



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X459**

School Name: **EAST FORDHAM ACADEMY FOR THE ARTS**

Principal: **FRANCISCO DE LA CRUZ**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: East Fordham Academy for the Arts School Number (DBN): 10x459
Grades Served: 6-8
School Address: 120 East 184th Street, Bronx, NY 10468
Phone Number: 718-220-4185 Fax: 718-220-5976
School Contact Person: Francisco De La Cruz Email Address: Fdelacr2@schools.nyc.gov
Principal: Francisco De La Cruz
UFT Chapter Leader: Lynn Harrison
Parents' Association President: Madeline Lopez
SLT Chairperson: Lynn Harrison
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kiara Lott
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Borough Field Support Center (BFSC)

BFSC: 94X003 Director: _____
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10467
Director's Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718-741-3753 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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 (Blue Ink) |
|----------------------|---|-------------------------|
| Francisco De La Cruz | *Principal or Designee | |
| Lynn Harrison | *UFT Chapter Leader or Designee | |
| Madeline Lopez | *PA/PTA President or Designated Co-President | |
| Maria Ventura | DC 37 Representative (staff), if applicable | |
| Chanise Williams | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Kiara Lott | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Alexa Bonilla | CBO Representative, if applicable | |
| Hermina Flores | Member/Parent | |
| Evelyn Faria | Member/Parent | |
| Chanise Williams | Member/Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------------|--|----------------------|
| Maria Angelica Jaimez | Member/Teacher | |
| Alice Matiz | Member/Teacher | |
| Claudia Alzate | Member/Teacher | |
| | Member/ Teacher | |
| | 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 school's motto, "Where arts and academics meet in excellence," expresses the philosophy of a school that provides a challenging, integrated arts college exploratory curriculum that develops maximum academic potential through creative expression and exploration of the arts.

We have formed strategic partnerships and collaborations with the following:

- Teachers College Reading and Writing Project
- STEM Educators Academy
- Christine King Education (Math)
- Good Shepherd
- Urban Advantage
- Institute of Play
- National Junior Honor Society
- Colgate University track
- Bronx Arts Ensemble
- Dancing Classrooms
- New York Road Runners Club
- Mighty Milers
- Young Runners
- Broadway Jr.
- Little Kids Rocks
- ASCAP
- CityScience
- Morris Heights Health Clinic

– PowerTools

Our special initiatives include the following:

– iReady Math and Reading Assessment

– Community Circles

- MyOnReading

- Dance Company (boys and girls)

- Living environment regents (8th grade)

- Cross Country

- Track

- Basketball (boys and girls)

- PBIS

- Soccer

- Cougar Squad

- ELL Academy

- Saturday Academy

– Project Boost

– Algebra Common Core Regents (Grade 8)

– Earth Science Regents (Grade 8)

– Writing Across the Curriculum in the Content Areas

– Dancing Classrooms

– Debate Team

- Bucket Philosophy

East Fordham Academy for the Arts has made growth in the following:

- Teachers are able to design rigorous and coherent curricula in all subjects to engage a variety of learners

- Over 80% of former EFAA 8th graders earn enough high school credit in 9th grade to be on track graduation in four years

- Instructional cabinet team- includes members across various constituencies in the school including supervisors, family worker, special education liaison, a representative from the CBO, and teachers, who have set a priority for identifying 30 of the lowest functioning students at each grade level in ELA & Math, focusing on RTI strategies for improving student performance. Through consistent collaboration, the team has fostered teacher leaders that include the ideas of valued members of the school community, whose ultimate goal is to share best practices involving student engagement. One of the new initiatives of the team is to conduct more inter-visitations and school wide learning walks where teachers and the school community can witness best practices in action. These staff members are essential to the positive culture and climate transformation which is currently occurring at EFAA.

At EFAA have a multitude of educational supports for our student population. Such as, ENL classes, ENL push-in and pull-out, ICT classes, self-contained classes, bilingual programs and services, service providers for students with disabilities, such as counseling, speech therapy and SETSS.

Focus Areas

- A review of the school's OORS data, indicates there were many weighted incidents which increased the VADIR index. In order to lower the number of incidents and improve the overall school climate, the school has begun to engage all staff members in professional development to deepen their understanding of early adolescent behavior. Staff members have also participated in LSCI training and a group has registered for the workshops which will take place in July 2015. The school has established a partnership with the Morris Heights Health Clinic (school based), PowerTools and is currently in conversations with Counseling in Schools which will provide an additional social worker and three guidance counselors (interns) to help students with their social-emotional growth.
- Teacher pedagogy and a deeper understanding about how students learn best needs further development so that lessons are less teacher directed and more student centered with the expectation students will produce more meaningful pieces of work

10X459 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------|---|-----|---|
| Grade Configuration | 06,07,08 | Total Enrollment | 365 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | 3 | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | 13 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 4 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | 11 | # Drama |
| | | | | N/A |
| # Foreign Language | 10 | # Dance | 15 | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.1% | % Attendance Rate | | 91.3% |
| % Free Lunch | 93.8% | % Reduced Lunch | | 3.9% |
| % Limited English Proficient | 23.3% | % Students with Disabilities | | 20.8% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | 14.9% |
| % Hispanic or Latino | 81.5% | % Asian or Native Hawaiian/Pacific Islander | | 2.2% |
| % White | 1.4% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 5.34 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 26.0% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.3% | Average Teacher Absences (2013-14) | | 7.64 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 5.6% | Mathematics Performance at levels 3 & 4 | | 5.8% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 30.6% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| 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 | | X |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | NO |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | 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 | 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 | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

| | | |
|--|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | E |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | E |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | D |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Comprehensive Academy Program: Assessments Review (NYC School Survey (NYCSS), Middle School Quality Snapshot (MSQS), School Quality Guide (SQG)) – Needs to be updated for the current year.</p> <p>Student achievement, Student Progress, and Closing the Achievement Gap</p> <ul style="list-style-type: none"> - 6% of students met standards on the State English Test - 6% of students met standards on the State Math test - 91% of students pass courses in math, English, social studies and science - 73% of students feel the school offers enough programs to keep them interested in school <p>Framework for Great Schools: Rigorous Instruction</p> <p>Priority needs (NYCSS, MSQS, SQG Needs Assessment):</p> | | |

1. Pedagogy that reflects a growing staff curricular capacity in terms of data-driven strategic planning to increase engagement level, offer a variety of formative/summative assessments and differentiate instruction tailored to students' special needs, including ELLs and students with IEPs
2. A vertically and horizontally coherent and systemic curriculum aligned to CCLS that utilizes Engage NY (English/Math)
3. A written and enacted curricula that incorporates CCLS tasks & Assessment in in GRADES 6-8, as well as artifacts that offer evidence of student work that reflects growth over time on writing assignments embedded into the content curriculum.
4. Pedagogy that anchors its assessment evaluation and specific/targeted and actionable feedback through content-specific rubrics attached to a wide variety of performance based assessments so that the teachers and students can track growth in various proficiencies as curriculum adheres to the multiple intelligences of students.

Areas of Strength:

- Structures for positive learning environment inclusive culture, and student success
- Aligned use of resources to support instructional goals that need students' needs
- Rigorous, engaging, and coherent curricula aligned to the CCLS

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.

