



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: LIBERTY AVENUE MIDDLE SCHOOL

DBN (i.e. 01M001): 19K662

Principal: KAIA NORDTVEDT

Principal Email: KNORDTVEDT@SCHOOLS.NYC.GV

Superintendent: JOYCE STALLINGS-HARTE

Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kaia Nordtvedt	*Principal or Designee	
Bo Kim	*UFT Chapter Leader or Designee	
Madeline Plasencia	*PA/PTA President or Designated Co-President	
Sonia Bonilla	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lexsy Rosario	Member/ Staff	
Laura Morel	Member/ Staff	
Maria Mills	Member/ Staff	
Dawn Beckles	Member/ Parent	
Nicola Ward	Member/ Parent	
Sonia Hills	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2013, there will be a deepening of curricula to include rigorous lessons and performance tasks which support the six shifts and alignment to CCLS in Math content, evidenced by 5% of our students growing from well below standards (level 1) to approaching standards (level 2) as evidenced the NYS exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our incoming cohort of 6th grade students who are currently performing at a performance level 1 are 79 of our 143 students in Math , 55% of our student population on the NYS 2012-2013 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Liberty Avenue Middle School has contracted the use of Achievement Network for our interim assessments, which will be administered four times a year in both Math and ELA. These results will be itemized and internalized and a re-teaching action plan will be set into action for the week following each we exam. The weakest standards will be retaught using various strategies and multiple entry points.

1. Students will consistently practice procedures and work toward fluency, regardless of standard identified.
2. The faculty and staff will regularly check for understanding within their classes and reevaluate the learning and teaching as departments.
3. Administration will attend monthly CFN meetings to learn and apply various best practices used at other successful schools.

B. Key personnel and other resources used to implement each strategy/activity

1. All students will be given the assessments. Accommodations will be made to meet their specific IEP needs as well.
2. All Liberty avenue instructional staff, including administration.
3. Achievement Network Instructional Coach and administration will work on identifying dates and schedule accordingly.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Based on the results from Achievement Network data cycle, we will be able to evaluate the students' progress as individuals, as well as a larger group and cohort.
2. Teachers will identify those targeted students and focus on their individual needs and weaknesses- which can be addressed both in class and after school, in both small group guided instruction as well as larger whole group re-teaching.
3. Teachers will continue to track data through their classrooms and meet with administration weekly to review progress and discuss adjustments. This will be done during weekly data meetings as well as common planning amongst all departments.

D. Timeline for implementation and completion including start and end dates

1. Teachers will plan during common planning time weekly.
2. Teachers will delve through the schools' and their classes' data together and as a school, at the data day following each administration of the Achievement Network Achievement Network assessment.
3. Tentative dates for the Interim Assessments are once a quarter, October, December, February, April.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Administration will attend and plan with teachers to insist on cohesive instruction during the re-teaching weeks.
2. Extended day time will be used to further the teaching of the identified standards
3. Administration will work with Achievement Network (Anet) to coordinate the dates for the assessments, as well as debrief meetings and reevaluation of implementation. Focus standards will be picked based on data and teachers will implement strategies for understanding into their re-teaching lessons.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing materials and training to help parents work with their children to improve their achievement level.
- 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 relationship to ensure that parents can effectively support and monitor their child's progress through Engrade (online grading and communication system).
- PTA and SLT meetings where the CCSS in math are discussed and identified.
- Back to school and Orientation scheduled for parents and students
- Parent workshops given by Ms. Sonia Bonilla, Parent Coordinator

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2013, there will be a deepening of curricula to include rigorous lessons and performance tasks which support alignment to CCLS in ELA content, evidenced by 5% of our students growing from well below standards (level 1) to approaching standards (level 2) as evidenced the NYS exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our incoming cohort of 6th grade students who are currently performing at a performance level 1 are 58 of our 143 students in ELA, 41 % of our student population on the NYS 2012-2013 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Liberty Avenue Middle School has contracted the use of Achievement Network for our interim assessments, which will be administered four times a year in both Math and ELA. These results will be itemized and internalized and a re-teaching action plan will be set into action for the week following the exam. The weakest standards will be retaught using various strategies and multiple entry points.

1. Students will consistently practice procedures and work toward fluency, regardless of standard identified.
2. The faculty and staff will regularly check for understanding within their classes and reevaluate the learning and teaching as departments.
3. Administration will attend monthly CFN meetings to learn and apply various best practices used at other successful schools.

B. Key personnel and other resources used to implement each strategy/activity

1. All students will be given the assessments. Accommodations will be made to meet their specific IEP needs as well.
2. All Liberty avenue instructional staff, including administration.
3. Achievement Network Instructional Coach and administration will work on identifying dates and schedule accordingly.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Based on the results from our ANET data cycle, we will be able to evaluate the students' progress as individuals, as well as a larger group and cohort.
2. Teachers will identify those targeted students and focus on their individual needs and weaknesses- which can be addressed both in class and after school, in both small group guided instruction as well as larger whole group re-teaching.
3. Teachers will continue to track data through their classrooms and meet with administration weekly to review progress and discuss adjustments. This will be done during weekly data meetings as well as common planning amongst all departments.

