |            |  |                  |  |                          |   |       |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |                 |   |             |  |            |  |                  |  |                          |   |       |
| X  | Tax Levy        | X | Title I SWP |  | Title I TA |  | P/F Set-aside    |  | 21 <sup>st</sup> Century |   | C4E   |
|  | Title I 1003(a) |   | Title III   |  | PTA Funded |  | SIG or SIF Grant |  | School Success Grant     | X | Other |

## **Part 5 – Progress Monitoring**

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

1. Supervisory Review and Rating of teachers' lesson plans as applicable to observations, as part of the ADVANCE Evaluation System , using the Danielson Framework For Teaching Rubrics, Domain 1 Planning and Preparation components. Bu the end of the second observation cycle in January of 2016, 90% of teachers will be effective or highly effective in Domain 1.
2. Classroom supervisory observations will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula. By January of 2016, 90% of teachers will include differentiated lesson plans for at least one subgroup.
3. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams. All teacher teams will submit documentation of two inquiry cycles by January of 2016.
4. Classroom supervisory observations, pre and post conferences with teachers, and feedback to teachers will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

|   |  |                    |
|---|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |  |                    |
| <b>Tenet 2 Statement of Practice (SOP) Addressed</b>  |  | <b>HEDI Rating</b> |
| 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 (SCEP).                                     | 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 SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | E                  |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |  |                    |
| <p>4.1 "Continue to support teacher development through frequent observation and feedback cycles that is aligned to professional development that captures the needs of teachers and is improving instructional practices throughout the school." -Alternate Quality Review 2013-2014.</p> <p>4.1 "The school leader's observation feedback informs the school's professional development plan and provides teachers with actionable next steps that guide the improvement of their instructional practice." - Principal Performance Review 2013-2014.</p> <p>The systems of observation and feedback at Creston Academy are designed to highlight our teachers' strengths and provide next steps so they can progress to the next level of the Danielson Rubric. We look at schoolwide data which drives all decisions and priorities.</p> <p>We will design professional development that relates to our school vision, student progress, and teacher needs informed by the observation cycle.`</p> |  |                    |

**Part 2 – Annual Goal**

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

To improve staff accountability for continuous improvement. By May 2016, 100% of teachers will receive frequent written feedback from supervisors, based on the evidence-based system of the Danielson Framework For Teaching that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups resulting in a 5% increase in students making Adequate Yearly Progress.

Principal, Assistant Principal and Peer Instructional Coaches will meet with teachers to support their implementation of ADVANCE requirements and Danielson Framework For

Teaching Rubric.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>   | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p>  | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|--|---|
| <p>A minimum number of frequent classroom observations, using Charlotte Danielson’s Framework for Teaching and adhering to the guidelines of the ADVANCE Evaluation System, with feedback provided to all teachers within 2 weeks.</p>   | <p>All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.</p> | <p>Beginning September 2015, after initial one-on-one IPC conferences with all teachers and continuing weekly until May 2016.</p> <p>Principal, and Peer Collaborative Teachers will meet with teachers to support their implementation of ADVANCE requirements and Danielson Framework For Teaching Rubric.</p> | <p>Peer Collaborative Teachers<br/>Principal</p>  |
| <p>All teachers will participate in setting goals based on Charlotte Danielson’s Framework for Teaching,</p>   | <p>All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.</p> | <p>Three times during the year, at goal-setting meetings in September/October 2015, during mid-year conferences</p>  | <p>Peer Collaborative Teachers<br/>Model Teachers</p>   |

|   |   |  |  |
|---|---|--|--|
| student learning outcomes and feedback provided by supervisors.   |   | in January 2016, and ending at end of year conferences, May/ June 2016.<br><br>All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure) will collaborate in grade level and content area meetings   | Literacy Coach<br><br>Principal.   |
| Pre and post observation conferences between supervisors and teachers will focus on pedagogical practice, using Charlotte Danielson’s Framework for Teaching.                                       | All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure. | Beginning September 2015 and continuing on an ongoing, frequent basis, with feedback provided no later than two weeks after observations, ending in May, 2016.   | Teacher Leaders: Peer Instructional Coaches, Demonstration Teachers, Coaches, provide weekly Professional Development workshops and mentoring/ debrief sessions. |
| Professional development opportunities will be provided to all staff based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen teaching practices. | All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure. | Beginning in September 2015, new teachers and teachers who request it will be provided with mentoring. Beginning in October 2015, Teacher Teams will meet weekly and end in June, 2016.<br><br>Teacher Leaders: Peer Collaborative Teachers, Model Teachers, Coaches, provide weekly Professional Development workshops and mentoring/ debrief sessions. | Peer Collaborative Teachers<br><br>Model Teachers<br><br>Literacy Coach<br><br>Principal   |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| Use of the ADVANCE Evaluation System to provide written feedback to teachers. Schedules will be created to include time for new teachers to meet with their Peer Instructional Coaches that will serve as mentors and attend demonstration lessons. The School’s <u>Coherent Set of Beliefs About How Students Learn Best</u> , CCL Standards and Common Core Curricula will be used as the basis of all pre and post observation discussions.<br><br>Peer Collaborative teachers will meet with teachers weekly to support their implementation of ADVANCE requirements. PCTs will provide professional development and support to teachers , especially new and nontenured teachers during preparation periods. PCTs teach twelve periods per week with the remainder of the day designated as teacher support periods. Model Teachers will open their classrooms to all teachers and model effective teaching practices. New teachers are scheduled to visit a Model teacher each week to fulfill their mentoring requirement. |

The Literacy Coach will support all ELA teachers in the implementation of ADVANCE in ELA classrooms.

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

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

**Part 5 – Progress Monitoring**

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

1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options in October of 2015, and January and May of 2016.
2. Self-reflections will be used both prior to and post each observation to measure the alignment between teachers’ goals, student achievement, and observed practice. At least 50% of teachers will demonstrate alignment by October of 2015, and 75% by June of 2016.
3. 50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed.
4. Agendas, minutes, and documentation forms from teacher team meetings will reflect teachers’ expertise in assessments of common Core Learning Standard curricula, instructional practices, and student work with appropriate implications and plans for next instructional steps to support improved student outcomes.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

|  |  |                    |
|--|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |  |                    |
| <b>Tenet 6 Statement of Practice (SOP) Addressed</b>   |  | <b>HEDI Rating</b> |
| 6.2  | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.  | HE                 |
| 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.   | HE                 |
| 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.   | HE                 |
| 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. | HE                 |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>   |  |                    |
| <p>3.4 “ As a result of effective and targeted outreach and communications to students and families, a culture for learning has been established. That culture systematically communicates a set of high expectations for all students, and ensures that all students are on a clear path to college and career readiness.” –Quality Review 2014-2015.</p> <p>3.4 “The school leader established a culture that includes partnerships with staff, community and external organizations to collaboratively provide ongoing support in preparing students for college and career readiness.” -Alternate Quality Review 2013-2014.</p> <p>Creston Academy creates a culture for learning which communicates high expectations for all students to ensure all learners are on a path to college and career readiness. We partner with staff, community and external organizations to provide support for students and their families.</p> <p>We will continue to improve student outcomes and performance by reaching out to more parents and providing a welcoming environment so that they can be partners in their children’s progress.</p> |  |                    |

**Part 2 – Annual Goal**

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

To enhance the dialogue and communication among parents, students, and school constituents, centered on student learning and student success. By June 2016, there will be an increase of at least 5% in the number of parents who respond “strongly agree” on the Spring 2016, School Learning Environment Survey, in response to questions related to communication and data.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>  | <p><b>Timeline<br/>What is the start and end date?</b></p>   | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p> |
|---|--|--|--|
| <p>Student grades will be posted regularly on ENGRADE online for parents to track their children’s</p>  | <p>Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous</p> | <p>Teachers enter student performance data online, using ENGRADE. Parents connect to ENGRADE to view</p> | <p>Principal<br/>Teacher Leaders</p>   |

|  |   |   |  |
|--|---|---|--|
| progress and performance, in real time.  | improvement/ achievement, Students With Disabilities and ELLs   | their children's progress and performance.  | Tech Liaison<br>Parent Coordinator<br>Data Specialist                          |
| Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents.                   | Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement, Students With Disabilities and ELLs.                      | Beginning in September 2015 and ending in June 2016, Parent Coordinator will plan and implement monthly parent workshops. Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness. | Parent Coordinator<br>Tech Liaison<br>Data Specialist                          |
| Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year      | Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement, Students With Disabilities and ELLs. at risk students and | Teachers will share examples of students' CCLS work at all four Parent-Teacher conferences, during Fall 2015 and Spring 2016 and at various times throughout the year, as needed.<br><br>Teachers will share students' CCLS work with parents.  | Parent Coordinator<br>Content Area Teachers<br>Tech Liaison<br>Data Specialist |
| NYC Schools Account will be monitored to track the number of parents who are using the resource through the Family Access Management tool. | Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement, Students With Disabilities and ELLs.                      | Beginning in October, 2015 and ending in June, 2016, Testing Coordinator, Data Specialist and Parent Coordinator will monitor NYC Schools Account through the Family Access Management tool.  | Testing Coordinator<br>Data Specialist<br>Parent Coordinator                   |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Our parent coordinator in conjunction with the Parent Association will conduct weekly workshops for parents. These workshops will include Achieve 3000, Engrade, Common Core Learning Standards. We will also conduct workshop for parents of English Language Learners and parent of Students With Disabilities. We use the online gradebook to inform parents of their students' progress in all subject areas.</p> <p>The resources are:</p> <ul style="list-style-type: none"> <li>• Engrade</li> </ul> |
|---|

- Parent Coordinator
- Tech Liaison
- Testing Coordinator
- Data Specialist
- School Leadership Team
- Tech Liaison
- Data Specialist

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

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

**Part 5 – Progress Monitoring**

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

1. There will be a 5% Increase in percentage of parents using ENGRADE online site by January of 2016
2. Parents’ responses on school’s Spring 2016 Learning Environment Survey will reflect strongly agree with questions related to communication and data.
3. Percentage of parents attending Parent-Teacher conferences will increase five percent from previous year, as measured by parent sign-in sheets. By February of 2016.
4. There will be a five percent Increase in percentage of parents using NYC Schools Account online by January of 2016.

