



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW HEIGHTS MIDDLE SCHOOL

DBN (i.e. 01M001): 17K722

Principal: JESSICA LUCIANO

Principal Email: JLUCIANO@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: MICHAEL ALCOFF

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
Jessica Luciano	*Principal or Designee	
Anaika McKenzie	*UFT Chapter Leader or Designee	
Shatema Dockery	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Marietta Grant	Member/ Parent Representative	
Jean Mahon	Member/ Parent Representative	
Lorraine Nangle	Member/ Parent Representative	
Denise Romain	Member/ Parent Representative	
Jennifer Cuervo	Member/ Guidance Counselor	
Danielle Vostrizansky	Member/ Teacher	
Michael Wiebusch	Member/ Teacher	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Through the emphasis of literacy across all content areas, 60% of the scholars will accelerate reading proficiency by one or more Fountas & Pinnell levels by June 2014.

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.

The majority of our scholars are reading below grade level. Our scholars struggle most with reading comprehension. Based on last year's New York State ELA test results, 86% of the scholars performed either a level 2 (approaching standards) or level 1 (did not meet standards). Furthermore approximately 38% of our scholars are in the lowest quartile of NYS ELA test scores from 2013. Consequently our scholars are significantly behind in terms of reading comprehension and skills.

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. During the school day, all scholars participate in one hour per week of a Reading Enrichment course, in which ELA content area teachers focus on reading strategies, comprehension, and test prep. As part of the Extended Day program, identified scholars will participate in Achieve 3000, an online literacy-based program, to focus on reading comprehension and fluency.
2. Sustained silent reading sessions are incorporated into scholars' classes and a minimum of 30 minutes of independent reading with a written response is required daily for homework. Scholars are exposed to informational texts in science, social studies, and visual arts classes to build their capacity for comprehending complex texts.
3. We will host a Saturday Academy incorporating reading comprehension and literacy skills to prepare scholars for the NYS ELA exam.

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

1. ELA teachers, academic coordinators, network literacy coach, Teaching Matters consultant, Achieve 3000
2. Content area teachers, academic coordinators
3. Staff members to run Saturday Academy, common core aligned workbooks, online modules

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

1. Scholar growth on Achieve 3000, increase in reading levels on Fountas & Pinnell
2. Increase in reading levels on Fountas & Pinnell; scores increase on midterms/finals in content courses
3. Increase in NYS ELA exam scores compared to the 2012-2013 school year

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

1. These strategies are year-long; one hour weekly for Reading Enrichment; weekly fifty-minute session on Achieve 3000.
2. These strategies are year-long; sustained reading at least weekly; homework nightly; incorporation of literacy into non-ELA courses at least weekly.
3. Saturday Academy begins January/February and continues until the NYS ELA exam.

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

1. iLearnNYC consultant trains staff members on Achieve 3000; network literacy coach and Teaching Matters consultant work with ELA teachers
2. Academic coordinators meet with teachers to discuss literacy strategies and resources
3. Program teachers familiarize themselves with the curriculum; scholars are recruited to join; workbooks are purchased and modified as necessary

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).

- Parents are encouraged to review homework assignments every night to ensure that scholars are reading for homework.
- Parents receive weekly progress reports that communicate their child's academic progress in English Language Arts. Parents have online access to JumpRope, an online standards-based grading platform.
- Reading levels will be communicated to parents during the Scholar-Led conferences as well as during advisor-parent meetings. Parents will also receive a letter stating their child's reading levels.

- Parents will also have access to work with their child on Achieve 3000 activities for those scholars who are part of the program.
- Advisory logs to capture family interactions regarding scholar performance.
- Parents are invited and encouraged to volunteer during Saturday Academy to work with scholars on their literacy skills.

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

Title I funding and tax levy will be used for homework assistance to allow scholars to receive additional support in small groups. Furthermore Title I funding will be used to purchase instructional materials, including classroom leveled libraries. The funding provided for the Core Curriculum will be utilized to purchase the Scholastic Code X curriculum. Since we received Race to the Top Funding, we will utilize a portion to purchase Achieve 3000 licenses for targeted students. iZone flex funds will also be used to cover the cost of Achieve 3000 licenses. Sequester/2010 Census Title I will be utilized to purchase Jump Rope, standards based grading system.