D. Timeline for implementation and completion including start and end dates

1. Based on the results from our Achievement Network data cycle, we will be able to evaluate the students' progress as individuals, as well as a larger group and cohort.
2. Teachers will identify those targeted students and focus on their individual needs and weaknesses- which can be addressed both in class and after school, in both small group guided instruction as well as larger whole group re-teaching.
3. Teachers will continue to track data through their classrooms and meet with administration weekly to review progress and discuss adjustments. This will be done during weekly data meetings as well as common planning amongst all departments.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers and students will participate in a re-teaching week following each exam administration, as well as reinforcing test taking strategies during class and extended day.
2. Administration will attend and plan with teachers to insist on cohesive instruction during the re-teaching weeks.
3. Extended day time will be used to further the teaching of the identified standards

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing materials and training to help parents work with their children to improve their achievement level.
- 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 relationship to ensure that parents can effectively support and monitor their child's progress through Engrade (our online grading and communication system).
- PTA and SLT meetings where the CCSS in math are discussed and identified.
- Back to school and Orientation scheduled for parents and students
- Parent workshops given by Ms. Sonia Bonilla, Parent Coordinator.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, based on teacher's needs listed on their professional goals and the needs identified by administration, school leaders will conduct a minimum of 6 informal observation on each teacher and provide feedback and professional development to support improved practices associated with Charlotte Danielson's Framework for Effective teaching, specifically our school-wide instructional focus on multiple entry points (3c) . This will be evidenced by 50% of our teachers moving up one rating level from the beginning of the school year

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

At the beginning of the school year, we noticed a need in our instruction. Our teachers were predominantly struggling with meeting the needs of their students. Using multiple entry points, we can best meet the needs of our special education students, our ELL students, our lowest third, and our higher achieving students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. The leadership team will develop and conduct calibrating and norming exercises to align to Danielson’s rubric. 2. Teachers will develop professional goals that include the school-wide instructional focus, which is the use of multiple entry points. 3. Leadership will continually observe and provide feedback to teachers and interclass visitations will be scheduled and provided. 4. Professional development opportunities will be provided and differentiated to accommodate the needs of the teachers based on their professional goals and the needs determined by observations.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Leadership/Administration Mills and Nordtvedt will meet weekly and observe teachers together regularly, and then vet through Danielson’s rubric to norm and align with the rubric. 2. All instructional teachers will create SMART goals. 3. Faculty and leadership team will work together to reevaluate goals and progress throughout the school year. Observations will be done regularly and feedback will be given quickly- with direct next steps and suggestions. 4. All teachers and leadership team. Our weekly data meetings will correspond with identifying and addressing needs and weaknesses of our teachers. Common planning meetings will be used to share best practices and provide growth strategies amongst faculty members.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. The rubric will constantly be referred to during post observation conferences, growths will be noted, weaknesses identified. Teachers who are in need of serious intervention and assistance will be given growth plans and intervention assistance from their supervisor. 2. Teachers will create goals in September 2013. 3. Leadership team will continue to observe and evaluate teachers’ strengths and weaknesses, create action plans and next steps to assure the growth of our teachers. 4. Teachers going on Professional developments will turnkey information to the rest of the staff.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September – teachers set their own goals 2. Continually observe and monitor progress of our teachers. 3. Administration staff will decide observation calendar. 4. During cabinet meetings, administration will identify faculty members that are not growing according to their goals, and reevaluate interventions.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Common planning will be used to grow the departments and the strengths 2. Goals will be reviewed and growth monitored throughout the school year. 3. Data meeting will be held weekly with the leadership team to identify student strengths 4. Inter-visitations in classrooms and shared teachers will be scheduled and followed up on from administration.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Providing materials and training to help parents work with their children to improve their achievement level. • 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 relationship to ensure that parents can effectively support and monitor their child’s progress on Engrade (online grade and communication system). • PTA and SLT meetings where the CCSS in math are discussed and identified. • Back to school and Orientation scheduled for parents and students • Parent workshops given by Ms. Sonia Bonilla, Parent Coordinator

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	<p>Achieve 3, 000/Kidbiz computer- based Literacy Program</p> <p>Response to Intervention (RTI) Action Plan- Fountas and Pinnell, Just Words, Leveled Literacy Intervention (LLI)</p> <p>Extended day AIS program with ELA teachers and Saturday school with ELA teachers</p>	<p>Small group instruction</p> <p>Tier 1: Core instruction provided by the teacher Tier 2: Small group instruction Tier 3: Smaller group instruction 1:1/1:2 provided by classroom teacher or other support staff.</p> <p>Teachers focus on literacy as well as other academic interventions.</p> <p>Small group and one-on-one tutoring by support teachers in classroom.</p>	<p>During school day ELL and self-contained teachers provide support to students in need.</p> <p>Extended day, Saturday school, after school tutoring, and during the school day.</p> <p>During school day.</p> <p>Saturday School Title III Morning Program</p>
Mathematics	<p>Response to Intervention (RTI) Action Plan: Envisions Math, Math Journals online tasks</p> <p>Extended day AIS program with mathematics teachers</p> <p>Learn Bop intervention program on laptops</p>	<p>Tier 1: Core instruction provided by the teacher Tier 2: Small group instruction Tier 3: Smaller group instruction 1:1/1:2 provided by classroom teacher or other support staff.</p> <p>Small group and one to one academic intervention</p>	<p>During school day and extended day.</p> <p>During extended day and during Saturday school.</p>
Science	<p>Extended day AIS program with science teachers</p>	<p>Small group and one to one academic intervention</p>	<p>During extended day.</p>
Social Studies	<p>Extended day AIS program with humanities teachers</p> <p>Counseling services SBST</p> <p>Guidance counselor</p>	<p>Small group and one to one academic intervention</p>	<p>During extended day.</p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services SBST Guidance counselor	Small group and one to one counseling and/or play therapy for Kindergarten and first grade students.	During extended day, during the regular school day, and Saturday school as necessary.
---	--	--	---

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.