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>                                    | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>   |
|---|---|---|---|--|
| <b>English Language Arts (ELA)</b>  | One or Two on ELA<br>Below level on SRI<br>Below level on DRP<br>Insufficient progress in coursework          | Achieve 3000<br>Rosetta Stone<br>Guided Reading<br>Wilson<br>Just Words<br>After school tutoring  | Small Group, one-to-one<br>One-to-one<br>Small Group<br>Small Group<br>Small Group<br>Small Group                       | During School, After School<br>During School, After School |
| <b>Mathematics</b>  | One or Two on State Test<br>Below level on Math Baseline<br>Insufficient progress in coursework               | Guided Math<br>Fast Math<br>Tenmarks<br><br>After school tutoring   | Small Group<br>Small Group<br>Small Group, One-to-one<br><br>Small Group  | During School, After School<br>During School, After School<br>During School<br><br>After school  |
| <b>Science</b>  | Below level on diagnostic<br>Insufficient progress in coursework  | Guided Reading with Content Area Texts<br>E-Science   | Small Group<br>Small Group  | During School<br>During School   |
| <b>Social Studies</b>   | Below level on diagnostic<br>Insufficient progress in coursework  | Guided Reading with Content Area Texts<br>Achieve 3000  | Small Group<br>Small Group  | During School<br>During School   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Excessive absences and/or lateness<br>Insufficient academic progress<br>Teacher recommendation<br>Suspensions | Life Skills Curriculum<br>Second Step Drug Prevention<br>NYU Understanding Disproportionality<br>Anti – Defamation League’s No Place to Hate Initiative | Whole Class, Small Group, One-to One<br>Whole Class, Small Group, One-to-One<br>Small Group<br>Whole Class, Small Group | During School<br>During School, After School<br>During School<br>During School, After School   |

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

|  |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.   |
| <p>Ninety-five percent of our teachers are highly qualified.</p> <p>We employ a rigorous outreach and interview process at our school. We collaborate with Teach for America, The New York Teaching Fellows and the Department of Education Teacher Recruitment Office to interview and hire highly qualified teachers for vacancies as they occur. Qualified applicants are interviewed by a team of teachers. Candidates judged suitable are then interviewed by the principal.</p> <p>Teachers that are hired are invited to attend professional development during the summer they will receive curriculum maps, pacing calendars, and curriculum materials. During this week they will receive training in Advance including Danielson's Framework for Teaching, Measures of Student Learning, and Observation choices.</p> <p>Each new teacher is assigned the Literacy Coach or a Peer Collaborative Teacher as a mentor. The mentor meets with the new teacher twice weekly to discuss what is working well, areas of concern, and next steps through the lens of the Danielson Framework. New teachers visit the classroom of Model Teachers weekly to observe best practices. These observation periods are embedded in their schedules.</p> <p>Professional Development is provided by the Peer Collaborative Teachers weekly on Monday afternoons. Provides professional development in reading and writing IEPs and navigating SESIS. The Middle School Quality Initiative provides professional development in small group reading instruction across content areas, vocabulary development, and data analysis. Teachers College coaches provide professional development in the workshop model, reading and writing, and data analysis.</p> |

#### **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).  |
| <p>Teacher growth is supported through specific, low inference, evidence-based feedback from the principal, assistant principal. Monthly one-on-one meetings with teachers focus on the attainment of their professional goals and the school support needed to achieve the goals.</p> <p>Professional Development opportunities are planned and provided by multiple personnel including coaches, consultants, mentors, and staff developers to meet the differentiated and developmental needs of teachers. New teachers receive the maximum support and experienced teachers have leadership opportunities to help support the professional learning throughout the school.</p> <p>Staff development is monitored and revised, based on the results of student data and teacher effectiveness needs. Teachers have Professional Development opportunities to assist them in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.</p> |

Effective strategies to support struggling students to access the complex texts of Common Core aligned curriculum are shared and analyzed for appropriate implementation with targeted students, in intentional student groupings in the classroom.

### 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.

Teachers meet across content areas in weekly team meetings. Teachers look at student work in four week cycles, create assessments, norm the scoring of the assessments, and use the results to modify instruction. Professional development is provided on the creation of authentic, differentiated assessments and creating rubrics so that students can self-assess and use actionable feedback to improve their work. Professional development is provided by Teacher Leaders, the Literacy Coach, the Teachers College Staff Developer, and the Achieve 3000 Consultant.

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

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

| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |  |
|--|--|---|---|--|
|  |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s)                                       |
| Title I Part A (Basic)                                 | Federal  | 577,051.00  | x   | <b>Column B</b><br><br>Section<br>Reference(s)<br>5a, 5b, 5c, 5d, 5e,6 |
| Title I School Improvement<br>1003(a)                  | Federal  | N/A   | x   |  |
| Title I Priority and Focus<br>School Improvement Funds | Federal  | 111,472   | x   | 5a, 5c, 5d   |
| Title II, Part A                                       | Federal  | 0   | x   |  |
| Title III, Part A                                      | Federal  | 17,348.00   | x   | 6  |
| Title III, Immigrant                                   | Federal  | 0   | x   |  |
| Tax Levy (FSF)   | Local  | 3,682,290.00  | x   | <b>Column B</b><br><br>Section<br>Reference(s)<br>5a, 5b, 5c, 5d, 5e,6 |

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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/SCEP.
- **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 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Creston Academy, 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. Creston Academy 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

search 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. **Creston Academy**, 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. **Creston Academy** will support parents and families of Title I students by:

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

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- 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)**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**V. 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;

**VI. 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: Creston Academy  | DBN: 10X447 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 checked="" type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: 151   |
| 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<br><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: 6  |
| # of certified ESL/Bilingual teachers: 6  |
| # of content area teachers: 0   |

## 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:

Rationale:

Our Title III supplemental program for our ELLs is focused on extending the time students have for getting language support services while supporting them in their content area subjects. Data for the 2014 NYSESLAT indicates that approximately 34 % of students are beginners, 18 % of students are at the intermediate level, and 48 % of students are advanced. Schoolwide results on the New York State English Language Arts Exam indicate 49% at level 1, 44% at level 2, and 7% at level 3 & 4. Our data indicates that our ELLs need systematic, high quality literacy instruction that includes opportunities to read, write about, discuss, and listen to literature and informational text.

Subgroups and grade levels of students to be served:

Our Title III program is scheduled for Wednesdays and Thursdays from 2:20 pm to 4:20 pm and Saturdays from 9 am to 12 pm. There will be three groups of 25 students on Wednesdays and Thursdays, and three groups of 25 students on Saturdays, totaling 150 students. Our students will be enrolled by grade level. We will follow the methods used during the school day for grouping our students for instruction. Students will be grouped for instruction by reading level using the Scholastic Reading Inventory. This assessment tool provides the lexile information for each student tested.

Teachers of Creston Academy will be using Bilingual/ESL instructional methodology with the content areas of English Language Arts, Native Language Arts, and Math. Our teachers will deliver instruction using both languages so that ELL students can obtain a clear and comprehensive understanding of the content concepts that will help them improve their academic abilities, as well as improve their second language abilities.

1. The materials that will be used to achieve academic and English language success are the following:

\* Achieve 3000 is a web based differentiated reading program. This program supports ELLs in English and Spanish literacy skills.

\* I-Ready is another web based program that differentiates instruction for our ELL students. This program allows the teachers to assess, tailor instruction, monitor the progress, as well as provide on-going data to show success in second language learning.

\* Content based writing activities will correlate with the New Language Arts Progressions Standards in English learning as well as their native language.

\* Teachers will model and continuously provide ELL students with instruction and directions on the use of different types of graphic organizers to assist them in collecting and organizing their thoughts in many writing tasks, such as sequential charts, persuasive maps, venn diagrams for comparing and contrasting, and other forms of graphic organizers.

## Part B: Direct Instruction Supplemental Program Information

2. The materials that will be used to achieve academic success in math are the following:

- \* Fastt Math, a computer based program to improve fluency in mathematical computation.
- \* Do the Math, a manipulative based program created by Marilyn Burns, to build conceptual knowledge and vocabulary in numerical reasoning and problem solving.
- \* Small group instruction addressing the mathematical weaknesses of the students. Teachers will scaffold the material, providing explicit instruction in mathematical concepts so that ELL students are able to progress toward mastery of the Common Core Learning Standards.
- \* The Scholastic Math Inventory will be used to assess the strengths and weaknesses of the students, and to design instruction based on their individual needs.

3. Differentiation and Universal Design For Learning will be evident through individualized projects, products, processes, and classroom environment, such as purposeful seating arrangements with flexible student groups and process charts that empower students to become independent learners. Classroom libraries will reflect the differentiated reading levels of the students, as well as a variety of books and reading material in BOTH ENGLISH AND SPANISH. Visual aids, photographs, manipulatives, realia, technology, and i-Ready will be used to provide motivation, scaffold support, and extend opportunities for students based on their learning styles, needs, and strengths. Our school uses the Achieve 3000 technology program and all our classrooms have SMARTBOARDS. Teachers are trained in using the SMARTBOARDS, Achieve 3000, and i-Ready.

4. ELL Students will be invited to participate in two ELL programs:

- \* Title III Extended Day Intervention Program will take place on Wednesday and Thursday from 2:20 to 4:20 pm beginning October 29th through March 26th. The afterschool program will continue to develop the ELLs second language literacy skills in the four language modalities.
- \* ELL students will also be invited to participate in The Saturday Academy beginning November 1st, through March 21st from 9 am to 12 pm. All teachers hired for these programs are certified in Bilingual and ESL.

## 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:

Rationale:

Our Professional Development Team is focused on providing the support to our staff to achieve continuous growth in teacher practice and student learning. Through the Teacher Incentive Fund grant our Peer Instructional Coaches and Demonstration Teachers provide daily support to our staff. We have

## Part C: Professional Development

a full time Literacy Coach as well as a Teacher's College Coach, and MSQI Coach who both provide support two times monthly.