By June 2016, teachers will have received regular feedback and professional development on Danielson

Component 3b, Using Questioning and Discussion Techniques, resulting in an overall performance of

"Effective" for 70% of the teachers.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <ul style="list-style-type: none"> • Teachers in grades 6-8 will adapt and implement 2 EngageNY modules comprised of 2 units each in ELA and Math. In addition, Social Studies and Science teachers will adapt and implement units from the curriculum (to be decided upon by instructional committee) | <p>Teachers/Students Administration</p> | <p>July-June 2015-2016 school year</p> | <p>Teachers Administration</p> |
| <ul style="list-style-type: none"> • Weekly cabinet level inquiry around teacher practice aligned to sub-skills of Danielson Components 1a, 1e, 3b, 3c, 3d | <p>Instructional Cabinet, Teachers</p> | <p>September 2015-June 2016</p> | <p>Instructional cabinet/Instructional coaches</p> |

| | | | |
|--|---|---|---|
| <p>Development of programs to address the achievement needs of diverse student populations:</p> <ul style="list-style-type: none"> - ELL Program Development – ESL Coordinator/teacher to team teach and co-plan with content teachers in order to incorporate ESL strategies into subject area <p>1. Special Education Program Development: Ha a master special education coordinator/teacher develop an instructional plan that is reviewed on a weekly basis with administrative over-sight</p> | <p>Students with IEP & ELLs</p> | <p>July-June 2015-2016</p> <p>School year</p> | <p>Teachers Support Staff Administration Guidance Counselor Instruction Committee and Teachers(content and special ed.) support staff administration Guidance counselor</p> |
| <p>Professional Development Plan: The school will execute a systematic PD plan that consists of group learning activities and individual coaching. The Instructional Committee will provide oversight and support to this ongoing work</p> <ul style="list-style-type: none"> - Group Learning Activities: <p>Ongoing cycles – weekly PD, Instructional Rounds, Admin observation cycles</p> <p>EngageNY for Math and ELA teacher leads offered seven times throughout 2015-2016.</p> <p>PD for Reading and Writing</p> <p>Instructional Objectives as outlined by Danielson</p> <p>Comprehensive assessment calendar of the year</p> <p>Individual Coaching:</p> | <p>All content area teachers, students and supervisor</p> | <p>July-June 2015-2016 school year</p> | <p>Teachers /Support Staff/Administration/Guidance Counselor</p> |

| | | | |
|---|--|--|--|
| <p>Administration will provide regular feedback to teachers through breaking down individual components on the Danielson Rubric (ex: 3C – Student Engagement) and providing weekly feedback on the components that go into engaging students in low inference feedback loops/cycles, with focused PD on areas identified as patterns of priority focus for staff</p> <p>-Coaches will visit the classroom weekly and provide weekly feedback to specific teachers leads, aligned to the Danielson Framework for Instruction. This will include actionable support and next steps.</p> <p>Student Assessment:</p> <p>Students will be given CCLS aligned assignments with elements of portfolio/performance based assessment, and where appropriate, Regents review and Regents based assignments for Integrated algebra and Earth Science. The Assessment Calendar will be collaboratively developed by the Instruction Committee by</p> <p>All students will be given a pre-assessment determine student needs in September.</p> | | | |
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Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>-Community School Grant</p> |

-Curricula

-PD on unit planning to support teachers still learning EngageNY, as well as PD on data analysis, inquiry driven instruction, project based assessment, common grading platforms and practices (and training parents on these systems)

-Additional resources outlined by Instructional Team (PD resources, supplies, etc)

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

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|---|-----------------|---|-------------|--|------------|--|------------------|---|--------------------------|---|-------|
| X | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | X | 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.

By January 2016, every teacher will receive two observations and specific, measurable feedback and two professional development opportunities to improve instructional practices.

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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> 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. 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. | | |
| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | E |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>According to the 2013-2014 NYC School Quality Guide, our school is approaching the target in the following areas:</p> <p>Our school attendance has been consistent at 91% for the last three school years and we are meeting our target in the 2014-2015 metric value rating. We are approaching the city’s target of 93%.</p> <p>School culture was rated at 80.9% which is approaching the target as measured in the 2014-15 metric value rating</p> <p>According to the 2013-2014 NYC School Quality Snapshot, as noted on page 4, our school has succeeded in the following areas:</p> <p>93% of parents are satisfied with the education that their child has received compared to the city average of 94%</p> <p>According to the 2013-2014 NYC School Quality Snapshot, as noted on page 4, our school has not succeeded in the following areas:</p> <p>69% of our students feel safe in the hallways, bathrooms, locker rooms, and cafeteria compared to the city average of 77%.</p> | | |

According to the 2013-2014 New School Quality Review, as noted on Page 4, our school scored proficient in the following area:

Our school has structures in place for positive learning environment, inclusive culture, and student success. Our school exhibits aligned use of resources to support instructional goals that meet student's needs. It applies a rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. Exhibits research based effective instruction that yields quality student work . And administers curricula- aligned assessment practices that inform instruction.

According to the 2013-2014 School Survey Report: 31% of parents participated in the survey. This percentage is below the city average participation rate of 53%. Our participation rate for parents dropped 12% from SY 2012-2013

As noted on Page 6, 93% of students agree or strongly agree that the teachers in our school help them reflect on their strengths and learn areas that they can improve in

83% of our students, agree or strongly agree that there is a person or program that helps students resolve conflict

80% of students agree or strongly agree that the staff in our school help to keep them on track for college or career

61% of students agree or strongly agree that most students respect students who get good grades

50% of students agree or strongly agree that most students treat each other with respect

57% of students agree or strongly agree that most students treat adults with respect

Based on the information and data collected above, our priority needs with regard to Supportive Environment area as follows:

- Focus on increasing a safe learning environment and a positive learning environment school wide
- Focus on increasing respect for students / peers/ adults across the school community
- Focus on increasing the respect for students who are successful academically

Focus on increasing parent awareness of social/emotional support that is available for their child

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.

By June 2016, students will report a more supportive environment as measured by a 10% increase in agree and strongly agree on safety and environment questions on the NYC School Survey report.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>After each marking period, students will be selected for Honor Roll and High Honor Roll based on their marking period average. These students will receive awards and get public recognition at that month’s Parent Association Meeting and/or Parent Workshop.</p> | <p>All students</p> | <p>November 2015-June 2016</p> | <p>School Administration/Family Worker/Parent Coordinator/PBIS Coordinator/Guidance Counselor/PTA</p> |
| <p>The last Friday of every month, a class will be selected for highest attendance percentage for</p> | <p>All Students</p> | <p>October 2015-June 2016</p> | <p>School Administration and Culture Transformation Team</p> |

| | | | |
|--|---------------------|---------------------------------|--|
| <p>the previous school month to receive a Class Award and receive public recognition and that's month's Parent Association Meeting and/or Parent Workshop</p> | | | |
| <p>Teachers will utilize Parent Engagement time on Tuesdays to make a minimum of two positive phone calls home each week to families acknowledging students hard work and success.</p> | <p>All Students</p> | <p>September 2015-June 2016</p> | <p>School Administration and pedagogical staff</p> |
| <p>Students will be invited to school PBIS sponsored events and/or to participate in athletic activities based on a pre-determined set of criteria including academic performance. Criteria consists of the following :</p> <ul style="list-style-type: none"> • Wearing uniform • Completing all classwork and homework • No excessive lateness and absence • Exhibiting EFAA PBIS core values of Be Safe, Be Responsible, Be Respectful, Be a Learner, Be a Cougar <p>Create Culture Transformation Committee and use the committee to continue to expand and implement the tools and resources learned during the Powertools Focus Group Sessions in order continue to encourage a positive and safe school culture and climate. The committee will meet twice monthly and provide PDs to staff once quarterly. During committee meetings, team members will discuss data and</p> | <p>All Students</p> | <p>September 2015-June 2016</p> | <p>School Administration/Dean/Event Coordinator/Athletic Director/Pedagogical Staff</p> <p>School Culture Transformation Committee</p> |