Teachers are hired at Liberty Avenue MS through a highly selective recruitment process that seeks the best and brightest individuals who have broad backgrounds in addition to strong pedagogical and content backgrounds. We have utilized the Open Market system, New Teacher Finder, NYC Fellows Program and direct recruitment from college teacher preparatory programs. The predominant hires have come through the New Teacher Finder and recommendations from colleagues, where we can seek out and hire teachers that we have identified as exceptional Middle School pedagogues. As a new school we do not have retention numbers, but we have worked hard to create a supportive culture in order to establish high rates of retention.

When deciding on teacher assignments several factors are used. Sometimes factors are hard to measure; however, these factors are seen to be more directly related to the quality of teaching and learning than the traditional emphases on qualifications and years of experience. At Liberty Avenue the following are considered:

- Teacher expertise and proficiency in subject matter as it applies to the curriculum and student needs
- License area
- Ability to meet the age appropriate academic and emotional needs of the students
- Ability of teachers to work collaboratively with the other teachers on the grade
- Teacher creativity and autonomy to insure highly qualified teachers we employ the following:
 - Continuous professional development to update skills and knowledge through our CFN and school based coaching support that is based on training, practice and feedback
 - Fostering an environment, both culturally and programmatically, that encourages and allows teacher collaboration.
 - Linking teacher development with the wider goals of the school
 - Including teachers in the decision making process

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

At Liberty Avenue, we have ongoing professional development for teachers through the network, through a contract with Pearson and through internal professional development in order to increase our teachers' ability to improve student performance. For principal and assistant principal, we attend network professional development as well as collaborate with colleagues to increase student and teacher performance. Talent Coach works with us to increase our ability to rate and provide concrete next steps for teachers based on the Danielson rubric. Paraprofessionals and support staff are also working with the network and Pearson in order to increase their knowledge of CCLS and how they can assist students to make significant gains.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We use our money for Students in Temporary Housing to ensure that we have the necessary supplies for these students on hand: school supplies, clothes, food, etc. We also help to ensure that mental and physical health are addressed. We offer anti-violence workshops through our counselor to both students and parents. We continuously strive to ensure that our

parents and students are kept abreast of the most current housing and education information available. The intent and purpose of these programs is to ensure that all students and families have access to high quality education programs and have the resources necessary to be successful in them.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

TA Schools Only

Use of Program Resources

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

We are using our Title I money to assist students who fall into our high needs category in several ways. We have purchased supplies for students in need in order to ensure they are set up for success in their classrooms. We have purchased uniforms for students in temporary housing and provided counseling resources. Our title I money also goes to help us fund our guidance counselor in order to provide additional counseling and mental health support to our students. Our guidance counselor also works to coordinate academic and behavioral intervention programs to help our students be on a path to meet proficiency. We are also using Title I resources to fund additional library books to ensure that all students have access to just right books for their level.

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).

We use our Title I money to help us coordinate services within our school day. We plan interventions for students in their classrooms in small group and with counseling. We are providing extended learning time after school through our Title I money for our targeted students. We will have ELT on weekdays and Saturdays in order to provide additional processing time for students as necessary. We provide AIS supports through push in models in order to avoid removing students from any classrooms. We have worked through CFN professional developments to create highly rigorous curriculum with necessary scaffolds so our students can access the high quality curriculum aligned with CCLS.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Liberty Avenue Middle School (19K662) , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 662
School Name Liberty Avenue Middle School		

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

Principal Kaia Nordtvedt	Assistant Principal Maria Mills
Coach	Coach type here
ESL Teacher Benjamin Graham	Guidance Counselor Claudia Rodriguez
Teacher/Subject Area Arturo Lazaro Jr./ Math	Parent Madeline Plasencia
Teacher/Subject Area Lexsy Rosario/ Bilingual	Parent Coordinator Sonia Bonilla
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	142	Total number of ELLs	13	ELLs as share of total student population (%)	9.15%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							1							1
Freestanding ESL														
Push-In							5							5
SELECT ONE														0
Total	0	0	0	0	0	0	6	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	1			2						3
ESL	6			4						10
Total	7	0	0	6	0	0	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	EL	EP	EL	EP																
Spanish													3	20					3	20
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	3	20	0	0	0	0	3	20

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 20 Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: 20
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second 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							9							9
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	0	0	0	0	0	0	10