Our classroom routines encourage self directed learning through small group instruction rather than teacher dependence.

The workshops this year will focus on the following topics:

- \*Planning lessons and units with a focus on language use and language development.
- \* The use of manipulatives, pictures, technology, and other resources to aid in language and content development.
- \*Planning units to include interactive reading approaches.
- \*Planning units to include vocabulary and language instruction to build students' academic language.
- \*Grouping ELLs to include opportunities to practice speaking and listening with more proficient peers.
- \*The use of modeling and visual exemplars to make the expectation of high quality work clear to students.
- \*Creating assessment criteria to include outcomes that take into consideration students' language development.
- \*Providing actionable feedback in a variety of ways to groups and individual students.

The Creston Academy teachers will participate on several forms of professional development that will take place during the day and afterschool. These P.D.s will focus on Data Driven Instruction and Differentiated Instruction.

Data Driven Instruction will assist teachers in planning for ELLs and ELLs with Special Needs to both achieve and exceed the state standards. Teachers will determine students strengths and weaknesses through the collection of data both formally and informally. PD will explore the many kinds of data that will be used, how to analyze the data, and how to use the data to plan instruction. PD will examine grouping of students and create intervention plans that will help in the teaching of ELL students. ESL, Bilingual, and ELA teachers will meet monthly to review and analyze the data, and plan for instruction. Grade 6 meets period four the first Friday of each month, grade 7 meets period four the first Thursday of each month, and grade eight meets period onethe first Monday of each month.

Looking at student work is another method of collecting data and determining the special needs of our English Language Learners. ESL, ELA, and Bilingual teachers meet twice monthly to look at student work. Grade Six meets Period four on the second and fourth Friday of each month, Grade Seven meets period four on the second and fourth Thursday of each month, and Grade Eight meets period one on the second and fourth Monday of each month. Work from ELLs is examined to determine what supports they need to master the Common Core Learning Standards.

On the third week of each month, teacher teams will meet by content area to create assessments with a special emphasis on student self-assessment through the use of rubrics. Rubrics will be differentiated for ELLs to include the New Language Arts Progression Standards.

## Part C: Professional Development

Small Group Differentiated Instruction will be determined from the data that will be collected. This information will assist our ELL teachers in designing the instructional plan that will meet the needs of each ELL student. The teachers will use strategies that will make lessons more comprehensible so that our students can achieve their full potential in learning. Teachers will plan for small group differentiated instruction Every Monday from 2:20 to 3:40. The Peer Intervention Coaches will provide PD on small group instruction from 2:20 to 3:00 with special attention to ELLs and Students with Disabilities. From 3:00 to 3:40 teachers will plan with their grade and content area for small group instruction based on the data. Data for ELLs will include State Test ELA and Math scores, the NYSESLAT, The NYSETELL, The SRI, the SMI, as well as teacher made assessments. ESL and Bilingual teachers will use that data to plan for small group instruction that will scaffold Second Language Learners and support their progress toward mastery of the Common Core Learning Standards.

PD will be provided every Tuesday from 3:00 to 3:40 based on our school goals of questioning and assessment. Teachers will plan for questions that engage all learners in higher order thinking. ESL and Bilingual teachers will examine the scaffolding of question to allow ELLs to think deeply and engage in rich conversation. Assessment PD will focus on how to differentiate assessment for diverse learners, including ELLs, and how to use assessment to design individual learning plans to meet the needs of each student. The PD will be led by the Peer Instructional Coaches, the Demonstration Teachers, and the Literacy Coach.

Achieve 3000 provides professional development three times per year. For the year 2014/2015 the dates are October 13, January 12, and March 16. The trainer is in the school all day to provide professional development as well as demonstration lessons. The trainer demonstrates a lesson in each of the grades during the day. All ELA teachers in the grade, including ESL and Bilingual teachers view the lesson in the grade lab site. The trainer provides supports and differentiation for English Language Learners. Teachers meet during lunch to debrief during "Lunch and Learn." From 2:20 to 3:40 the consultant provides PD to all ELA, ELL, and Bilingual teachers.

Ms. Maha Granem, a Teachers College Coach, will come to our school twice a month and model reading and writing workshop lessons as well as observe teachers. Afterwards, the coach will debrief teachers on the strengths/weakness of the lessons. The coach will provide assistance for the following week's lessons with the strategies that will help ELL students improve in ELA, Native Language, and Math. Ms. Granem will be working with classes 601, 701, and 801. These classes all service English Language Learners with Disabilities. She will specifically model how to assess, engage, and instruct diverse learners. She will introduce and model effective teaching strategies for English Language Learners, and show teachers how to allow for multiple entry points in a rigorous curriculum.

Ms. Eileen Marks, Middle School Quality Initiative Coach, will provide professional development to all teachers including teachers of ELLs. The coach will conduct Lunch and Learn P.D.s on topics such as; running records, how to use data for small instructional groups, and grouping for independent reading. Ms. Marks will come every other Wednesday starting November 5 for the entire school year. She will plan lessons with the teachers, model the lessons, and co-teach with the sixth grade teachers. She will be in class 601 and class 604 for one to two periods during each of her coaching days. Class 601 contains all of our ELLs with disabilities, and Class 604 contains our ELLs in general education. She will work with the ESL teacher, Ms. Polonco to increase academic vocabulary, scaffold instruction, so that all of our English Language Learners can progress toward mastery of the Common Core Learning Standards. Ms. Marks will conduct Lunch and Learns from 1:20 to 2:05. This is the lunch period for all teachers and students. One Lunch and Learn per month will be devoted to exemplary strategies for teaching diverse learners. The professional development will focus on scaffolding instruction in small groups so that all learners have access to rigorous and engaging instruction.

### Part C: Professional Development

Teachers will meet weekly and they will collaborate to enrich and differentiate the curriculum units with appropriately selected resources to ensure access to the curriculum for all students, including ELL students. Universal Design For Learning and differentiation strategies will be topics for teacher study groups and workshops. Intervisitation within the school to observe and debrief exemplary bilingual and ESL instructional practices will be part of our professional development activities. Analyzing student work, aligned to the CCLS units and new Language Arts Progression Standards will be helpful to us to evaluate our instructional practices. Collaboratively they will share their best, effective strategies to address students' learning needs. Rubrics will help to ensure consistency and high expectations. Teachers will meet on Mondays from 2:30 to 3:40 pm and on Tuesdays from 2:30 to 3:00 pm.

### Part D: Parental Engagement Activities

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

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

Begin description here: Translation and interpretation services are provided by our bilingual Parent Coordinator, Ms. Iverka Valerio, as well as Ms. Grace Garcia, our Parent Association President, who is always available to help out in our parent development meetings, since she herself is a parent in our school. During the course of these meetings, ELL parents have the opportunity to have discussions and ask questions. If parents request materials, we provide them with further information. A few times parents have personal concerns that are addressed privately. Our goal is to give parents a clear understanding of all topics that are presented.

Parents are informed of the workshops by flyers, parent calendars, and School Messenger. Flyers are sent home with students for each workshop. Parent calendars are delivered monthly by mail. They are also sent home with the students. School Messenger informs the parents of upcoming workshops in English, Spanish, and French.

#### Title III Parent Involvement Meetings and Workshops 2014-2015

1. Academic Success for ELLs Begins at home on 10/28/14 at 9:30 am. Provider will be Parent Coordinator/ELL Bilingual Staff. Translation will be provided.
2. How to prepare yourself for the parent/teacher conference (Before and During techniques) for ELLs parents on 11/18/14 at 11 am. Provider will be Parent Coordinator. Translation will be provided.
3. Develop and support Your ELL reader on 12/15/14 at 2:30 pm to 3:30 pm. Provider will be Parent Coordinator. Translation will be provided.
4. Help your ELL Grow as a Writer on 1/27/15 at 2:30 pm to 3:30 pm. Provider will be Parent Coordinator. Translation will be provided.
5. How to help my child with the NYS State Exams on 2/9/15 at 2:30 pm to 3:30 pm. Provider will be Parent Coordinator. Translation will be provided.
6. Story and Bookmaking for ELLs on 3/12/15 at 9:30am. Provider will be Parent Coordinator. Translation will be provided.

**Part D: Parental Engagement Activities**

7. ELL Parent trip (Museum de el Barrio) on 4/28/15 at 9:30 am. Provider will be Parent Coordinator. Translation will be provided.

8. Career Pathways for ELLs on 5/6/15 at 9:30 am. Provider will be Parent Coordinator. Translation will be provided.

9. Parent Appreciation on 6/24/15 at 9:30 am. Provider will be Parent Coordinator. Translation will be provided.

**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"> <li>Per session</li> <li>Per diem</li> </ul>  | _____           | _____   |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | _____           | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | _____           | _____   |
| Educational Software (Object Code 199)  | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |

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

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

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

## Part I: School ELL Profile

### A. School Information

|                                    |                      |                          |
|------------------------------------|----------------------|--------------------------|
| District <b>10</b>                 | Borough <b>Bronx</b> | School Number <b>447</b> |
| School Name <b>Creston Academy</b> |                      |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Mellissa Miller</b>  | Assistant Principal <b>NA</b>                              |
| Coach <b>Susan DeFillippo</b>   | Coach  |
| ENL (English as a New Language)/Bilingual Teacher <b>Marisela Polanco</b> | School Counselor <b>Marion Thomas</b>                      |
| Teacher/Subject Area <b>Lesley Lemos/Math</b>                             | Parent <b>Grace Garcia</b>                                 |
| Teacher/Subject Area <b>type here</b>                                     | Parent Coordinator <b>Iverka Valerio</b>                   |
| Related-Service Provider <b>Pilar Mercedes</b>                            | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent <b>Melodie Mashel</b>                                      | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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

|   |          |   |          |   |          |
|---|----------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program            | <b>3</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>0</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>2</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>0</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>0</b> | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     | <b>0</b> | Number of special education teachers with bilingual extensions                      | <b>1</b> |