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| progress of Tier I, Tier II and Tier III students | | | |
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Part 4 – Budget and Resource Alignment

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|---|-----------------|--|-------------|--|------------|--|------------------|---|--------------------------|--|-------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ul style="list-style-type: none"> - Honor Roll Certificates - Rewards - Incentives for the PBIS school store/cougar cash - Ink - Schedule Presentations at PA meetings - Paper - Paper/specialty paper for Athletic Supplies and Awards - Decorations/Paper goods for celebrations | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016, students who agree or strongly agree that most students treat each other with respect, as measured by the NYC School Survey Report will increase from 50% to 60%, to stay on track to meet the goal of 70%, as measured by a school administered survey similar to the New York City School Survey |
| 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> 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. 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. | | |
| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | E |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | 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. | D |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Strengths:</p> <ul style="list-style-type: none"> Teachers meet weekly for common planning Teachers have designed coherent curricula in all subjects which is aligned to the Common Core Learning Standards <p>Next Steps:</p> <ul style="list-style-type: none"> Teachers need to develop a protocol to analyze student work Teachers need to involve students in planning learning outcomes and help them self-monitor their own learning. For example, students need to design questions and lead discussions. Students also need to design checklists and rubrics. | | |

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.

By June 2016, all students will engage in challenging project based assignments that will accelerate their learning and deepen their conceptual understanding in all content areas as measured by the 2016 NYS

assessments and result in a 5% increase in students scoring at or above proficiency.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| Common Planning and Teacher Team Meetings | All Teachers | Once a week per grade and subject | Grade Leaders |
| New Teacher Meetings and Mentoring Program | New Teachers and Mentors | Specific Prep periods as well as additional after school times | New Teacher Committee |
| School-wide Monday PD Sessions | All Staff | Year Round | Administration, Grade Leaders and Teachers |
| Extra-Curricular School Wide Events | Staff Volunteers | Year Round | Administration and Teachers |

Part 4 – Budget and Resource Alignment

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|---|-----------------|---|-------------|--|------------|--|------------------|---|--------------------------|--|-------|
| 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. | | | | | | | | | | | |
| Computer and Technology Resources | | | | | | | | | | | |
| Textbooks | | | | | | | | | | | |
| Math Manipulatives | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By November 2015, all teachers will have a deep understanding of how to analyze data and collaboratively revise lesson/unit plans to increase student achievement. Teachers will also have a solid protocol to analyze, rate and discuss student work. |
| By January 2016, 60% of students will be able to formulate questions to enhance their own learning as well as small group/whole class discussions. Students will also be able to collaborate with teachers to create checklists and rubrics to self-assess their learning. |
| 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

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> 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. 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. | | |
| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (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). | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Strengths</p> <ul style="list-style-type: none"> - School leaders have communicated and will continue to communicate the instructional social-emotional goals for 2015-2016. - School leaders have conducted walk-throughs and completed all the required observations, providing individual feedback to teachers - An additional counselor was hired to provide counseling to at-risk students. - School leaders have partnered with PowerTools to improve the school climate and culture through surveying staff, students, and parents, providing data, feedback and suggestions. PowerTools also facilitates a series of social action workshops with a consistent group of at-risk students. PowerTools supports teachers and school-aides with de-escalation of student conflict. <p>Next step</p> | | |

– Provide teachers with differentiated professional development, based on the data from the Power-Tools climate survey, NYC school climate survey and incident data from OORS, Quality Review Data to help meet the academic and social-emotional needs of all students, which will improve student achievement as well as school culture and climate.

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.

By June 2016, teachers will receive targeted professional development based on walkthroughs, Learning Walks, observations and feedback sessions resulting in an increase of .30 in every component in Domain 3 in the Danielson Framework.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>Teacher observations (informal/formal) using the Danielson Framework as well as walkthroughs and Learning Walks</p> | <p>Teachers</p> | <p>Ongoing</p> | <p>School Leaders</p> |
| <p>Teacher participation in professional development opportunities, including teacher teams engaged in collaborative inquiry work</p> | <p>Teachers</p> | <p>Ongoing</p> | <p>School Leaders, Consultants, Internal/External PD</p> |
| <p>Meeting agendas and sign-in sheets for teachers</p> | <p>Teachers</p> | <p>Weekly</p> | <p>School Leaders, Consultants, Grade Leaders</p> |
| <p>Teacher inter/intra-visitations will be documented and information will be shared/turnkeyed</p> | <p>Teachers</p> | <p>As needed</p> | <p>School Leaders, Grade Leaders</p> |

Part 4 – Budget and Resource Alignment

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|---|-----------------|---|-------------|--|------------|--|------------------|---|--------------------------|--|-------|
| 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. | | | | | | | | | | | |
| Instructional Cabinet members | | | | | | | | | | | |
| Grade Leaders | | | | | | | | | | | |
| Tax Levy funding for per diem | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By January 2016, every teacher will receive two observations and specific, measurable feedback and two professional development opportunities to improve their instructional 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

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|--|--|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> 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. 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. | | |
| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | E |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | D |
| 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. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Participation in the parent survey was low which resulted in a lack of input from the parents on educational decisions in the school community. After looking at the school’s data, we were able to see a correlation between low survey participation and student outcomes on state exams. Although we have increased our parent participation in the learning environment survey from 17% to 43%, we still want to increase our parent participation to meet or exceed the city average.</p> <p>We have developed (and continue to develop) opportunities for parents to strengthen their relationship with the school through workshops and meetings that address topics ranging from Pupil path and student academic expectations to the arts and field trips for students and parents. We are intending to use these activities to build bridges between parents and members of the school community in order to improve educational outcomes for students as demonstrated by improved scores on state exams. According to the 2013-2014 School Environment results, 93% of the parents are satisfied with the education that their child has received. The district and city average was 94%.</p> <p>In an effort to improve communication with parents and parent involvement, the principal has worked with the Parent Coordinator and teachers to set up a number of parent workshops scheduled throughout the year. In addition the parent coordinator works with mentors and parent coordinators from other network schools and the network’s Youth Development specialist to improve parent and community involvement in the school.</p> <p>The school will start or continue to development a relationship with: The Morris Heights Health Clinic, PowerTools, Counseling In Schools, STEM Educators Academy and IDNYC.</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.