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						4								4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						3	3							6
Advanced (A)						6								6
Total	0	0	0	0	0	13	3	0	0	0	0	0	0	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	9	1	0	0	10
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	7		4						11
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	1	0	2	0	1		9
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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)	2	4	2	1	5	4	2	2
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses Fountas and Pinnell (F&P) to assess early literacy skills of all our students. Upon arrival at our building, we have our ESL or Bilingual teacher do a F&P assessment in order to begin appropriate instruction. This helps us to determine where students are in fluency, word recognition, comprehension, and retention. Based on this data, we can plan our guided reading lessons so they are level specific for each ELL student. For example, we have a child from the Dominican Republic who has been in the country for less than one year and scored a K on F&P. Given this information we work during class on his guided reading level, then we have reading intervention after-school and during ESL time. Our beginner ELLs are performing at reading level B and E with the predominance being at B.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We have found that we have a several beginner students and several advanced who are long term ELLs. We don't have many intermediate. Thus, we have created a buddy system where our beginner students pair with ELLs who have been working on their English for years. We are hoping that by using their native language and pushing each other to work on their English we can help both students increase their literacy levels. As well, we have a child who is a former ELL (Bengali) and a new arrival from Bangladesh who doesn't speak English and we have paired these two to work on their English skills. All of the students who have taken the LAB-R this year have scored at a beginning level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Looking at our NYSESLAT scores we have found that we have students who score higher in Reading and Writing than Listening and Speaking. This shows that our students are likely being provided literacy supports in all classes but are not practicing and thus not making gains in their ability to verbally communicate and respond to others' communication. According to AMAO, we need to work on our ability to move our students from beginner to intermediate, intermediate to advanced, etc. As we are a new school, we will be looking at the gains our students made last year and look to set individual student goals so that we understand how we have to move each child. Additionally, we want to get our advanced students to proficient and we can do this by holding after-school conversation sessions and by having advance groups in which we can target their specific needs. Mr. Graham our ESL teacher and Ms. Crowe, our bilingual common branch teacher both track data in order to make instructional decisions such as guided reading groups, assignment scaffolds, and other differentiated support.

4. For each program, answer the following:

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

a. We only have one grade as this is our first year, but we do see that our students are struggling with Listening and Speaking more than Reading and Writing. Some students took a NL test, though many did not. Many students scored similar results in their NL exam as their English exams. Although the NYSESLAT proficiency levels are somewhat equally spread among ELLs (a majority rated as advanced, but overall more ELLs rated intermediate or beginner; 6:7), and a majority of ELLs rated as Advanced in the Reading/Writing modality (6 advanced: 3 beginner), 9 of 10 ELLs were rated Level 1 (well below proficient in standards for this grade level) on their 5th grade NYS ELA with the remaining ELL rated a level 2 (below proficient in CCLS for this grade level (partial but insufficient)). Additionally, all of our current ELLs who took the 4th grade NYS Science exams and 5th NYS Math exams, opted to take them in English rather than in their native language but did no better than they did on their ELA exams. Of the nine who took the Science exam, five were rated level 1, one level 2, two level 3, and one level 1. And of the 11 who took the Math exam, 7 were rated level 1, and 4 level 2. They had similar results on their Spanish reading test (ELE), with only one of nine ELLs scoring in the top quartile and only two of thirteen EPs scoring in the top quartile.

b. When we get the scores from our interim assessments, we have data days where teachers work together in order to plan reteaching, to move students in respect to their individual goals, and to plan individual instruction for interventions that speak to the data gathered from the interim assessments. Leadership meets with teachers weekly to go over data on classroom assessments and to see growth as compared to data from interim assessments. We track the growth based on CCLS performance.

c. We have not received a periodic assessment back yet as we are a new school and just gave our first interim on 10/31. However,

based on our results from the MOSL, we see that our ELLs struggle to communicate in writing at grade level standards. We are pushing them to work on answering prompts completely, using textual evidence, and writing in complete thoughts. We are having students practice these same skills in their Native Language Arts class for those in dual language. We also have our students work with their buddies in their native languages when appropriate.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A as we are 6th grade.

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

We use native language instruction for our dual language on an on-going basis. We believe strengthening a student's native language ability will translate to improvements in their overall ability to communicate. For students in freestanding ESL, we have native language supports in the classroom and we scaffold instructional materials when possible in their native language. For example, if we find that some students know content such as math in their native language and if we can tap into that it will help them make (Graham) connections to their cultural backgrounds and create a classroom environment that highlights culture and embraces the use and development of our ELL's first languages. TEachers look at students' LAB-R Spanish results to see where they are starting for our dual language program and then group their reading instrucion in Spanish accordingly. All content teachers learn from our ESL teacher and our Bilingual teacher, Mr. Graham and Ms. Crowe, how to scaffold their content teachingwith strategies for learning English.

7. For dual language programs, answer the following:

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

a. We have used EP students' LAB-R scores if possible and we also have individual conferences with our students similar to F&P to determine the level they are currently performing at. We also use on-going formative and summative assessments in the class so students can demonstrate their proficiency. Students write frequently.

b. The proficiency levels vary by student. Our goal is to get every dual language child at sixth grade standards in both languages for all modalities.

c. As a whole, our EP students in dual language are scoring slightly above our general population. However, our school as a whole is currently at 80% 1s and 2s in ELA, and 85% 1s and 2s....