### D. Student Demographics

|  |            |                      |            |   |              |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>476</b> | Total number of ELLs | <b>150</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|------------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |  |
|---|--|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>  |
|   | 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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 # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   | 1 | 1 | 1 |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |   |    |   |    |
|-----------------------------|-----|---|----|---|----|
| <b>All ELLs</b>             | 150 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 71 | <b>ELL Students with Disabilities</b>                     | 31 |
| <b>SIFE</b>                 | 30  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 52 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 17 |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 61                                      |      |     | 3   |      |     | 1  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 21                                      |      |     | 48  |      |     | 16   |      |     | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 7

## 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   |   |   |   |   |   |   | 16 | 29 | 20 |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0     |

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): \_\_\_\_\_

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      |          |          |          |          |          |          | 24       | 29       | 20       |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 1        |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          | 1        | 1        | 1        |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          | 2        |          | 1        |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          | 2        | 3        |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              |   |   |   |   |   |   | 13 | 26 | 12 |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)       |   |   |   |   |   |   | 2  | 6  | 3  |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate) |   |   |   |   |   |   | 7  | 7  | 11 |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)              |   |   |   |   |   |   | 18 | 21 | 20 |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)           |   |   |   |   |   |   | 2  | 1  | 0  |   |    |    |    | 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 |   |   |   |   |   |   | 12 | 7 | 12 |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 27      | 7       |         | 0       | 0     |
| 7       | 33      | 7       | 0       | 0       | 0     |
| 8       | 32      | 7       | 0       | 0       | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        |         |    |         |    |         |    |         |    | 0     |
| 4        |         |    |         |    |         |    |         |    | 0     |
| 5        |         |    |         |    |         |    |         |    | 0     |
| 6        | 21      | 7  | 6       | 2  | 2       |    |         |    | 0     |
| 7        | 24      | 12 | 11      | 4  | 1       | 2  |         |    | 0     |
| 8        | 20      | 6  | 7       | 6  | 1       |    |         |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     | 4       | 4  | 14      | 6  | 7       | 5  | 0       | 0  | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

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

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

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 6   | 15                     | 29                     | 3                      |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At Creston Academy for Responsibility and Excellence, all students are assessed in September, using the Scholastic Reading Inventory. All Level 1 students are tested with the SRI and fountas and Pinnell assessment for baseline data. Students are assessed in writing, using a baseline writing prompt. The results of these assessment tools are evaluated by the ELL teachers and the Literacy Coach. Their weekly curriculum planning sessions provide the structure to plan lessons and resources that address areas for next instructional steps that the data from student work reveals. The teachers share and analyze examples of student work and collaboratively plan appropriate techniques and best pedagogical strategies to support their astudents' improved learning outcomes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
  
 The data from the spring 2015 NYSESLAT reveals the following data:  
 6th Grade: Entering 14students; Emerging 2 students; Transitioning 4 students; Expanding 21 students; Commanding 2 students  
 7th Grade: Entering 26 students; Emerging 6 students; Transitioning 7 students; Expanding 21 students; Commanding 1 student  
 8th Grade: Entering 12 students; Emerging 3 students; Transitioning 11 students; Expanding 20 students; Commanding 0 students  
 The data patterns from the NYSESLAT modalities (reading, writing, listening, speaking) affect instructional decisions. Our school's Coherent Set of Beliefs About How Students Learn Best emphasizes classroom practices that not only encourage daily student to student discussion and collaboration but incorporates lessons in which such engagement and student to student interaction is necessary for the tasks and objectives to be achieved. This leverages the strengths that the ELLs are bringing to the classroom (namely their strength in speaking) and encourages the concomitant skill of active listening (which the data suggests is a lesser strength).  
 The Annual Measurable Achievement Objectives data reveal that over the years, students make progress but they are still not making adequate progress to reach performance targets, as set by New York State. Students' strengths and weaknesses are identified through the analysis of the NYSESLAT data and shared by and with the classroom teachers, the push-in support personnel, such as the ENL teachers, and the content area teachers who also need to have this information so that they can provide personalized and precise instructional support. Student performance data is a shared responsibility so that ample time and effort is provided

throughout the day by all teaching personnel who will impact on the students' performance. ELLs are grouped in a specifically-designed class on each grade to facilitate the push-in services of ENL teachers.

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

The AMAO tool allows us to analyze data collected on our ELL students including the results of the NYSESLAT, ELA and State Math Assessments as well as attendance, years of service, SIFE status, overage status, and holdover information. Using the AMAO tool we can see the risk level for each student for attaining progress targets (AMAO 1) and proficiency targets (AMAO 2). The data shows us that we have 115(76.2%) ELL students at the at-risk level of 3 or greater and 90(39.7%) at the at-risk level of 5 or greater. We have 35 long term ELLs(33.2%) and 33 ELLs in years of service 5 or 6. Eighteen of our ELLs(21.9%) who scored below a 25% growth percentile scored at level 1 or 2 on the ELA and 39 scored at a level 1 or 2 on Math. According to the AMAO we will not meet our proficiency targets this year by 5.18 percentage points.

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?

ELLs taking the Math and Science tests in Spanish perform comparable to ELLs taking the test in English. All of our English Language Learners are offered both versions of the test. Most of our ELLs are performing at level one on the ELA and Math state tests. The results for our discharged grade 8 students are as follows:

This data is shared with the teachers, supporting the specific areas that teachers need to focus on to address the areas of weakness. Instruction is delivered to the ELLs in both English and Spanish, according to the language proficiency of the students, to ensure that the students understand the math skills. This data is correlated to the NYSESLAT results, using the 4 modalities to determine consistency in results and note anomalies between the data points.

We use the SRI to assess the reading levels of all ELLs four times a year. We also give monthly writing assessments paralleling the structure of the NYSELA. Because of the complexity of the text required by the Common Core Learning Standards, many of our ELLs struggle with academic language and syntax. We provide texts in Spanish whenever possible so that they can access the standards using text they are able to comprehend.

Teachers use the assessment data to measure student progress, plan and adjust instruction based upon students' strengths and needs, and target at risk students for tier two and tier three intervention strategies. ESL teachers push in with students ten periods per week and provide scaffolding and intervention strategies to students based upon the results of the periodic assessments. Bilingual teachers meet with ESL teachers to plan intervention for at risk bilingual students.

School leadership analyzes the results of the periodic assessments and develops a plan that targets students who are making little or not progress. Those students are invited to attend an afterschool intervention program and a Saturday intervention program.

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](#).]

The school uses data to guide instruction for ELLs within a response to Intervention Framework that includes 3 Tiers of Instructional Support. The first tier involves the provision of rigorous curriculum and instruction in the general classroom. All ELL students are included in the Common Core Learning Standards aligned curriculum in all subject areas. Teachers are expected to provide appropriate scaffolds, supports, and appropriate data-driven differentiation to help all students (including ELLs) access the rigorous demands and expectations. The 2nd tier of intervention includes small group work, provided both by the classroom teacher and additional support personnel assigned to the classes (including ICT teachers and ENL teachers). More frequent assessments are administered to monitor students' progress. The 3rd tier of intervention involves one on one instruction and tutoring. Conferencing and individualized instruction occur both during the school day and after-school. Saturday Academy is another structure designed to provide additional instructional opportunities for the ELLs, provided by trained bilingual and ENL teachers.

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

The students' second language development is considered in instructional decisions as the teachers plan their learning targets and objectives for daily lessons. Attention to language acquisition, including academic language and domain-specific vocabulary development, figurative language, idioms and expressions, colloquialisms, collocations, and explicit instruction and emphasis on vocabulary building, with classroom practices that emphasize student to student discussion, as a bridge to rich and complex reading proficiency and writing, as per Common Core aligned rubrics. In bilingual classes, rubrics are posted in Spanish as well as in English to provide clear expectations for ALL students.

7. For dual language programs, answer the following:

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

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

NA

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

The school evaluates the success of the program through the progress and performance of the ELL students on the NYSESLAT exams. In addition, the ongoing analysis and evaluation of daily student work informs our monitoring of the strengths and weaknesses that need to be addressed, both by students and by teachers. We also analyze the data generated by the NYSELA, the State Math Test, and the State Science Test, including scale scores, performance levels, and item analyses. Frequent classroom observations and visits by the Principal result in feedback and evaluation reports that document the successes and challenges. Coaches, Peer Collaborative Teachers, and Consultants also visit classes and observe teachers and students on a collegial level and provide another form of “critical friend” feedback, as the low-inference evidence observation indicates. Using the Charlotte Danielson Framework For Teaching allows all educators to assess the results in the classroom with a common language and understanding of best professional practices, across all 4 Domains.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
 During the registration process, in September, our school’s Parent Coordinator (who is bilingual) and our licensed pedagogues (bilingual and ESL teachers) follow guidelines to complete the intake of possible English Language Learners. The Parent Coordinator’s role is to provide translation services while the trained pedagogues conduct the HLIS and interviews. The trained pedagogues determine the students’ home language. Teachers briefly interview the students in both English and Spanish, as well as interviewing the parents in the language they can best comprehend. This is critical so that they fully understand the process of admission and the possible choices of programs (TBE, Dual Language, Freestanding ESL). Our teachers assist parents in filling out the Home Language Survey, if they need assistance. Afterwards, the school secretary enters the appropriate language code in the ATS.  
 The NYSETELL is administered by a licensed ENL teacher to all students whose home language is other than English. If a student is determined to be an ELL, and his/her home language is Spanish, he is given the Spanish Lab. All of the steps described are done within ten days of initial registration.
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).  
 After a student is identified as an ELL, he/she is given the SIFE Oral Interview Questionnaire in his home language by a licensed ENL teacher. This interview consists of Personal and Language Information, Family and Home Background, Education History, and Language and Literacy Practices. We administer the LENS to all students identified as SIFE on this questionnaire. We interview all teachers after three weeks to determine whether the students are two years behind in any of their academic subjects.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
 The school psychologist looks at the home language survey and refers the student to a member of the Language Proficiency Team. The members of the team are: Juanita Negrin, Marisela Polanco, and Maeve Sanches. A member of the team uses the ELAND review form to determine whether or not the student should be classified as an ELL and presents his finding to the IEP team. The team has 20 days to accept or reject LPT recommendations. If the student is identified as an ELL, he is given the Oral Language Interview to determine whether or not he is SIFE. If the student is determined to be an ELL, placement in a program must be within 20 days of enrollment.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
 Our school’s ESL teachers review the NYSESLAT data, using the RLAT Report. The ELL students that scored proficient in the spring of 2013 are given a letter of non-entitlement in their parents’ native language. This letter explains that their child has attained language proficiency in English and will no longer receive bilingual or ESL services. All other ELL students are given a letter for their parents in their native language, that informs them that their child will continue to receive bilingual or ESL services for the current academic year. All placement, entitlement, and continued entitlement letters are kept in a binder and stored in a locked cabinet in the main office.