By June 2016, the school will provide parents with the information/training needed to become more involved in the planning and decision making in order to support the education of their children. Training will be centered on student learning, college and career readiness and success. This will result in an increase of parent engagement by 3% as measured by sign-in sheets at all school events.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Create workshops and events for parents/guardians geared to improving their children's achievement level, e.g., Family Saturdays, Parent/Student Book club, Career Day, literacy and math workshops</p> | <p>Parents</p> | <p>Oct. 2015-June 2016</p> | <p>Parent Coordinator and School Staff</p> |
| <p>Parent Coordinator and designated staff member will provide parents with resources through workshops such as ENL classes, books, learning materials, etc.</p> | <p>Parents</p> | <p>Oct. 2015-June 2016</p> | <p>Parent Coordinator & School staff</p> |

| | | | |
|---|---------|---------------------|-------------------------------------|
| Monthly newsletter and calendar will be mailed home to families and distributed to students | Parents | Oct. 2015-June 2016 | Parent Coordinator and school staff |
| Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children | Parents | Oct. 2015-June 2016 | Parent coordinator and school staff |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|-----------------|---|-------------|--|------------|--|------------------|---|--------------------------|--|-------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Per session funding, space for meeting, giveaways, funding for food, parent incentives, collaborating with the CBO, reaching out to the ONE STOPS (i.e. Bronx Works single stop sites) attendance initiatives and funding for professional development vendors | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | 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. |
| After each family workshop, attendance results will be discussed with the SLT. The effectiveness of different methods to communicate information to families will be weighed as well. The SLT will help find the best combination of communication strategies for all parents/guardians. In collaboration with the parent coordinator, the administrative cabinet and the instructional team will meet to evaluate the effectiveness of the workshops. The progress monitoring will occur with a Baseline check September 2015, Mid-Year check February 2016, End of Year Check June 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|---|--|--|
| English Language Arts (ELA) | Test scores, course grades, pre/post assessments, teacher referral, data from universal screener | -Saturday Academy -ELL Academy -Running Records -IReady computer based program -Performance tasks -SETTS services -MyOn -Extended independent reading -Conferring -ESL services -Project based learning | Small group/1:1 | During the school, Before/after school Saturdays |
| Mathematics | Test scores, course grades, pre/post assessments, teacher referral, data from universal screener | -Saturday Academy -IReady computer based program -Scantron performance series -Conferring Project based learning | Small group/1:1 | During the school, Before/after school Saturdays |

| | | | | |
|---|---|---|-----------------|---|
| Science | Test scores, course grades, pre/post assessments, teacher referral, data from universal screener | <ul style="list-style-type: none"> -Urban Advantage -STEM Educators Academy -Robotics -Coding classes -Science fair -Science labs -Conferring -Project based learning | Small group/1:1 | <p>During the school,</p> <p>Before/after school</p> <p>Saturdays</p> |
| Social Studies | Test scores, course grades, pre/post assessments, teacher referral, data from universal screener | <ul style="list-style-type: none"> -Document based questions -NewsELA -Conferring -Project based learning | Small group/1:1 | <p>During the school,</p> <p>Before/after school</p> <p>Saturdays</p> |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Test scores, course grades, pre/post assessments, teacher referral, data from universal screener, parent referral | <ul style="list-style-type: none"> -Great LEAPS -Direct instruction of the skills/strategies in need of remediation -Conferring | Small group/1:1 | <p>During the school,</p> <p>Before/after school</p> <p>Saturdays</p> |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> • Attend NYC DOE hiring fairs • Elicit support from NYC Teaching Fellows • Use of the Open Market Transfer System to interview effective/highly effective teachers |

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> • Summer curriculum planning aligned to the CCLS • Participation in the Teachers College Summer Institute • In-school professional development led by consultants and teachers • Mentors for all first and second year teachers |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

| |
|--|
| |
|--|

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| <ul style="list-style-type: none"> • Teacher developed baseline and midline assessments developed during summer planning • Professional development aligned to specific components of the Danielson Framework |

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|--|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 296,466.00 | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | | |
| Title III, Immigrant | Federal | 0 | | |

| | | | | |
|----------------|-------|--------------|--|--|
| Tax Levy (FSF) | Local | 2,502,372.00 | | |
|----------------|-------|--------------|--|--|

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/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)

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. **East Fordham Academy for the Arts**, 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. **East Fordham Academy for the Arts** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>East Fordham Academy for the A</u> | DBN: <u>10X459</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>40</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>1</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on data analysis of the most recent NYS ELA and Mathematics exams as well as the NYSESLAT, it is evident that many of our ELL students are not making adequate gains in their test scores or in English proficiency. Specifically, our students in the Transitional Bilingual program, who are newcomers, and our ELLs with special needs are performing far below their peers. For this academic year, we will be using Title III funding to provide supplemental instruction afterschool and on Saturdays in Mathematics and ELA/ESL for our students that are in the Transitional Bilingual program and ELLs that have IEPs in grades 6, 7, and 8. By providing additional support in Mathematics and in ELA/ESL afterschool, we will be able to meet the needs of this population by providing targeted instruction based on data analysis from NYS assessments as well as standards-based in-school assessments that will address the academic deficiencies that these students possess.

The afterschool program will take place 4 days a week, 1 hour each day and on Saturdays for 3 hours for a duration of 10 weeks from December through February. Two of the days will be dedicated to Mathematics. Instruction will be in Spanish in the content area of Mathematics. The Mathematics component will be geared towards our newcomer students in our Transitional Bilingual program as they lack many of the prerequisite knowledge needed to fully engage with the Common Core aligned grade-appropriate Math curriculum. Instruction will be delivered by a Mathematics certified teacher that also holds a bilingual extension. Students will use a variety of materials, including Glencoe Math resources, connectEd, teacher-created materials, and iReady Math, iPads and Smart Board interactive tools. The other two days will focus on ELA /ESL instruction geared towards ELLs that are currently at a beginner level in English proficiency as per the 2014 NYSESLAT results or LAB-R results. An ESL certified teacher will provide instruction using ESL methodologies to help students develop their BICS initially and progressing to developing literacy skills in English. A variety of resources will be used including teacher created materials, leveled classroom libraries, New York ELLs NYSESLAT preparation books, bilingual glossaries, Showtime program in ELA, and technology resources such as iPads and Smart Board interactive tools. Instruction for this component of the program will be solely in English. Groups will be made based on their Performance Series score, iReady assessment and running records. Students will be rotated after week 5 based on the iReady assessment to determine the appropriate ability group for the next 5 weeks.

On Saturdays, the students will engage in 90 minute blocks of instruction in Mathematics and ELA. Students will alternate between Mathematics and ELA during the three hour session. The Saturday component will be an extension of the afterschool program, and students will continue using the materials and resources availed to them during the afterschool program.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _____

Throughout the 2014-2016 school years, we are projecting to hold at least five professional development sessions for all staff hosted by the ELL Liaison or ESL teachers to help staff members become more knowledgeable of successful strategies for teaching ELLs. The topics for these professional development sessions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- Scaffolding for ELLs
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Leadership Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

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: _____ At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children (ongoing throughout the year as new students are enrolled, led by ESL certified teacher and/or Parent Coordinator)
- * Parents will receive instruction on how to access iReady at home. The workshop will also focus on providing parents with the strategies needed to talk with your child about how practicing i-Ready Diagnostic and Instruction at home.
- * Parents will receive technology training on resume building and job searching.
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses (one workshop in the fall and one in the Spring, led by the Parent Coordinator)
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful (one workshop in the fall and one in the spring, led by ESL certified teacher)
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story (one workshop in the fall and one in the spring, led by ESL certified teachers)
- High School Admissions Workshop: Provide parents of newcomer ELLs information on the high school application process and assisting them in choosing high schools that specialize in ELLs (fall workshop, led by the Guidance Counselor)

Part D: Parental Engagement Activities

- Classroom Celebrations: Individual teachers of ELLs will invite parents into their classrooms to celebrate work that students have done for Units of Study. This will provide parents an opportunity to be engaged in what their children do in school and in the learning process (ongoing throughout the year, hosted by various teachers).