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

We will be evaluating our program for the first time this year as we are a new school. We will look to see if we meet our AMAO goals, whether our ELLs met their AYP goals, how many of our students moved to proficient on NYSESLAT, and how many of our students moved levels on the NYSELAT both overall and within each modality. We will also look to see that our students' Fountas and Pinnell scores are improving so we see an increase in their reading ability. We will also look at their native language reading ability in our dual language program in order to mark growth in Spanish. We will do this by the conferencing and running records we are using in NLA.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#)) Students go to our main office to enroll. Our secretary asks what language is spoken at home and if necessary our bilingual PC helps out with the process. The family takes the HLIS. Our parent coordinator and our guidance counselor give an informal interview orally to the parents with suport from our ESL and Bilingual CB teachers, Mr. Graham and MS. Crowe, in order to

ascertain what the HL is and to ensure parents are able to comfortably communicate with us. Pedagogue, Lauryn Crowe (Bilingual-Common Branch) does HLIS as necessary. As of now, we've had only Spanish and Bengali students and we've been able to ensure a native speaker through our school community (student who speaks Bengali and bilingual staff speak Spanish). When a child has a home language other than English, we identify that child as needing to take the LAB-R within their first 10 days of school. As often as possible we give the exam on the child's second day. We give the child the LAB-R in English first (Mr. Graham-ESL teacher) and then, when appropriate, we give the Spanish LAB-R (Lauryn Crowe- Bilingual Spanish CB teacher).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
We meet with parents within the first 10 days of their child being admitted in order to explain all the options that are available to them. We show them the orientation video available from DOE in their native language and then explain what programs we are currently running in our school and all the options that are available to them throughout the DOE. We connect them with parents of students who speak the same language in order to build a community. We follow up after the initial orientation in order to check on their satisfaction with their chosen program. Overall, we have our parent coordinator reach out to schedule an orientation for the parents after we've identified that a child is entitled to services. We test the second day of enrollment. We then score the exam and have our bilingual PC reach out to parents in order to schedule an orientation at their earliest convenience stressing the importance of timeliness. We have families watch the introductory video in their native language, we then have our ESL teacher (MR. Graham) and our Bilingual Common Branch teacher (Ms. Crowe) explain the three different programs that are available for ELLS. We then present paper details translated in to the languages necessary for the parents. WE then offer a time for questions.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We use the RLAT and the ELPC screens to determine NYSESLAT eligibility. Our pedagogues, Mr. Graham and Ms. Crowe, distribute entitlement letters and copies are stored in our ELL filing cabinet locked. We distribute entitlement letters, parent survey, and program selection forms are returned after our orientations by having the parent coordinator follow up with phone calls or if necessary a home visit to get the forms. At the orientation for new enrollment we give out all these forms and get back what we can during that meeting and follow as mentioned with PC to get any forms that were taken home by parents. We then store them locked with all ELL paperwork. For continued entitlements, we give those out at our orientation. If a parent does not pick up the letter, than we mail a copy home and keep a copy on file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents are distributed placement letters during our orientation with Mr. Graham or Ms. Crowe. In order to place students in the instructional programs of their parents' choice, we refer to the choice letter they return to us. If we do not receive a letter, than we default to TBE. We meet with parents and our ESL teacher as well as our Bilingual teacher in order to help them make the choice that is best for them. We have translation services available in order to ensure that our parents understand the decisions they are making for their child. The letters are maintained in a locked filing cabinet with our ESL teacher. We also store future entitlement letters with ESL teacher in secure location after sharing copy with parents. Finally, our secretary completes the ELPC screen upon completion of the screening and selection process that has been outlined.
5. 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.
We have not had a NYSESLAT administration yet, as a new school, however, we will have our Bilingual teacher Ms. Crowe and our ESL teacher Mr. Graham work together to ensure all parts are administered appropriately and with all testing requirements and accommodations met. Our AP, Ms. Mills, is our testing coordinator so she ensures we follow all the necessary protocols. Students will take all four components of the test as described by the testing protocols. We will have beginners take the tests first in order to give them the necessary time. Our testing coordinator, Ms. Mills, attends PD opportunities on the administration of NYSESLAT. In order to find out which students must receive the NYSESLAT our secretary runs the _____ report on ATS.
6. 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? (Please 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? Describe specific steps underway. 
We don't have a history of requests. Our parents seem to gravitate towards ESL and the reasoning we hear a lot is that they need to learn English in school. We share with them the benefits of our bilingual program but it is not as popular. We have had two newly enrolled ELL students in the history of our building and both have chosen ESL because I think it is the program they are