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 our Licensed ENL teacher informs the parents that they have 45 days to appeal the ELL status. The parent coordinator follows up with a phone call after 30 days. Our ELL Coordinator keeps a record of all interactions with parents, both written and oral (telephone interactions) in a binder in the main office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The parents of ELL students are invited to a Parent Orientation Meeting where a licensed ENL teacher provides information and a video that explains the different language programs offered by New York City Department of Education and our school. This meeting is conducted in the parents' home language.  
Parent Orientation Meetings are offered after the NYSITELL grids are scanned. Our ENL teacher makes phone calls and distributes letters to invite parents to come to the school so that they can view a video and read informational pamphlets in the parents' native language. The video and pamphlets explain the different language programs and the ENL teacher explains what programs are offered at our school and the alternative options that parents have. Parents are informed of the three program choices from which they may choose: ENL, TBE, or Dual Language. During these meetings, parents are encouraged to ask questions of the ENL teacher(s) and parent coordinator. Afterwards, parents fill out the parent survey and program selection forms. Copies of these filled out forms are maintained in a binder and stored in a locked cabinet in the main office. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs. If a parent survey were not returned, the student is placed in a bilingual program.
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.  
All Parent Surveys and Program Selection form are filled out at the school with the assistance of the Parent Coordinator upon enrollment. The parent fills out the Home Language Survey when fill out other enrollment forms. If a language other than English is spoken in the home, the parent is referred to the ELL Coordinator. The ELL Coordinator collects and stores the Parent Survey in a binder in the main office. A copy of the survey is also placed in the student's cumulative record. After the parent orientation the ELL Coordinator collects and stores the Program Selection Forms in the main office. The pupil personnel secretary is notified of the parent choice which is entered into ats. If a parent chooses a TBE class, and we have no seats, we will place the student in an ESL class. The parent is notified that he/she has the option of seeking placement outside of the school. If a seat in the TBE becomes available, the ELL Coordinator immediately notifies the parent. All correspondence with parents are in their native language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All Parent Surveys and Program Selection form are filled out at the school with the assistance of the Parent Coordinator upon enrollment. The parent fills out the Home Language Survey when fill out other enrollment forms. If a language other than English is spoken in the home, the parent is referred to the ELL Coordinator. The ELL Coordinator collects and stores the Parent Survey in a binder in the main office. A copy of the survey is also placed in the student's cumulative record. After the parent orientation the ELL Coordinator collects and stores the Program Selection Forms in the main office. The pupil personnel secretary is notified of the parent choice which is entered into ats. If a parent chooses a TBE class, and we have no seats, we will place the student in an ESL class. The parent is notified that he/she has the option of seeking placement outside of the school. If a seat in the TBE becomes available, the ELL Coordinator immediately notifies the parent. All correspondence with parents are in their native language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent notification letters are given to the parents personally and mailed to their homes. The ELL Coordinator is responsible for this. She keeps copies of all notification letters in a binder in the main office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ELL coordinator makes copies of all letters and all entitlement and non-entitlement letters are kept on file in the main office. The ELL coordinator, all ENL and bilingual teachers, and any other relevant staff member have access to the documents through the ELL Coordinator.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In order to ensure that the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to all ELLs, the Principal ensures that the testing coordinator has access to all current testing memos and information in a timely fashion. The testing coordinator creates a schedule for testing and shares that with the Principal for approval and with the teachers so that everyone is informed. Special schedules are created during the designated time frame that the testing must take place. Students are pulled out of classes and ESL teachers administer all sections of the exam. The testing coordinator ensures that all ELL students are tested and that all documents are scored and submitted within the time frame that is designated. The testing coordinator makes sure that ELL students who may have been absent are accounted for when they return to school (within the time frame designated by New

York State). The testing coordinator creates a master schedule for each section of the NYSESLAT. Each day of the administration, she reviews the schedule and checks to see which students did not take the scheduled portion. She arranges for makeup dates for those students who have missed a portion of the test. All of our students completed every portion of the NYSESLAT last year. The secretary accesses and prints out all ATS reports that serve to determine NYSESLAT eligibility and they are provided to the Principal and the ENL teachers. The ATS reports used to determine NYSESLAT eligibility are RLAT and RYOS.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL Coordinator reviews the results of the NYSESLAT and determines who qualifies for continued entitlement and transitional support. This year students are entitled to support for two year after scoring Commanding on the NYSESLAT. Parent notification letters are mailed to the parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

This year, we offer TBE classes on all 3 grades (6, 7, 8) which reflects the needs of our community and responds to parents' requests for such programs. Parent Surveys are distributed to families by the Parent Coordinator. They are reviewed and shared with Principal. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs. Ongoing and regular communication with CBOs and community organizations help to keep the school informed about community needs. Communication with Councilman's office is also another way that community needs are shared and assessed so that the school continues to fulfill its mission to effectively serve the community's students and families. This year, as of this date, 13 parents were interviewed by the ESL teacher and 12 of those 13 parents were in agreement with the TBE placement for their children. The other parent's home language is Arabic and he opted for the ESL program. Over the past years, we have typically interviewed 15-18 parents per year and our records indicate that the students' placements were 100% in accordance and agreement with the parents' requests. The trend indicates that parents are opting for our Transitional Bilingual Education classes, with just some parents opting for ESL service, alone.

## 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.

Our Freestanding ENL program is a push-in mode. There is a licensed ENL teacher for each grade. Classes 601, 701, and 801 are ICT classes whose ELL students have IEPs. 604, 704, and 804 are composed of ELL students across all language proficiency levels. They travel together as a class. Push-in ENL teachers provide services in ELA classes for ten periods per week. For one period ENL teachers provide integrated ENL instruction for those students who are mandated to receive it. For one period the ENL teachers provide standalone instruction. The teachers in this school are good language models who can differentiate for ELL subpopulations and continuously work on oral language development with their students based on the individual student data they have collected. Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in accountable talk. The push-in model allows for a better teacher to student ratio and thus the teachers can more closely monitor the students' progress and also provide meaningful formative feedback throughout the tasks and lessons. The appropriate number of mandated minutes of ENL instruction are provided for students according to their proficiency level on the NYSESLAT and NYSITELL, and the mandated breakdown for English instruction and Spanish instruction is followed by the teachers. ELLs have rubrics, based on the NYSESLAT, that help the school monitor progress on a regular basis. If a unit takes six weeks, then the writing can be developed during this time using the rubric. The rubric was originally designed to create a sense of accomplishment for ELLs even though they may have not moved up a whole point on the rubric. Another idea that guided the creation of the rubric was the understanding that the skills used on the NYSESLAT writing portion of the test (conventions, organizations, vocabulary, and complexity) need to be understood by all faculty members working with ELLs. The rubric is successfully used in all content-area classes to further promote the understanding that every teacher is a literacy teacher, and to create a coherent curriculum

for all ELLs. The school has found that these scaffolds and other strategies allow their ELL students to succeed using the same curriculum as their non-ELL students.

b. TBE program. *If applicable.*

We have a Spanish TBE class on Each grade. All classes are taught by licensed bilingual teachers. The bilingual teachers provide ESL instruction in the integrated model. The classes are heterogenous with students from all language proficiency levels. The mandated breakdown of English and Spanish instruction is followed by the teachers. The appropriate number of minutes of mandated ENL instruction is provided by a licensed ENL teacher who pushes into Classroom. She provides standalone ESL instruction in the stand alone model. The teachers in this school are good language models who can differentiate for ELL subpopulations and continuously work on oral language development with their students based on the individual student data they have collected. Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in accountable talk. The push-in model allows for a better teacher to student ratio and thus the teachers can more closely monitor the students' progress and also provide meaningful formative feedback throughout the tasks and lessons. The appropriate number of mandated minutes of ESL instruction are provided and the mandated breakdown for English instruction and Spanish instruction is followed by the teachers. ELLs have rubrics, based on the NYSESLAT, that help the school monitor progress on a regular basis. If a unit takes six weeks, then the writing can be developed during this time using the rubric. The rubric was originally designed to create a sense of accomplishment for ELLs even though they may have not moved up a whole point on the rubric. Another idea that guided the creation of the rubric was the understanding that the skills used on the NYSESLAT writing portion of the test (conventions, organizations, vocabulary, and complexity) need to be understood by all faculty members working with ELLs. The rubric is successfully used in all content-area classes to further promote the understanding that every teacher is a literacy teacher, and to create a coherent curriculum for all ELLs. The school has found that these scaffolds and other strategies allow their ELL students to succeed using the same curriculum as their non-ELL students. Teachers translate rubrics into Spanish so that students understand what is expected of them. Math and Science and Social Studies are taught in Spanish to entering and

c. DL program. *If applicable.*

NA:

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)?

Certified bilingual teachers are hired and assigned to the bilingual classes. Certified ENL teachers are hired to provide ENL services to Standalone ENL classes and bilingual classes. Entering students receive 180 minutes of standalone ENL and 180 minutes of Integrated ENL. Emerging students receive 90 minutes of Stand alone ENL, 180 minutes of integrated ENL, and another 90 minutes that are flexible.

Transitional students receive 90 minutes of integrated ENL and 90 minutes that are flexible. Extending students receive 180 minutes of integrated ENL. Commanding students receive 90 minutes that are flexible.