Part E: Budget

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

Allocation Amount: \$0

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|--|----------------------|--------------------------|
| District 10 | Borough Bronx | School Number 459 |
| School Name East Fordham Academy for the Arts | | |

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 Francisco De La Cruz | Assistant Principal Shawn Harris |
| Coach Claudette Carroll | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Ms. Catellanos | School Counselor Ms. Lisa Pagan/Mr. Lieb |
| Teacher/Subject Area Ms. Stacy Falberg/ENL | Parent Angelica Lopez |
| Teacher/Subject Area Ms. Vivian Ourazouk/ENL | Parent Coordinator Rosa Hernandez |
| Related-Service Provider Ms. Melissa Martinez, AP | Borough Field Support Center Staff Member Mark Weissman |
| Superintendent Melodie Mashell | Other (Name and Title) Ms. Rotellini/Resource |

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 360 | Total number of ELLs | 105 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 87 | Newcomers (ELLs receiving service 0-3 years) | 42 | ELL Students with Disabilities | 27 |
| SIFE | 8 | Developing ELLs (ELLs receiving service 4-6 years) | 29 | Long-Term (ELLs receiving service 7 or more years) | 12 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 22 | | | 1 | 1 | | 3 | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 13 | 0 | | 6 | | | 15 | | 1 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 9

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 7 | | | | | | | | 16 | | | | | | 0 |
| SELECT ONE 8 | | | | | | | | | 12 | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

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

| Freestanding English as a New Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 17 | 25 | 18 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | 1 | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | 1 | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other Vietnamese | | | | | | | 1 | | 1 | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | 11 | 17 | 9 | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 11 | 83 | 0 | 0 | 0 |
| 7 | 7 | 95 | 1 | | 0 |
| 8 | 6 | 101 | 10 | | 0 |
| NYSAA | | | 3 | 1 | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | 80 | 16 | 31 | 0 | | | | | 0 |
| 8 | 77 | 11 | 24 | 0 | 3 | | | | 0 |
| NYSAA | | | | | | | 3 | 1 | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | | | | | | | 0 |
| 8 | 32 | 15 | 43 | 15 | 45 | 2 | 4 | 0 | 0 |
| NYSAA Bilingual (SWD) | | | | | | | 2 | | 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 | 0 | 0 | | |
| Integrated Algebra/CC Algebra | 0 | 0 | | |
| Geometry/CC Algebra | 0 | 0 | | |
| Algebra 2/Trigonometry | 0 | 0 | | |
| Math _____ | 0 | 0 | | |
| Chemistry | 0 | 0 | | |
| Earth Science | 17 | 0 | | |
| Living Environment | 0 | 0 | | |
| Physics | 0 | 0 | | |

| 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 | 0 | 0 | | |
| Geography | 0 | 0 | | |
| US History and Government | 0 | 0 | | |
| LOTE | 0 | 0 | | |
| Government | 0 | 0 | | |
| Other <u>Algebra</u> | 15 | 2 | | |
| Other _____ | 0 | 0 | | |
| NYSAA ELA | 0 | 0 | | |
| NYSAA Mathematics | 0 | 0 | | |
| NYSAA Social Studies | 0 | 0 | | |
| NYSAA Science | 0 | 0 | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 7 | 6 | 6 | 4 | | | | |
| 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.
We used TCRWP and teacher created assessments such as mirrored NYSESLAT practice test, MYON data and I-Ready , 6th and 7th graders are administered the DRP. The insights that the data provides are the following; 75 to 85 % of our ELL population reads below grade level. The majority of our ELLs lack fluency, word recognition, vocabulary, stamina, comprehension, phonemic awareness and several others basic components that pertain to reading instruction. According to NYSESLAT data the majority of our ELL population fall into the category of Emergent and Expanding. This would indicate that our ELL population needs to receive more instruction in the areas of language development, content area scaffolds and small group instruction where the teacher can target these areas better. This data will help inform our school instructional plan by providing appropriate placement according to levels and data and ensuring that students receive their required 360 and 180 minutes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns revealed that when students are administered the NYSITELL, new admits fall into the category of Entering and the NYSESLAT revealed that students are struggling with the reading and writing in comparison to the listening and speaking. Based on the data from the NYSESLAT, some students are stagnate and have remained either in the entering or expanding level. Most special education students categorized as ELL'S remain stagnate in this category.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses ELA, MATH and NYSESLAT scores to place students in their official classes based on their proficiency levels. In classes students are grouped in different levels and are asked to perform different tasks aligned to the common core standards. The RLAT data reveals that out of 87 ELLs, 19 are entering students are
- 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?

- a. The patterns across performance levels and grades revealed that ELLs continue to struggle and performed lower than their monolingual counter peers. Most Entering ELLs prefer to take tests in their home language, predominately Spanish.
- b. We do not use periodic assessments for ELLs
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
Does not apply
6. How do you make sure that a student's new language development is considered in instructional decisions?
Students have access word for word glossaries in Spanish to English, the classroom libraries provides one-third of books in Spanish and within the context of our TB Program we allow students to use their home language when giving responses and also our school purchased Teacher's College independent reading books in Spanish.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 Does not apply
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our program for ELLs based on their progressions in the modalities of the NYSESLAT. Students who score at the COMMNADING level are placed into mainstream while receiving ENL support through the content area. In our common planning meetings we look at the NYSESLAT data and the students modalities in order to create effective lessons and teach the necessary skills and strategies to use to improve their writing scale score. Based on our NYSESLAT data from 2014-2015, many of our students did well on the Speaking and Reading section.

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.
The initial steps to identify the ELLs are: administer the HLIS survey to new admits in a NY city public school by a certified pedagogue. Pedagogue will complete a home language survey in their primary language with the parent and the student in order to determine the home language. In addition, the student is ask an oral informal interview to determine if the student is rproficient in English. Within the first 10 days students are administer the NYSITELL to students whose home language is not English. If the student is Spanish native, he/she is administered the LAB-R. Parents must also complete the parent's prefer language of communication form. In addition, schools must determine ELL status based on their scores on the NYSITELL, conduct parent orientation meeting which includes the orientation video and parents must complete program choice letter and send parent entitlement letters along with student survey. If the parent is not content with the placement, he/she may request a re-identification process and review it within 45 days of enrollment. The ENL licensed pedagogues responsible for the identification of ELLs are Ms. Ourazouk and Ms. Falberg in English and Spanish.
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).
SIFE students are identified through student's work, running record and baseline.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
When students are registered, the Special Education Liaison Ms. Melissa Martinez is notified when a student has an IEP. Additionally, the Special Education Liasion identifies all students with IEPs, their program, their recommended services and if any are ELLs by reviewing all IEPs on SESIS. This information is shared with the ESL coordinator Ms. Ourazouk and ENL teacher ensures all ELL students receive all of their services and are placed in their recommended programs. Ms. Rotellini, our SETSS provider is informed of new ELLs with IEPs. LTP members are Ms. Melissa Martinez, Director of Special Education and school district administrator, Ms. Ourazouk and Ms. Falberg, ENL teachers and Ms. Rotelini, our SETSS teacher. We do not have a bilingual service provider. The interpretation for parents is provided in-house staff. The members of the LPT are Ms. Martinez, Ms. Rotellini, Ms. Ourazouk, Ms. Falberg and the parent Angelica Lopez.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school ensures that the entitlement and non-entitlement parent notification letters are distributed to parents through phone calls outreach, parents orientation, or via mail.