most familiar with even though we explained all three.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (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. Our ESL teacher pushes-in to ELA and Math to support our students. He also has a small advisory of all 12 ELLs that meets daily to work on specific ELL strategies for language acquisition. Additionally, our dual language program has push-in ESL support as needed. If our students need pull-out help, we are flexible with that as well. Our ESL and Bilingual teachers co-plan with their general education teacher colleagues.
 - b. We have all students traveling as classes. Additionally, our proficiency levels are mainly placed together in the same classes to ensure we provide each group enough time with our ESL teacher which also helps the teacher to more succinctly scaffold the work to the appropriate levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our students have the mandated minutes of each section. Our dual language class has NLA with a bilingual common branch - Spanish teacher. They are working on CCLS that pertain to English in their native languages. ESL is done in conjunction with ELA ensuring that our students meet their ESL minutes while getting their full access to ELA content and curriculum. Our students attend humanities classes so they have some additional minutes in ELA. Our beginners spend 540 minutes with the ESL teacher, our intermediates get 360 minutes of ESL and our advanced students get 180 minutes of ESL. Our students take 120 minutes of NLA that are enrolled in dual language regardless of proficiency levels. And all students regardless of proficiency levels have 360 minutes a week of ELA.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our ESL program all instruction is done in English for all content areas and we have native language supports as appropriate such as math textbooks in Spanish and our buddy system to help students when they are stuck. Our instructional approach is one in which we differentiate our work time to address the needs of each child. Students are grouped according to what they need work on and they get those needs addressed through their teacher. NLA is delivered in Spanish to our dual language classes. They are reading novels in Spanish and working on compositions. For dual language, teachers deliver 50% instruction in English and 50% in Spanish. They strive for that balance though the majority of the class is EP due to a lack of interest in the dual language program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We have individual conferencing with their NLA teacher in order to check their growth in their native language. Data tracking systems include tracking comprehension, fluency, and retention. Our NLA teacher conferenced with each student in order to assess their Spanish language reading ability much like the Fountas and Pinnell method. Our NLA teacher uses exit tickets on a daily basis to track learning progress in a formative way. She has unit pre-tests and completes each unit with a post-test in order to track progress summatively. She also has writing pieces with the drafts kept in writing folders in order to track students' writing progress over time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We have interim assessments that take place four times a year (every 2.5 months: October, January, March, June) that assess students reading and writing skills. By using the data from these interim assessments, we can see and track our student growth over time in these two modalities. These interim assessments diagnose what standards students are struggling with and which they are mastering. The teachers then plan from this data as to what students need to focus on in order to master the CCLS standards for their content area. Formative assessments are interim assessments just mentioned, daily exit tickets, questioning and discussion, and quizzes. Informal assessments include circulating for work completeness and informal conversations with students. For speaking and listening, we have quarterly assessments that teachers do in their classrooms which consist of speeches and responses to listening passages. This helps to prepare students for the listening and speaking modalities. These assessments will take place in October, January, March, and June.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not have any SIFE students at the moment so we don't have a differentiated plan for them. Our plan would include inclusion in our after-school program and Saturday school when it starts in order to have additional time with teachers to process all the standards and material they have not been exposed to.

b. For our newcomers, we work with the content on their grade level and provide scaffolds as necessary. For example , sometimes we put easier words on worksheets and give them additional vocabulary practice so they can work towards higher level academic vocabulary. We also pair students with buddies who have been in the country longer to help answer questions and to help support their academic achievement. We group based on ability when appropriate so the teacher can give level specific instruction and maximize their time with the students.

c. We really push our ELLs in years 4-6 to increase their complexity with writing, reading, speaking and listening. We push them to use their English skills even when they are frustrated and want to fall back to their native language. We differentiate by challenging our students to read level appropriate texts on their own and push them outside their level when a teacher is working with them. We have after-school groups by level in order to differentiate work time for these specific students and their specific needs.

d. For our long term ELLs we are going to look closely at their interim data to push them on their reading and writing. As well, we see that their speaking and listening modalities as a whole are lower so we will work on presentations and listening skills in all classes in order to target their problem areas and move them towards proficiency.

e. We will continue to extended our after-school programs to our former ELLs in order to ensure that they are getting any support they need to progress. Additionally, we will pair our former ELLs with our new ELLs so they can be a part of our ELL community for years to come.

7. 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?

We have our students working with Reading AtoZ in order to help them have access to grade level specific reading materials to support their academic growth. We use these materials because they are on each child's specific reading level and can move students most efficiently. We are purchasing laptop carts in order to provide students with access to programs such as Achieve3000 and Rosetta Stone which both have research based approaches to language acquisition. We also have strategies such as guided notetaking, sentence starters, and scaffolded worksheets to help support ours tudents. These strategies and materials allow our students to have access to CCLS on grade level. We look at each child's IEP in order to accommodate all the mandates on their IEP and then we work to ensure that they have enough minutes in their ESL program. For example, a self-contained student for all content courses with an intermediate ELL proficiency will be in our self-contained class and have ESL push-in support for 360 minutes a week.

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

We are a small school so we have the flexibility to have our SWD who are also ELLs getting additional support in ELA and Math. The ESL teacher supports them during push-in times as well as during extended day and advisory. We work with common planning times to ensure our teachers plan together in order to meet IEP goals and language goals simultaneously. We do not have much flexibility with our programming as we are only 6 classes in one grade and only one grade big as a school. We move students into various electives to ensure that all students are able to be in classes with general education students. For example, our students can chose from Health, Theater, and dance for elective.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Native Language Arts:	Spanish			
Social Studies:	Spanish and English			
Math:	Spanish and English			
Science:	Spanish and English			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