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.

Teachers of core courses, including English Language Arts, Mathematics, Social Studies, and Science, will revise and implement at least two units of study aligned to the Common Core Learning Standards by June 2014, with specific focus on developing rigorous tasks as evidenced by a Lesson Plan Rigor Analysis document.

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.

As a school in its second year of existence with many first year teachers, we are continuing to develop and revise curriculum for many of our content areas. This goal is aligned with the citywide instructional expectations of ensuring curriculum is aligned to standards in all content areas and shifting classroom practice. As a rather new education initiative, the alignment of curriculum to the Common Core requires for curriculum revision and additional professional development support. The focus on developing rigorous Common Core aligned tasks helps to prepare scholars for content they will encounter on State exams, in future courses, and in real life applications.

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.

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

1. Teachers will collaboratively grade the MOSL pre-assessments to understand the gaps in scholar knowledge and skills. Teachers will also collaboratively assess the quality of scholar work, in particular the end-of-unit projects and/or assessments.
2. Academic coordinators provide curriculum, assessment, and lesson planning support to all content area teachers throughout the year, utilizing the Lesson Plan Rigor Analysis document. All teachers, regardless of content area, will be invited to participate in Saturday collaborative planning workshops.
3. Social Studies, Science, and Arts teachers as well as the collaborating teachers will participate in challenge-based learning professional development. The challenge-based learning focus is on enhancing scholars' understanding of big ideas and broad global concepts, and their development and application of 21st century skills.
4. The English Language Arts and Mathematics teachers will attend core curriculum professional development and receive support provided by network coaches.

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

1. Teaching Matters consultants, data specialist, academic coordinators
2. Academic coordinators, principal
3. Novare consultant
4. Core curriculum professional development facilitators, network math coach, and network literacy coach

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

1. Growth on MOSL assessments will show progress and impact; teacher feedback on professional development sessions provide information on effectiveness of sessions
2. Staff mock-survey and survey results provide feedback on effectiveness of administrative and leadership team support; growth shown throughout the year on the

Lesson Plan Rigor Analysis

- Social Studies, Science, and Arts teachers will revise and incorporate at least two units of challenge-based learning curriculum throughout the year, involving rigorous tasks.
- Academic coordinators and principal will use the Lesson Plan Rigor Analysis to analyze tasks, assignments, and assessments used in ELA and Math classes for impact of PD.

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

- MOSL pre-assessment administration beginning October 1; grading completed by November 8. Data analysis and collaborative grading occurs at least once per trimester throughout the year.
- Academic coordinator support begins in August and is ongoing throughout the school year. Saturday sessions take place bimonthly through June.
- First session in August, continuing sessions in November and spring-time.
- Four professional development sessions for core curriculum and monthly visits by network coaches throughout the year.

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

- Teaching Matters and Academic Coordinators run norming sessions for grading assessments and analysis session for looking at scholar data and creating an action plan based on that data.
- Leadership team develops and provides feedback based on the schoolwide instructional focus; academic coordinators and principal makes informal visits to classrooms to provide verbal or written feedback utilizing the Lesson Plan Rigor Analysis document
- Challenge-based learning professional development sessions are coordinated for PD days to allow for participation from all appropriate teachers.
- Use of online core curriculum resources and knowledge/resources provided by network coaches. Scheduling network coaches to allow for observations and debriefs with appropriate teachers.

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).

- Parents will be invited to Open School Night, Open School Week, and Urban Advantage family nights to learn about the New Heights Middle School curriculum.
- Parents will also be invited to monthly light breakfasts with the Principal to discuss curriculum among other topics.
- Parent Teacher Association meetings will include teacher information sessions on curricular topics and learning strategies to incorporate at home.
- Homework assignments, study guides, and major projects will be posted on the school website to allow family access to instructional materials. Weekly emails are sent to parents with announcements, study guides, and other pertinent information.