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

Parents are informed that he/she has 5 days to sign and return a statement indicating parental consent. If the signed notification statement is not returned, the student will be placed in a Bilingual Education program, with the parent retaining the right to make the final program placement decision.

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 structure that are in place to ensure that parents understand all three program choices are: face to face interview, parent orientation video orientation within 10 school days, parents are given the Guide for Parents of English Language Learners brochure, explain and assist parents in understanding the video and in completing the Parent Survey and Program Selection Form, inform parents of transfer options if the program is not offered in the school. In addition, parents are given the opportunity to complete the survey at home and return on the given date specify in the letter. However, if they do not return it student will be placed in available program. Parents are outreached through messenger, direct phone calls and invitation letters given to their child. The programs available to students are Transitional Bilingual (8th grade only) and Free Standing ENL (6th and 7th grade) taught by licensed ENL pedagogues, Ms. Ourazouk and Ms. Falberg.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school reaches out to parents by inviting them to come into the school, at registration within the 10days, come and meet the ESL Coordinator or child's ESL teacher. We monitor the parents program choice using a checklist and maintaining all records in a binder.

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

School monitors the Parent Survey and Program Selection by contacting parents directly or through messenger, inviting them to come in or email the parent through Skedula.

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

The school ensures that placement parent notification letters are mail to parents, parents are asked to come in during extended day, letters are also given to students directly or during parent-teacher's night or school open house.

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

The school retains all ELLs documentation in separate binders. Ms. Ourazouk is responsible for all binders (i.e. HLIS binder for all newly admit students, New Admits Binder with HLIS, placement letter, non-entitlement and entitlement letters, parent selection of programs survey and the Compliance Binder. In addition, original copies of the HLIS and Parent Survey Selection of Programs are kept in the students cum file at the main office and in a folder entitled ELLs Status/Identification. School staff has access to ELL documentation.

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

The steps taken to administered the NYSESLAT are: First, Ms. Ourazouk, a qualified ENL teacher is responsible for ordering NYSESLAT materials. Ms. Ourazouk and Ms. Falberg have received trainings in administering the NYSITELL and NYSESLAT. Second, Ms. Ourazouk will print the RLER which shows the students that are eligible to take the NYSESLAT test. Ms. Ourazouk and Ms. Falberg, during our Monday PD session, will give a staff orientation to the teachers who will be proctoring for the test proctors can familiarize with test booklets and the directions for administrators. Then, Ms. Ourazouk and Ms. Falberg create a testing schedule and memo with Ms. Martinez, the school AP. The test is given on from April 12 through May 16, 2016. Proctors need to make sure that the physical condition in the testing room is satisfactory and post a "Testing-Do Not Disturb" sign on the door. Then, the Speaking session is administered by a licensed ENL pedagogue (Ms. Falberg and Ms. Ourazouk), to individual students by someone other than the teacher's and is simultaneously scored in the speaking rubric and then transfer to the scantron answer sheet. On subsequent dates, the other 3 levels (Listening, Reading and Writing) are administered. Each student gets a Listening/Reading/Writing/Speaking test booklets and answer sheets. Tests will be administered with the allocated time and tests sequence.

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

Parents are contacted, letters are sent out and letters are given to ESL teachers to distribute to students.

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

The program choices that parents have requested are Bilingual programs and a less than 5% have requested Freestanding ESL. About 95% of parents have selected Bilingual Programs. The program models offered at our school for 6th and 7th grad are not aligned with parents request hence we have a high number of new admits in those grades. Transitional Bilingual Program is only offered at the 8th grade level. Within our current programs, Free Standing NL, students receive support in thir native language. Hopefully, in the future we have considered in offering Transional Bilingual Program to our 6th and 7th grade population.

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.
 In Freestanding ENL program, instruction is delivered in English using ENL strategies through the content areas, ELA, science, social studies and math. In addition, students receive support in their home language, Spanish. Integrated and standalone ENL are implemented in English through the content area. The content areas are delivered by a certified ENL teacher, Ms. Falberg and Ms. Ourazouk, in English using different skills and strategies to build the English language. The students in a standalone program travel together as a group and are placed in a mixed proficiency levels. In the classroom, students are grouped in flexible heterogeneous and homgeneous groups depending on thetask. ENL is implemented through language objectives and the lessons are based of on data collected. In standalone ENL, students are given the opportunity to practice all four modalities of English.
 - b. TBE program. *If applicable.*
 In the TBE program, instruction is taught in the students home langauge, spanish, in all content areas (Science, Social Studies and Math), including 360 minutes of ESL instruction in addition to HLA. ELLs receive 360 minutes of ENL, 2 periods a day. In addition, content area teachers use ENL methodoloies and English and Spanish in their instruction. Throughtout the year students are grouped either in heterogenous or homegeneous groups, depending on the task/activity performed. Group membership changes for different assignments. Therefore, students are assigned to groups based on need for additional help, time and practice in order to master the content and skills covered in a particular unit or lesson the teacher already has taught to the entire classroom group. In addition, different students are assigned subparts of the work to be done , so everyone can feel as a full participant.
 - c. DL program. *If applicable.*
 Does not apply
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)?
 The school ensures the students receive their mandated number of minutes according to their proficiency levels. For example, in our Transitional Biligual Program, most students are at the emerging and entering levels with a few at the transitioning and expanding levels. In this program, students receive 360 minutes per week of 1 unit of stand-alone ENL and 1 unit of integrated ENL and HLA. In our stand-alone ENL Program, students who are at the transitioning and expanding levels, receive 180 minutes per week of ENL/ELA and 90 minutes in ENL/ELA and 90 minutes in stand-alone ENL or integrated ENL and a core content area. Students at the commanding level continue to receive 90 minutes of integratd ENL in ELA or another content area for two additional years.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered in Freestanding ENL by the TC curriculum and use ESL strategies to deliver the lessons with language objectives. The instructional approaches used are differentiating the materials and delivering lesson based on students language levels. Students work in group setting to help each other meet their goals.

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

ELLs are appropriately evaluated in their home languages throughout the year by providing translated versions, allotting extended time, and using home language assessments (quizzes, tests).

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

ELLs are appropriately evaluated in all four modalities using informal teachers' assessment, performance-based assessments to assess ELLs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios. In addition, ELLs are evaluated through portfolios assessments and mock NYSESLAT practice tests.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE: basic concepts, visual aids (alphabet, flash cards, posters, pictures), graphic organizers, reading programs, provide ESL material on grade level, develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, learning strategies i.e.

looking for the heading of a chapter in pre-reading exercises, using a dictionary, or how to take effective notes, after school programs, provide lower-grade texts, hands-on activities, small grouping.

b. Newcomer: basic concepts, visual aids (alphabet, flash cards, posters, pictures), graphic organizers, reading programs, provide

ESL material on grade level, develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, learning strategies i.e.

looking for the heading of a chapter in pre-reading exercises, using a dictionary, or how to take effective notes, after school programs, provide lower-grade texts, hands-on activities, small grouping

c. Developing: sentence structure, reading comprehension, decoding, vocabulary, vocabulary builder, I-Ready, group work, books

on grade level, English sentences focusing on words and their word families, writing process, pronunciation, listen and read along

reading programs, language games

d. Long Term: complex vocabulary, academic language, syntax, grammar, non-fiction reading above or at grade level, group roles,

after school programs, tutoring, language support in the core content subjects, programs that develop their home language, class

participation, placement in heterogeneous and rigorous grade level content classes

e. Former ELLs: Former ELLs continue to receive ENL in ELA or through another core subject for up to two years. In addition, former

ELLs receive extra academic support i.e. Saturday School, tutors, homework support, online tutorial support, Design all classes for

explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures

needed to comprehend and produce academic language, Design lessons around carefully structured language objectives for integrating subject matter content, provide supports (e.g., afterschool or Saturday sessions, tutoring, provide students and their parents with information and counseling about how students are doing (English proficiency assessments, grade-level standards based tests, grades, use allowable testing accommodations on standards tests

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.