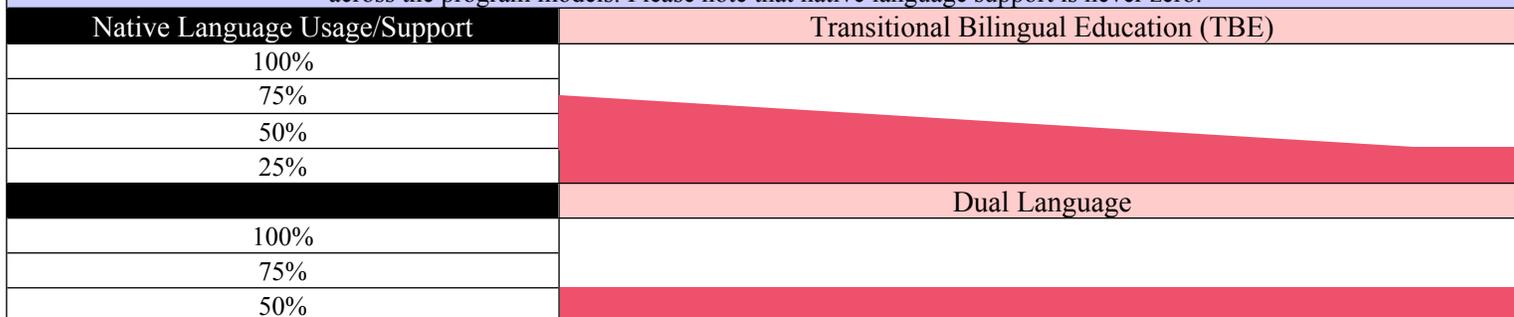
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- In ELA, Math, and Science, our ELL students are offered after-school tutoring, extended day tutoring, and push-in support by their ESL teacher. We also have Reading AtoZ to provide level specific interventions. We plan on using Achieve 3000 once we have computers as an additional intervention for our students. Our intervention programs are offered in English with native language supports. WE used the data from previous NYSELATs in order to group our students by their proficiency levels in their Extended Learning time groups. We then track their FandP levels over time in order to see and track their English progression over the course of time. THis helps us to understand if our instruction is effective for each child. In math, we look to track students' mastery of math standards before and after each unit.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We want to have more intervention support as we aquire technology through our new school grants. Once we have laptops and computer access, our students will have additional opportunities for support. Right now, our interventions seem to be meeting the needs of ours students but we will learn more when our interim data comes back. All teachers are aware that they are teachers of ELLs. When our interim assessments are done through Achievement NETWORK, we track how our ELLs are doing and share our that information with all teachers. We do data digs after each interim assessment and will track trends in our ELL preformance on these assessments.
11. What new programs or improvements will be considered for the upcoming school year?
- We will consider Read 180 and Achieve 3000 as they both have research-based success rates to support them. We will also consider having our students in two grades work together in order to maximize our program.
12. What programs/services for ELLs will be discontinued and why?
- We will not have anything discontinued as we have just opened as a school. We are growing our program and thus will not be scaling anything back.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered access to all our programs. Our after school programs include: tutoring, soccer, Spanish club, book club, and theater. We offer tutoring to help our ELLs with their struggles as well as to provide them with more processing time as may be necessary to master the material. We have Spanish club after school for all students, we have book club, we have ESL club where our ELLs continue to learn English, we have The LEAdership Program offering HERstory and drumming. We have intrepation services for students and parents as well as bilingual teachers teaching many of these programs. We have Young PROfessionals Club that meets regularly and is open to all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased class sets of novels in Spanish to support our NLA instruction. For Math, we have class sets of CMP3 in Spanish as well as our Science curriuculum in Spanish. We do not have much technology as we are in our first year of existence but when we do we will use programs such as Achieve 3000 to support our ELLs. We purchased Exemplars in Spanish for Math and Science as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have all our curriculum available in Spanish which is 12/13 of our students' native language. We have books and novels in Spanish in order to grow their proficiency in Spanish. We have reading materials in Bengali and Spanish to support our students. When necessary, our teachers translate materials for our newcomers in order to ensure they are internalizing the content while learning the related English WE have Glenco in Spanish as well as our CMP3 (math) in Spanish editions. STudents have those books to work from as necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our required services support, and our resources correspond to our ELL's ages and grade levels. Our curriculum and support materials are age and grade appropriate. We scaffold our materials and classwork for all our ELLs based on several key indicators: their proficiency level, their age, and their current grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Everyone was new this year to our new school. We have orienation for all students in August in which we invite parents to come

in and see our school and get acquainted with teachers. Next summer, we will encourage our ELLs to meet the other ELL students in the building to make them feel safe and welcome. This will also be a good connecting opportunity for parents of newly enrolled students to meet other families of students.

18. What language electives are offered to ELLs?

We do not have language electives available to any students this year. Next year we plan on offering a language elective to the whole school but the language depends on hiring. We would like to offer a language that no one speaks so that they all will have a new experience, such as Chinese, French, or German.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

a. This is our first year as a school and with a dual language program, so we attempt to do 50% of each language in our core content areas of Math, Science, and Social Studies. All of these subjects are taught in alternating language by day. Each of these content areas are taught by a bilingual teacher and thus they are striving for alternating days in each language.

b. Students are integrated together the entire day. They travel as a block class. ELLs are only pulled out during advisory which is the last 30 minutes of each day and they work together as a group on speaking and listening as those are the modalities our students struggle with and they are most often not addressed in regular classes.

c. ELA is entirely in English. Math and SS we attempt to teach 50% in English and Spanish. Science is also taught as 50% English/Spanish. These decisions are based on staffing and on how much time they spend in each subject area.

d. Self-contained is our model. It has not been a popular program but we are going to continue to advertise and recruit so we can grow the program.

e. Both languages are taught at the same time. We have an ESL teacher helping to support the emergent language and supports given in the native language as well. Every student in the dual language program is fluent in Spanish so we are growing everyone's capacity in English.