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

The bilingual classes all have an additional ENL teacher who pushes into the class to provide additional tiered support with the targeted students, providing the mandated number of minutes of ENL instruction, using ENL strategies to support all content areas. The bilingual teachers teach ELA, ENL in English, and Native Language Arts in Spanish. They teach Math and Social Studies in both languages, according to the varied language proficiency levels within their classes. The 6th grade and 7th grade science teachers are both bilingual and the 8th grade science teacher is bilingual but does not speak Spanish. All three classes are assigned paraprofessionals who support academic language acquisition. The freestanding ENL classes all have licensed ENL teachers who provide scaffolds and differentiated learning experiences so that our ELLs can access the Core Curriculum Learning Standards. The Common Core Learning Standards-aligned curricula in the content areas is delivered with Universal Design for Learning practices that support and scaffold the language needs of the ELL students. In addition, SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages

All ELLs are evaluated using The Achieve 3000 placement test in both English and Spanish. This placement test produces a lexile level. We also give the Spanish DRA to students well below their grade level in Spanish so that we can diagnose reading difficulties.

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

ELLs are appropriately evaluated by their classroom teachers in their native language through the classroom tasks and activities, aligned to the curriculum. ELLs are also evaluated on a regular basis by classroom teachers as they confer with students in small groups or one-on-one. They are evaluated both in Common Core Standards work as well as with native language materials, designed to meet the needs of the students. Teachers enter students' scores on our ENGRADE system which is accessible to students, parents, teachers, and administrators. It is available in real time accessibility. It is well used throughout our school.

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

ELLs are also appropriately evaluated in all four modalities of English acquisition through conferring one-on-one conferences with classroom teachers. These logs are maintained and reviewed by the Principal, coaches, and consultant. Our Coherent Set of Beliefs About How Students Learn Best emphasize daily classroom practices that incorporate student to student discussion, ample time for reading and writing, feedback to students (provided in small groups and one-on-one conferences). At such conferences, assessments of students' progress and performance. Teachers not only monitor the students but use the opportunity to provide teaching points and feedback, expressly tailored to the students' needs. Common Core Learning Standards of Language are especially emphasized for the ELL population. Principal's frequent classroom visits and observations result in feedback to the teachers and evaluation reports that document the teachers' practices and level of performance, under ADVANCE.

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

Differentiation of instruction for ELL subgroups takes place, as follows:

Students who are identified as SIFE and Long term ELL are offered opportunities to use technology to differentiate their reading instruction, both by reading level and by interest. They also receive instruction in small (4-6 students) and very small (2-3 students) guided reading groups. These approaches help them receive focused, personalized, and low-risk attention. ESL teachers and bilingual teachers meet together to plan, with specific attention to best practices for ELL instruction. These teachers also attend common planning sessions on a weekly basis with other teachers on their grade for both ELA and Math. Students who are recent arrivals and those students who have less than three years in an English Language school system are paired with proficient students who speak both languages. This peer support is very effective in helping students to feel comfortable in a new environment. Respect for All tenets are emphasized, as language and cultural differences are respected and supported. Teachers welcome students' participation in the learning process, in whichever language helps the student learn best. As new language is being acquired, native language is used to access the content and activities. Directions and instructions may be provided in both languages, with a variety of quality visual aids and/or realia, and other strategies used to reinforce and communicate concepts and skills.

ELLs who have received 4-6 years of ENL services have their ENL and bilingual teachers create specific lessons that are comprehensible by making language and content very clear, achievable and with rubrics in both languages to emphasize expectations. Process charts in the classroom are also posted conspicuously to support students' learning. Modeling, demonstrating, and explicit instruction are part of our school's highlighted practices. Student engagement and effective, actionable feedback to students provide for ample opportunities for students to practice independently and/or groups and partners, with teachers providing ongoing checks for understanding and actionable feedback for next steps. Conferring and conference notes ensure that students receive consistent and individualized attention.

ELL students who scored level 1 in both ELA and Math on the spring 2015 state tests receive intervention in ELA and Math, through one on one tutoring by their teachers. ELL students work on project-based activities that encourage peer collaboration, investigation, and research. Guided reading groups are another structure that occur on a scheduled basis throughout the day and throughout the year, with students who have common learning needs and levels. Flexible groups are created by the teacher, using the data they have on the students, including ELA and Math scores, as well as NYSESLAT results. Intervention in Math is provided in both languages, as needed. Math baseline assessments are given in September and results are used to form student groups. ELL students also have access to a web-based math program, called Fast Math." This program provides support in English and in Spanish.

ELL students who score Commanding on the NYSESLAT are provided with the following testing accommodations: separate location, time and a half. Such accommodations are also provided during simulation tests. These accommodations are provided for 2 consecutive years to all proficient ELLs to continue to support their language proficiency.

Our newly-arrived ELLs are admitted on the first day of school. They are welcomed, as are their parents. They are informed of all school expectations, both verbally and through the sharing of the school's Student Handbook. The Parent Coordinator, as well as the class teacher, are available to provide additional translation, if necessary.

Since differentiation and one-on-one conferencing are practices that have been and continue to be emphasized in our school, teachers meet individually with students on a regular basis. Professional collaboration is also an embedded practice and occurs regularly through our planned common periods for professional planning. These sessions focus on Looking at Student

Work, Sharing Best Teaching Practices, Curriculum Planning. Teachers share student work, including work of all sub-groups, with a particular attention to the subgroups of ELLs and SWDs. ICT teachers, ENL teachers, and paraprofessionals are assigned to push-in and designated students are intentionally assigned to ensure accountability and focus. Lesson plans reflect the groups and the assigned personnel as well as tasks and activities that will be coordinated with the curriculum and pedagogy.

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.

If the school receives a written request to initiate the Re-identification process from a parent or teacher, the school will initiate a review of the ELL status determination within 10 days. Qualified staff, including the ELL Coordinator, an ENL teacher, and the Literacy Coach will review all documents related to the initial or reentry identification process as well as the student's work in both English and the home language. The NYSITELL will be administered if it had not at initial registration. Qualified staff will review the school-based assessment and consult with the parent. The CSE will be consulted if the student has a disability. Based upon the recommendation of the qualified staff, the principal determines whether or not to change the student's ELL status. Written notification is sent to the parent. If it is determined that the ELL status should be changed, written notice is sent to the superintendent and the parent in his home language within 10 school days. The student's program is modified accordingly. All documentation is kept in the student's cumulative record. All students who have been re-identified will be referred to the Response To Intervention Team and monitored for at least two months.

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

ELL students in all grades are invited to participate in after school programs via a letter to the parent, notifying them of the programs. The letter details the purpose of the program, the days and times that the program will be in session. Parents are informed that students who sign up are accepted into the program. Daily attendance is taken and when a student is absent, the secretary makes a call to the home to follow up. The goals of the after school programs include emphasis on developing the ELL students' second language literacy skills in the four language modalities. The after school program uses the following materials: Achieve 3000 (web-based differentiated reading program in English and in Spanish), classroom libraries with Spanish and English language books and other reading materials, picture dictionaries with related activities and audio supports, standard English-Spanish dictionaries, Rosetta Stone language acquisition software (licenses are purchased by the school for individual students). Classroom libraries are established and enhanced throughout the year with materials that reflect Common Core Lexile level books, large collections of non-fiction texts, as well as books at students' independent reading level. The interests, backgrounds, and cultures of the students are also considered when adding books to the libraries. Saturday Academy is also designed to provide additional instructional time for ELLs and includes trips around New York City, in which real-life experiences provide the opportunities to develop rich and specific language through experiential learning activities. The socialization of the experiences in small groups makes the learning very natural and enjoyable for the students, as well as opening up their exposure to New York City with their peers and the teacher as a "guide." SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards. ICT teachers review students' IEPs to ensure that the mandated accommodations and modifications are being implemented. In addition, the IEP identifies the students' disabilities and the ICT teachers meet routinely on a weekly basis with the co-teacher to plan strategies to address the students' learning needs, in alignment with the curriculum being implemented.

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?

The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes

provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLS during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit “test-taking” support also supplements our core instructional program. Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs are funded the Department of Education’s CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington’s What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg’s Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas. Targeted intervention in Math is provided through extended day program 2xs/week. Scholastic Math Inventory assessments are administered monthly and provide frequent updated data about students' performance for teachers to adjust their instruction accordingly. FAST MATH is another program that supports targeted instruction for students needing help in math computation. Intervention Kits from Marilyn Burns (mathematics expert and author) provide intervention support for the ELLs who are performing at the lowest levels in math.