In order for a student to be re-identified as ELLs or non-ELLs, a trained and qualified staff, must manage the initial identification process. The qualified and trained staff must receive a parent written request within 45 school days of enrollment. Once the written request has been submitted, the ELL Identification Process must be administered a second time. The school or a licensed pedagogue, Ms. Falberg or Ms. Ourazouk, must initiate a review of the ELL status determination upon receipt of a written request

from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older For students re-identified as ELLs

Next, the Re-identification Process must be completed within 10 school calendar days of receipt of written notice. The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.

4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered

the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.

5. School consults with parent or guardian.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part

154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not.

Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if

he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the

recommendation is to change the ELL status, the process continues.

Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18

years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If

the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's

program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has

been trained in cultural competency, language development and the needs of English language learners, and who is proficient in

the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of

communication the student or parent or guardian best understands.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the

principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely

affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the

student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes

that the student may have been adversely affected by the determination, the principal must provide additional support services

to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the

Chart principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Teachers of ELL-SWDs use Teacher's College with intense modify scaffolding, grade level resources, visual aids i.e. BrainPop, graphic organizers, power point presentations, movies related to content (reading), I-Ready, MyOn, Great Leaps, sight words, repetition, use dictionary, running records to find the child's reading level, Social Studies ACCESS (3rd -4th grade level), readworks.org, coolmathgames.com. Great Leaps use assessments to track what levels of reading they didn't catch. Students are access from kindergarten to 2nd, 3rd -5th, and 6th -8th and we find what students missed in education and start building phonemic awareness, sight words, letter recognition and sound awareness, reading comprehension and pronunciation for the ELLs-SWDs.

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

To support ELL-SWDs to achieve their IEP goals and attain English proficiency, we have quarterly meetings wherein the team (classroom teacher, provider, as well as the ESL teacher) meet to discuss goals or complete teacher reports to share interventions and progress made by the student as well as next steps. Students are pulled-out, on a one-to-one basis for 15 minutes every day. The schedule is set up along with the teachers to make sure the students are pulled-out during a time they won't miss a core content subject.

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

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

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

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



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

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

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

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

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

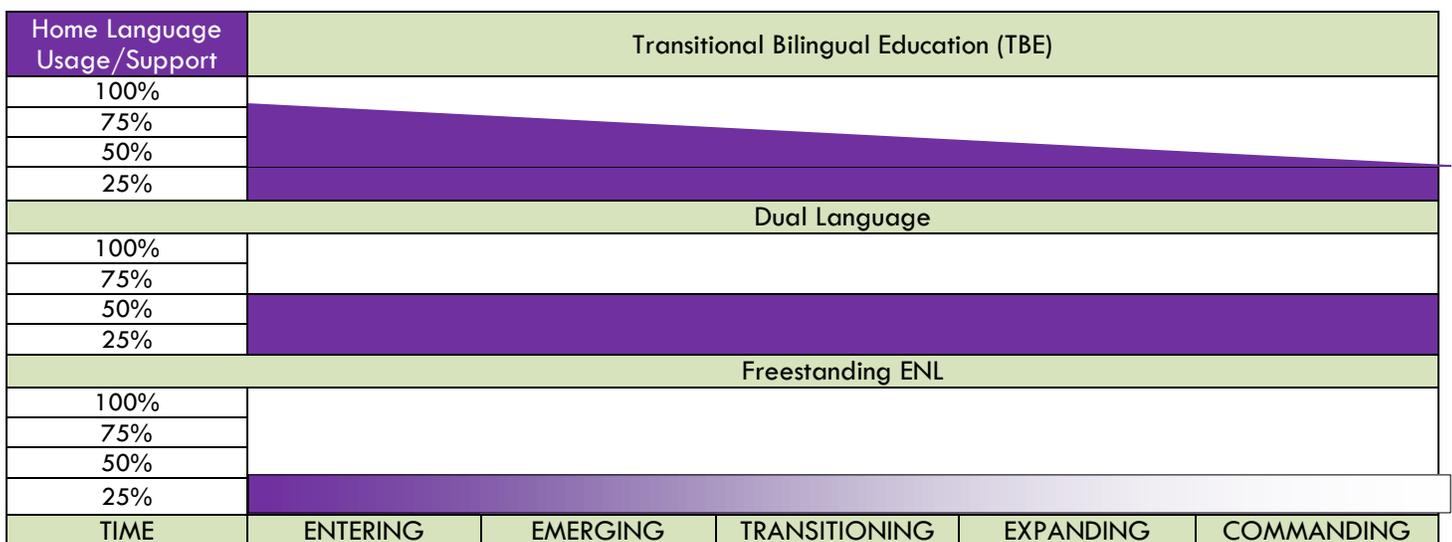


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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.
Using the available funding for ELLs, our school provided students with interventions via ELL Morning Academy (Tuesday, Wednesdays and Thursdays), Saturday ELA and Math programs , in the mornings MYOn reading, heterogeneous and homogenous grouping for collaborative group. The intervention services were before and after school programs, one-on-one, small group instructions, push-in and pull-out.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The school has employed 4 certified ESL/ENL teachers. Students from all proficiency levels (from entering to commanding) receive anywhere from 90 to 360 minutes of ENL/ESL through literacy (ELA), social studies, math and science. All teachers are made aware that they are teachers of ELLs:
 1. by informing and explaining all teachers data related to ELLs i.e, RLAT report
 2. ensure all teachers are adequately prepared to work with ELLs by providing or attending workshops and PDs during our Monday PD sessions and through the NYC Department of Education
 3. ensure that all classroom teachers with ELLs must understand the principles and best practices in supporting their unique needs.
 4. schools and principals should require the recommended six semester hours in general language acquisition and literacy, which is supposed to apply to native English speakers and ELLs in NYC.
 5. All teachers working with ELLs must have a strong understanding of: Oral language development-which means that teachers emphasize the development of oral language skill
12. What new programs or improvements will be considered for the upcoming school year?
ESL common core align intervention such as Antillana, back to back bilingual books, a modify ESL curriculum that is aligned to ESL common core standards. ELLs are using a reading program (Raz Kids) that helps them improve their fluency skills and test taking strategies.
13. What programs/services for ELLs will be discontinued and why?
Our school has no plan to discontinue any intermediate program that is in place in our school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have the opportunity to participate in Saturday programs offered to non-ELLs, as well as, all other programs offered at our school.
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 are Rosetta, MYOn, I-Ready, Smartboard Software, access to computer and library/media center.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the TBE program, the home language is delivered through Native Language Arts and other content areas, such as Social Studies, science and Math. In Freestanding ESL program, students are trained and encouraged to use back to back bilingual glossaries, MacComputer for translating purposes. We use a buddy system where more advanced learners are paired up with beginners and intermediates learners and students have access to books in Spanish in a wide variety of proficiency levels.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are serviced the allocated number of corresponding minutes based on their levels of proficiency in a push-in and pull-out model, and in the TBE and Freestanding ESL program.
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).
Orientations with feedback to parents on the programs offer. Teachers assign a buddy to guide newly arrive students in the process of getting to know the school, school systems, how to get around the school. In Social Studies and ESL students were asked to draw a map of their school and to explain how to get around.
19. What language electives are offered to ELLs?
The language electives offered for ELLs is Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Does not apply