Additionally, EP students are tested by our NLA teacher in their second language through conferencing with the teacher in order to assess comprehension of reading, speaking, listening, and then they do a writing piece to assess that modality. These conferences are done quarterly. We track teacher created formative assessments: exit tickets, quizzes, and student responses to discussions and questioning. We have found that our EP students are usually at or below grade level in their second language. They struggle with reading and writing in the second language more than they do with speaking and listening as these latter two modalities are ones they practice in homes.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Every month our ELL teachers go to the network in order to get network support on various ELL issues including: enrollment, LAB -R, testing accommodations, differentiation, native language supports, and parent involvement. We have 6 sessions scheduled with Pearson for our ELL teachers (dates not all established). Content teachers have two workshops scheduled in January and March in order to help them differentiate their instruction. These workshops are being led by our ESL teacher who is turnkeying from the network workshops that he attends. Our assistant principal attends the same workshops and has learned about ELL information such as the BESIS report, LAB-R regulations and testing procedures as well as new student enrollment through her network professional developments that take place monthly. Our special education teachers will attend our January and March PD in order to gain insight in scaffolding for ELLs. Our special education teachers also have common planning time with our ESL teacher in order to share resources. Finally our guidance counselor and parent coordinator both attend monthly professional development opportunities with our network based on how to increase participation from parents, how to best communicate with our bilingual parents, and how to support the transition process for our newcomers.

2. 1. For professional development, we have a partnership with Pearson to help train our ELL teachers on best practices for scaffolding to the ELL population. They have full day trainings and then 3 follow up days of shoulder to shoulder coaching. Additionally, our network has monthly ESL teacher trainings which we send our teachers to in order to learn and share best practices. We also have intervisitations within our own classrooms to see what is working and what needs to be tweaked. These PDs help teachers specifically deliver CC aligned instruction by providing them with modeling on how to scaffold for ELLs, it also provides teachers with modeling from experienced ELL teachers so they know what to work towards. My guidance counselor has PD opportunities for ELLs and their transition based on the emotional support they will need, how to make connections to previous educational experience so we can find how much education they may have had in their home country, and how to make strong connections to families in order to ensure families are aware of what is happening at school and can take advantage of our workshops and English learning supports. The partnership with Pearson trains teachers on how to integrate CCLS into their scaffolding and lesson planning. We have this partnership in order to help our teachers reach the high level of rigor that CCLS demand when teaching that to beginner ELL students.

3. As our ELLs transition into our school, we reach out to their elementary schools to get insights into how the students were performing and what worked and didn't work in terms of teaching that child. We teach them about moving from teacher to teacher for their subjects but that their ESL teacher is a constant. We also teach them to advocate for themselves and ask for help when they need it. School staff is supported by leadership with lesson plans for transitions. The school leadership also provides orientations for families in the summer so staff can meet students early and help them to get familiar with their new surroundings to make the transition easy. The guidance counselor has groups of new ELLs that she meets with in order to help them find their way in our school. Our guidance counselor is bilingual and thus can provide this information on transitioning to 6th grade in either language. We don't have high school transition yet.

4. We use our monthly professional development times to teach all teachers how to scaffold for our ELLs. Every teacher in the building is responsible for at least one ELL student so we need to share best practices and help each other grow. We have our ESL and Bilingual teacher share their knowledge on how to teach ELLs in workshops and we have them turnkey their knowledge from the Pearson partnership. Our monthly meeting on ELL supports is 1 hour a meeting and this will accumulate to 10 hours of training for all teachers. These records and attendance forms are kept in the principal's office. All agendas and attendance signatures are kept on file with principal.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We are working to increase parental involvement as a whole at our school. Our ELL students are contacted regularly by our bilingual parent coordinator in order to keep them on top of the monthly parent workshops we offer. We will offer Rosetta Stone for English to our parents as soon as we have computers in the school. We also communicate with parents on a regular basis about what is being taught in our classrooms and how they can follow their child's progress on our online grading system. All of these outreach is done with our bilingual parent coordinaor and our bilingual guidance counselor in order to ensure that parents have any translation they may need.
 2. We have a partnership with Cypress Hills Local Development Corporation in order to help support the families in our neighborhoods. This community based organization helps us to provide bullying, family and anti violenceworkshops, family and food supports, and resources to our ELL families. Translation from the school is present for Spanish.
 3. We have surveys through our Parent Coordiantor to see what our parents need in order to ensure the success of their student and to have maximum involvement in our workshops. We have our parent coordinator reach out often in order to find out what our school can do to support our students. Our parent coordrinator has provided surveys to our parents at our August orientation, at our back to school nights, at parent- teacher conferences, and at our PTA events. All surveys, forms, and calendars are provided to parents in English and Spanish. Our parents have requested workshops on Bullying, on Discipline, and on the high school process. We have provided these workshops and will continue to provide more workshops on homework, community supports, and cyberbullying for parents. Our parent coordinator and guidance counselor translate into Spanish at these events.
 4. We seek to ensure that our parents are able to communicate in English if they feel they need support. We also provide workshops on what parents needs to know about middle school, about the high school process, and about such relevant topics as bullying. We also tell parents how their children are doing in terms of learning English by sharing with them the interim assessment data we receive after each test. At each of these activities, we have translation in Spanish simultaneously taking place. We also have translation in Bengali by school community members if our two Bengali parents are planning on attending.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Liberty Avenue Middle School

School DBN: 19K662

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kaia Nordtvedt	Principal		11/15/13
Maria Mills	Assistant Principal		11/15/13
Sonia Bonilla	Parent Coordinator		11/15/13
Benjamin Graham	ESL Teacher		11/15/13
Madeline Plasencia	Parent		11/15/13
Lauryn Crowe	Teacher/Subject Area		11/15/13
Lexsy Rosario	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Claudia Rodriguez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01