Chart

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

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

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

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



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

Chart

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

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

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

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

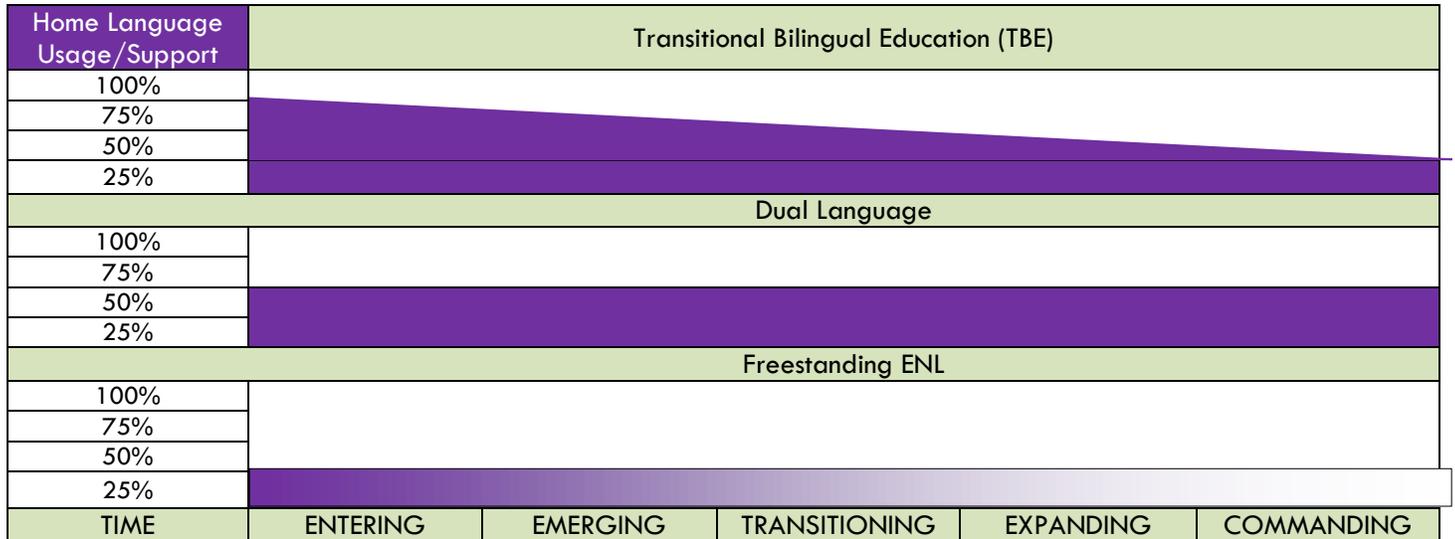


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLs during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit “test-taking” support also supplements our core instructional program. Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs are funded the Department of Education’s CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington’s What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg’s Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas. Targeted intervention in Math is provided through extended day program 2xs/week. Scholastic Math Inventory assessments are administered monthly and provide frequent updated data about students’ performance for teachers to adjust their instruction accordingly. FAST MATH is another program that supports targeted instruction for students needing help in math computation. Intervention Kits from Marilyn Burns (mathematics expert and author) provide intervention support for the ELLs who are performing at the lowest levels in math.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Reflection, review, and revision are all aspects of our collaborative planning and conversations. Teachers meet in professional learning teams on a weekly basis, both during common planning time and after school curriculum planning. Ongoing one-on-one meetings between teachers and the Principal begin early in the year, with teacher goal-setting conversations and are followed by mid-year conversations and end of year conversations. Throughout the year, the Principal also meets with individual teachers, related to the supervisory classroom observations that occur on a frequent basis. Such emphasis on evaluation permits clear expectations and careful monitoring to ensure effectiveness of our programs. Students’ progress and performance are topics that take “center-stage” in all conversations. Ongoing open dialogue among all staff focuses on the students and their successes and challenges. Support personnel, such as guidance counselors, are also involved in the conversations about the students. Social and emotional considerations must be addressed, particularly for ELLs who struggle to acclimate and make adequate progress. NYSESLAT results provide important information about the students’ progress and performance in language acquisition. Disaggregating the total score to examine the performance levels in the 4 modalities is even more important as targeted instruction can be effectively implemented with small groups of students who demonstrate common needs. Intentional groupings in classes can be another classroom revision that emanates from the understanding and analysis of the NYSESLAT modality report.
12. What new programs or improvements will be considered for the upcoming school year?

We have a Teachers College staff developer that will provide support to our teachers and will focus on strategies and scaffolds to support English Language Learners. Wherever possible, she is providing Spanish translation of materials.

Rosetta Stone will be provided for all newcomers in English and their home language.. We have instituted a Saturday Academy for long term ELLs so that we can explicitly tailor instruction to their needs.

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

We continue to reflect on our program and practices to enhance and refine our offerings, both in content and in practice. We do not anticipate discontinuing any services or programs. We seek to enhance the ones we provide with continuing reflection and modifications, as per the Common Core Learning Standards expectations to surface the gaps and address them, through professional collaboration and enhanced expertise and experience.

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

ELLs are afforded equal access to all school programs. They are invited to attend our extended day programs, Saturday Academy, all sports programs, and all extra-curricular events. The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLs during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit "test-taking" support also supplements our core instructional program.

Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons.

We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs are funded the Department of Education's CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington's What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg's Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas.

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

The instructional materials used to support ELLs include all of the Common Core Standards-aligned reading and math curriculum materials, as recommended by the Department of Education. Teachers often translate materials for students who are not able to access the English at the level of proficiency required for the texts presented. Spanish-English dictionaries and support CDs provide opportunities for students to independently develop vocabulary at their own individual pace. Individual license are purchased by the school for students to access Rosetta Stone to learn English. Class libraries for ELLs include abundant independent reading books and materials, in both English and in Spanish. These reflect both independent reading levels of the students and student interest. Challenge books are also readily available. The school consistently addresses its mission to develop an authentic love of reading by all students by encouraging great student choice in reading and providing extensive amount of time for independent reading.

Students are encouraged to request titles of books for the school to purchase. SMART BOARDS in every classroom, as well as extensive access to laptops, allow students to use internet resources (with guidance and supervision of teachers) to support their learning.

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

Native language support is provided in each program model that we offer (TBE and ESL). In TBE classes, native language instruction is delivered in native language arts literacy, math, and content areas. Students write in both English and in Spanish. Students are grouped in flexible groupings, based on common learning needs. Therefore, sometimes, they are grouped for instruction by language proficiency level and sometimes they are organized in other group configurations for peer to peer conversations, tutoring, and collaborative projects. Teachers' decisions about groupings are based on purpose, activities, tasks, and data from students' evidence-based student work products. In ESL classes, emphasis on English language development and acquisition uses effective strategies, as presented by experts in the field, such as Calderon, Gibbons, Freeman and Freeman. Explicit teaching and student work with cognates, idiomatic expressions, figurative language, collocations, and Tier 2 vocabulary (as per Isabelle Beck's work on vocabulary instruction). Leveled books in Spanish are provided in each classroom library and students are encouraged to read independently at their level. The DOE Core Curriculum libraries are available in Spanish, including literature and non-fiction texts. Teacher-translated materials are also created to support students who need Spanish versions of materials not available. Achieve 3000, an online program for students offers differentiated reading level articles in Spanish. EScience is also available in Spanish. The reading in content area is aligned to DOE Science Scope and Sequence and core curriculum during science classes for grades 6, 7, and 8. Additional rigorous reading materials in Spanish are being explored through Instituto Cervantes and the DOE Office of ELLs to ensure common core learning standards texts are abundantly available for the ELLs..

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

ELL students receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. The resources used by all teachers who provide services correspond to the ELLs' age and grade level. Using the strategies and supports from resources, such as SMART BOARDS, audio tapes, and visual supports, students are taught in a developmentally appropriate way, using high interest materials for low level readers, engaging lessons and thought-provoking read alouds to prompt higher order thinking and generate amplified language opportunities among students, appropriate soft ware, while at the same time, addressing the key standards from CCLS.

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).

Our school assists newly-enrolled ELL students before the beginning of the year. All such students and their families are invited to attend Orientation Meetings to learn about the program and the school. Our Student Handbook details expectations for students. Our Parent Coordinator is available to assist students during the day, with an additional support of being present in the cafeteria, daily, so that students have easy access to her for help while not losing instructional time from classes. This is particularly supportive for the ELL students who are enrolled throughout the school year. They are provided with the Student Handbook and help in understanding the expectation comes in many ways, through the support of guidance personnel, Parent Coordinator, Dean, and of course, the classroom teachers.

19. What language electives are offered to ELLs?

We do not offer any language electives at this time.

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)?

NA

## 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.)

Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. One of our school goals is to provide all staff with appropriate, differentiated, tiered professional development opportunities, throughout the year. The language development of our ELL and bilingual students has been identified as an integral aspect of our school's priority instructional focus, and as such, becomes the responsibility of all teaching personnel, as a shared goal. All professional development includes a particular and distinct attention to the needs of ELL learners. Every Monday afternoon from 2:20-3:00 PM, all staff members (including teachers and paraprofessionals) receive professional development from the two collaborative teachers, the five model teachers, and various outside consultants. Professional development is based on the Danielson Framework, our Coherent Set of Beliefs About How Students Learn Best, and the Common Core Learning Standards. Special emphasis is placed on the needs of ELLs and SWDs. Outside consultants from Teachers College and Achieve 3000 show teachers how to scaffold their lessons for ELLs and SWDs. Teacher Teams meet for common planning one period a week during the school day, every Monday from 3 to 3:40, and every Tuesday from 3 to 3:35. Common Core curriculum units are adapted and revised to provide the necessary scaffolds for diverse learners. The Danielson Framework For Teaching is also embedded in the professional development to norm the staff understanding of effective teaching practices. Bilingual and ENL teachers are sent to workshop provided by the Borough Support Office and Teachers College
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?

Our current teaching staff in our bilingual and ESL program have been interviewed and hired, based on their level of effectiveness and their predicted level of effectiveness (new teachers and newly hired teachers). Focusing on best and current research and professional texts, articles, videos, and webinars provided by the DOE, other educational institutions, and experts in this area of instruction are integrated into the professional development for all teachers, strengthening everyone's best practices in this area. Two teachers have been identified as Peer Collaborative Teachers and provide professional development for all teachers, for teacher teams, and for individual teachers. A staff developer also supports the professional development of the teachers and paraprofessionals. Weekly content area meetings are built into the school schedule and a memorandum and year-long calendar identify and emphasize expectations, including the protocols, the documentation, the focus of Looking at Student Work, Sharing Best teaching Practices (aligned to the Danielson Framework For Teaching). Additional time is established for Thursday afternoons for content area teachers to meet to collaborate and plan Common Core aligned curriculum, with an attention to the differentiated needs of diverse learners. Developing the appropriate scaffolds, supports, and extension for diverse learners is the focus to help students access the rigorous Common Core aligned curricula in all content areas. ENL teachers and bilingual teachers have multiple opportunities to interface together as a cohort and with their colleagues on their respective grades, to be in synch with the expectations of the Common Core Learning Standards and school-wide Common Core curricula.
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 guidance staff is highly qualified to assist our ELL students and their parents both as they transition from 5th grade into 6th grade and as our 8th grade students prepare to go to high school. Both transitions are addressed throughout the year by our 3 guidance counselors. Our Student Handbook is distributed to incoming 6th graders before the opening of school at a new students' orientation meeting for students and their parents. Informational sessions for 8th grade students and their parents are offered on Saturdays (to make the time convenient for working parents) to provide up-to-date details and materials about the high school application process and selection process. Parents receive folders with valuable information, including the dates for the City-wide High School Fairs in September and October. The folder also contains information on career choices, specialized high schools, and a directory for NYC high schools is distributed. During the regular school day, guidance counselors meet with small groups of students to discuss the procedures and processes for selecting a high school and answer any questions that arise during the application process. The counselors are available during the students' lunch period to provide additional opportunities for individual students to consult with guidance personnel. A class is offered to provide support for students to prepare them for the Specialized High Schools. Workshops are provided for parents on accessing and using ENGRADE online to help monitor their children's work in school. Monthly parent workshops are provided by the Parent Coordinator and include topics, such as Common Core Learning Standards, College and Career Readiness, High School Entrance, new students' issues, as well as topics pertinent to all adolescents.
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.