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.)
The plan for professional development will be that Ms. Ourazouk and Ms. Falberg will host workshops on Mondays for the school personnel on policies and regulations for ELLs, the new proficiency levels and new programs, looking at data/reports i.e. RLAT and RNMR, best practices. In addition, the ELL teachers will be attending trainings on new policies and regulations, NYSESLAT , PDs/Workshops through The Division of English Language Learners
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?
The professional developments offered to teachers of ELLs are "Planning Instruction Aligned to NYSESLAT Targets of Measurements," "Beyond Translations," "Language Allocation Policy 2015 Implementing CR Part 154.2 and 154.3," "NYC Writing Project at Lehman College." These PDs introduces best-practices and resources to utilize with our ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school provides NYSESLAT data, testing accomodations for ELLs and intervention programs for ELLs (ELL Academy)
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.
Our school meets the professional 15% development hours on our Mondays PDs and Bilingual/ESL education teachers are sent to various ELLs workshops regarding the new mandates align with the common core. rThe office secretay, Ms. Warfield, maintains an attendance records.

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?

Ms. Ourazouk and Ms. Falberg reach out and invite parents via messenger, flyers, skedula and through our parent coordinator. During our annual meetings we discussed the child's progress by looking and explaining the scores on the RLAT data, as well as the ELA and Math scores, teachers informal assessments, conferencing notes, students goals and next steps. Since most of our parents are Spanish native, Ms. Ourazouk communicates with them in Spanish. If interpretation or translations are needed, in house staff facilitates during this process.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to attend meetings on Tuesdays to discuss students progress. We provide the following workshops for parents: College and Career Readiness, Pathway to College Workshop and yearly ELL Conference outside the school. The parent coordinator does parents outreach through personal invitations, one to one, uses messenger, flyers and mail out. In addition, parents participate in the school leadership team and parents association, our ELL parents. The translation services available to parents are facilitated with our in house staff. The translation funds allocated to the school will be used as part of our Mondays PD workshop.
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 Shepperd services during after school hours for our ELLs , Latino University and Mercy College provides workshop to prepare parents to help their children create a path to college, for example college planning and application, how to pay for college and exploring interests and extracurricular activities. In addition, our school through the DOE's Office of Adults Continuing Education offers parents free classes and certifications on obtaining a GED, computer skills
5. How do you evaluate the needs of the parents?
We evaluate the needs of the parents through parent coordinator parent survey that asks the parents interests, needs and what activities they would be interested in participating. In addition, we evaluate their needs through the Family Worker, guidance counselors and pupil secretary through the Residency Questionnaire, Parent Affidavit of Residency. We make house phone calls, send letters, entitlement letters, setting up specific goals.
6. How do your parental involvement activities address the needs of the parents?
The role of the Parent Coordinator is to welcome parents into our school and provide resources such as completing high school applications, tutoring services for their child/dren, crisis information, FOOD drives, uniforms for low income families, how to use I-Ready, pupil path, MYOn and NYC accounts. flyers, invitations, meetings, calendars During the Parent's Orientation, parents are invited to ask questions and/or concerns they might have on their child's placement

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.

All records for parent annual individual meetings are kept in a binder with phone calls record, agenda, and attendance at the ELLs Coordinator Office (Ms. Ourazouk) and in the main office. Such meetings are conducted with a qualified interpreter in the language parent best understands and other staff members or teachers of ELLs. Parents attendance, phone calls and meetings are recorded and attached with the agenda.

School Name: East Fordham Academy for the A**School DBN: 10X459**

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) |
|----------------------|--|-----------|-----------------|
| Francisco De La Cruz | Principal | | 12/16/15 |
| Shawn Harris | Assistant Principal | | 12/16/15 |
| Rosa Hernandez | Parent Coordinator | | 12/16/15 |
| Silvia Castellanos | ENL/Bilingual Teacher | | 12/16/15 |
| Angelica Lopez | Parent | | 12/16/15 |
| Vivian Ourazouk | Teacher/Subject Area | | 12/16/15 |
| Stacy Falberg | Teacher/Subject Area | | 12/16/15 |
| Claudette Carroll | Coach | | 12/16/15 |
| | Coach | | 12/16/15 |
| Lisa Pagan | School Counselor | | 12/16/15 |
| Melodie Mashel | Superintendent | | 12/16/15 |
| | Borough Field Support Center Staff Member | | 12/16/15 |
| Melissa Martinez | Other <u>Related Service Spec</u> | | 12/16/15 |
| Gabriella Rotellini | Other <u>SETSS Teacher</u> | | 12/16/15 |
| Gregg Lieb | Other <u>counselor</u> | | 12/16/15 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X459** School Name: **East Fordham Academy for the Arts**
Superintendent: **Melodi**

Before you begin, please check the following:

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

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

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

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

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

The data used to assess the language preference are the HLIS, ATS report of Preferred Language, and students blue emergency card. Parents preferred languages are nglish, Spanish, Vietnamese, Arabic and Bengali for both written and oral communication.

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.

Parents' preferred languages are Spanish, Bengali, Arabic, Vietnamese and English for both written and oral communication. Our school plans to contact an interpretation for our next parent-teacher conference on March 16th and 17th and on May 11th.

Part B: Creating a Communications Calendar

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

School Calendar, newsletters, parent-teacher conference announcements, after-school program information, letters, early dismissal notices, IEP notices, intervention programs, after-school program letters. School calendar, newsletters, IEP notices and after school program letters are distributed monthly. Parent-teacher conference announcements, early dismissal notices are translated in the parents preferred languages (Spanish).

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 Orientation Meetings, Parent-Teacher Conferences and curriculum nights, parent-teacher meetings, guidance counselor calls, IEP meetings, teacher-outreach meetings..

Part C: Providing Language Assistance Services

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

Our school will meet the translation needs of parents by providing translated documents, interpreters, in-house school staff translations and services from an outside vendor for written translation and use the DO website for notices that are already available in translation.

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.

During parent-teacher conferences, bilingual teachers are buddied-up with monolingual teachers, over-the-phone interpretations, parent coordinator

Part D: Training Staff on Policies and Procedures

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

During the month of January, in one of our Monday PD session, the school will schedule a meeting exclusively on translations and interpretation services. Our staff will get trained on how to use the translation services and the over-the-phone. Our school will ensure that all teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school will fulfill parental requirements for translation and interpretation services by providing language assistance to parents with translated documents and interpretations from in-house staff, as well as from the Translation Unit, in their primary language. The school will have near the entrance the language Welcome Poster and translated welcome signs, so parents who are not proficient in English can point the language spoken. Parents will be received the Parent's Bill of Rights brochure in their primary language in which an interpreter will explained their rights regarding translation and interpretation services. Parents who wish to receive language access services should contact their local school office or the school that their child attends. The school will assist the parent in obtaining the right information and help. Parents will be provided with a Language ID Guide at the security desk and main office.

Part F: Monitoring and Quality Control

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

Our school will use parent survey and we have a parent focus group to receive feedback on the quality of services provided to parents.