A minimum of fifteen percent of the required professional development our school provides to teachers and administrators will specifically address the needs of English Language Learners. This will include professional development on language acquisition, and best practices for co-teaching strategies and integrating language and content instruction for English language learners. Our Inquiry Team will focus on analyzing the work of ELLs to determine the needs of this special population, and how we can facilitate their

progress toward mastery of the Common Core Learning Standards. We will provide a minimum of fifty percent of the required professional development hours for our bilingual and ENL teachers in language acquisition with alignment with core content area instruction. Professional development opportunities that focus on ELL strategies that are provided both by our Borough Support Center, by Teachers College, and by the DOE are distributed to staff to add to the professional development options. Agendas and sign sheets for all PD training that emphasizes best instructional strategies for ELLs are filed and maintained in the Principal's office.

### C. Parental Involvement

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

The ENL teachers will meet with all ELL parents individually on Tuesdays in the time designated as parent involvement. Translators will be provided in the parent's home language. If a parent cannot meet at the designated time, the ENL teacher will make every effort to accommodate the parent's schedule. The ENL teachers will provide information about the language development of the student, the NYSESLAT or NYSITELL results, and the student's progress in all content areas.

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.

Parents are notified of individual meetings in writing by the ENL teacher in their home language. If the parent does not respond to the invitation, a follow up phone call is placed. If a parent is unable to come to the school, the ENL teacher will offer to conference with the parent by phone. Translators will be provided to all parents. The ENL teacher keeps a record of all parent interactions, and makes a copy for the ELL Coordinator. This copy is kept in a binder in the general office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Ongoing communication with parents is an essential component for a successful school program. Our school holds monthly Parent Association and School Leadership Team meetings. We promote parent involvement through the following school activities: Provision of translators, when necessary; telephone contact; organization of parent open houses; bilingual school notices; organization of school-wide events for families; award ceremonies for students and families; monthly parent meetings; community events; family nights, with a focus on content areas; parent-student sports nights; parent-teacher conferences; parents welcomed for class field trips; invitations for student performances, fairs, and talent shows. Our Title III Immigrant Funds Supplemental Program are used to increase parental involvement and community collaboration with families, and in particular, families of ELLs. Monthly workshops included topics generated through collaboration between parents and school and included a wide range, such as Cyber-bullying, academic success of ELLs, Common Core Standards, ARIS Parent Link access, career pathways for ELLs, building language skills in the summertime for ELLs. And even includes trips and workshops at El Museo del Barrio. Translation is always provided during all school events. Learning Leaders provides the opportunity for parents to volunteer in classrooms, with training and certification. Open access for our parents in the school library is available to support parents. School-wide Curriculum Night and grade-level Orientation Sessions provide opportunities for teachers and parents to share expectations, challenges, and supports for the children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with Good Shepherd Services to provide parental involvement activities. Our new grant with Lincoln Center will also provide opportunities for parental involvement throughout the year. Workshops and other activities will be scheduled for all parents, including parents of ELLs.

5. How do you evaluate the needs of the parents? Our Parent Coordinator distributes a NYC DOE Parent Survey. In this survey, parents are asked various questions regarding school environment and school-wide activities. These surveys are conducted in 2 ways-either physically filling out the survey in hard copy form or online, electronically. The Parent Coordinator is available to assist parents with either option. Parents also fill out a school-based survey (Parent/Family Involvement Survey) which is prepared by our Parent Coordinator in both English and in Spanish. In this survey, parents indicate what their specific needs are. The school's Learning Environment Survey provides extensive insight into the needs and perspectives of parents. The results of this survey have shown very high parental satisfaction, as per the questions presented. In fact, the number of parents filling out and submitting the survey far exceeds the citywide percentage. Discussions between parents and teachers during Parent-Teacher Conferences, as well as ongoing conversations between parents and school staff offer ongoing opportunities for parents' concerns and needs to be heard and addressed. This "data" is evaluated by the Principal, Parent Coordinator, and other key constituents, such as UFT Rep and PA President.

6. How do your parental involvement activities address the needs of the parents? The Parent Coordinator reviews parent surveys and plans ongoing workshops, throughout the year and invites outside CBOs and other organizations and guest speakers to help parents address their expressed concerns and areas of need. Parental participation in the school's Leadership Team provides another forum for the needs and perspectives of parents to be voiced and addressed. Examples of such needs include adult education programs, child health issues, Common Core Learning Standards expectations for College and Career Readiness, miscellaneous parenting issues.

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

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

**Paste response here:**

## **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) |
| Melissa Miller  | Principal   |               | 1/1/01          |
| NA  | Assistant Principal                                   |               | 1/1/01          |
| Iverka Valerio  | Parent Coordinator                                    |               | 1/1/01          |
| Marisela Polanco  | ENL/Bilingual Teacher                                 |               | 1/1/01          |
| Grace Garcia  | Parent  |               | 1/1/01          |
| Lesley Lemos  | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
| Susan DeFillipo   | Coach   |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
| Marion Thomas   | School Counselor                                      |               | 1/1/01          |
| Melodie Mashel  | Superintendent  |               | 1/1/01          |
|   | Borough Field Support<br>Center Staff Member<br>_____ |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 10x447**      **School Name: Creston Academy For Responsibility**  
**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](http://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

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

The data and methodologies used to assess the school's written translation and oral interpretation ensures that all parents are provided with appropriate and timely information in a language they can understand, include the following:

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual staff.
2. Parents with Hispanic surnames who are enrolling new student admits to the school are given the Home Language Identification Survey. This information is entered on the ATS screen for HLIS. An interview with the parent and the child is conducted by a licensed pedagogue. The completed HLIS form is placed in the student's cumulative file and remains as a part of the student's permanent record. The school determines within 30 days of a student's enrollment the primary language spoken by the parent and whether language assistance will be needed for the parent to communicate effectively with the school and DOE. The numbers and names of parents who require interpretations and translation services are reflected by the data of the HLIS surveys. We currently have 150 ELLs (approximately 31.6% of our total student population), many of whose parents have limited English language ability. Therefore, all notices from the school are sent home, in English and translated into Spanish. Parents are kept well-informed about the school activities and about their children's progress and performance. There are very few ELL students whose home language is other than Spanish or English but every effort is made to ensure that these parents are also kept well-informed through the translation and interpretation services of trained pedagogues who are fluent in those languages and through the DOE Translation office. The parent coordinator is always in attendance at school workshops, meetings, and events in order to translate, if necessary, as are other licensed personnel who are bilingual.
3. The school's percentage of Hispanic students and families and the growing population of ELLs and Transitional Bilingual Education students are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.

5. As part of the school's CEP Planning with the School Leadership Team the school addresses the language assistance needs, including:
  - a. regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit
  - b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;
  - c. how it will provide those needs
  - d. the budgetary and staffing resources it is devoting to fulfill those needs
  - e. compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.
6. Additional ways to collect data: ATS report of preferred languages and Blue Card data
7. Parent preferred languages: Afrikaans, Arabic, Bengali, Chinese, French, Fulani, Soninke, Spanish and vietnamese

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

The large percentage of students from Hispanic households (approximately 76%) indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable, welcomed, respected, and actively involved in our school life. These findings are reported to the school community through Parent Association Meetings, School Leadership Team Meetings, Faculty Meetings.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school provides the following translation services:

1. All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all or substantially all parents within the City containing critical information regarding their child's education, including, but not limited to:
  - a. registration, application, and selection;
  - b. standards and performance (e.g., standard text on report cards);
  - c. conduct, safety, and discipline;
  - d. special education and related services; and
  - e. transfers and discharges.
2. All school documents related to Student Specific Issues including but not limited to students':

a. health;  
b. safety;  
c. legal or disciplinary matters; and  
d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

3. All school documents related to:

a. School Meetings  
b. School Events  
c. School News  
d. School Announcements

Written translation services are provided by in-house personnel, such as Parent Coordinator and/or bilingual teachers. There are funds allocated through Title III that we use for translation services provided by the Department of Education Translation Services Unit.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher conferences including curriculum night are held four times per year during the following months:  
September, November, March and May. During these conferences in house personnel such as Parent Coordinator and/or bilingual teachers and paraprofessionals are assigned to different floors. These staff members translate for parents as needed. Two open houses are held yearly for parents of current 5<sup>th</sup> grade students. Translation is provided by in house personnel at this event and other monthly parent events.

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

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, Office Manager, and/or bilingual teachers.  
All Parent Workshops provide for a bilingual staff member (i.e., Parent Coordinator) to translate throughout the entire session.  
Bilingual personnel, including Parent Coordinator, are available during all Open School Week Parent-Teacher Conferences.  
All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation. There are funds allocated through Title III that we use for interpretation services provided by the Department of Education Translation Services Unit.

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

The majority of translation services are provided by in house staff. However, staff will be trained on the use of interpretation services provided by the Department of Education Translation Services Unit.

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

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

Staff members will be aware of how to use translation services and over the phone translation by providing them the T&I Brochure, Language Guide and Language Palm Card through professional development.

#### **Part E: Providing Notice of Language Assistance Services**

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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 School will fulfill Section VII of Chancellor's Regulation A-663 by: providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

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

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

Feedback for quality and availability of services will be gathered from Learning environment surveys and parent involvement meetings with Parent coordinator.