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

Two academic coordinators will be hired to provide curriculum planning and instructional support. The funding sources that will be used are Fair Student Funding, Citywide Instructional Expectations, and the monies deferred from the 2012-2013 school year. Since we received Race to the Top Funding, we will utilize a portion to work with a Teaching Matters consultant on instructional support. Furthermore we will use Title I and Race to the Top funding to pay teachers per session for curriculum planning and the creation of assessments. Title I funding sources will be utilized to cover the costs of field experiences aligned with the curricula program.

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.

Through the lens of the *Danielson's Framework for Teaching*, teachers will demonstrate growth of at least one score level in the collaboratively identified competencies (minimum of one competency per domain) in their development of understanding of what effective teaching looks like by June 2014.

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.

The goal is aligned with the citywide instructional expectations of implementing the new teacher evaluation system and actively supporting teacher growth. As a growing school as well as the reality that some of the teachers are new to the NYC Department of Education, it is imperative that administration, school-based staff, and network-based staff provide support to the teaching staff. It is also important for administration to engage in frequent classroom visits and feedback sessions. Furthermore, it is critical that there is a focus on the culture of learning as we continue to build our school.

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.

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

6. A teacher goal setting structure will be implemented to identify teacher needs and set clear expectations. These Personalized Learning Plans (PLPs) will guide teachers in setting professional development and scholar goals for the 2013-2014 school year. Furthermore, teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson's Framework for Teaching; conduct intervisitations among their colleagues; and participate in an end-of-year reflection supported by scholar data. There will be three check-ins throughout the school year.
7. Teachers will receive support in a variety of professional development opportunities (e.g. in house, network-based, professional literature, and/or consultant-based) to support the development of their professional practice and their understanding of Danielson's Framework for Teaching.
8. The principal will visit each teacher's classroom a minimum of six times over the course of the year, and provide teachers with actionable verbal and/or written feedback aligned with teacher needs and Danielson's components. A teachers' guide to Advance was created by the principal to provide information about the new teacher evaluation system to all teachers.

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

1. Principal, goal setting template
2. Consultants (Teaching Matters, Novare, Ramapo for Children, Big Picture), literature (*Teach Like a Champion*, *Teaching with Love and Logic*, *How Children Succeed*, etc.), academic coordinators, and principal
3. Principal, Danielson's Framework for Teaching rubric, teachers' guide to Advance

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

1. Check-ins throughout the school year will provide data on progress of teacher goals; end-of-year scholar data provides information on impact.
2. Feedback surveys on effectiveness and impact of professional development sessions will be given to participants.
3. The principal follows up on the actionable feedback given in teacher observations to look for growth in components.

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

1. Initial goal setting occurs in September/October, with check-ins occurring in January/February and May/June.
2. Professional literature and in-house professional development begin in August 2013. In-house PD continues at least twice per month throughout the year. Consultants visit typically monthly or bi-weekly throughout the year.
3. The guide to Advance is distributed at the start of the school year. The principal makes six visits per teacher throughout the year between September and June.

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

1. Meetings must be set up with teachers to set and review goals. The school scheduler finds coverage for colleague intervisitations.
2. Professional literature must be purchased and distributed. Professional development sessions on professional literature must be conducted. Coverage must be provided for teacher and leadership team meeting time with consultants and network staff. Feedback surveys are given at the end of professional development sessions and the leadership team reflects on the results.
3. *Danielson's Framework for Teaching* rubric and Advance implementation packet are distributed. The Advance consultant helps to support principal's development.

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).

n/a

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

Fair Student Funding and Children First Network will fund the teacher salaries. The academic coordinators that will provide teachers with curriculum planning and instructional support will be paid via Fair Student Funding, Citywide Instructional Expectations, and the monies deferred from the 2012-2013 school year. Race to the Top

and Title I funding sources will fund per session for the participation of teacher professional development.

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.

By June 2014, NHMS will exhibit a culture of learning focused on academic achievement, self-regulation/self-awareness, and collective responsibility/respect of our school community as evidenced by periodic advisory surveys and end-of-year student, parent, and staff survey results.

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.

As a growing school, it is important for us to continue to establish norms around habits and behaviors as a new class of sixth graders joins our rising seventh graders. Our new scholars are coming from multiple different elementary/middle schools within the district, out of the district, and out-of-state schools. Therefore, scholars' perception and expectations on school behavior and habits have greatly varied as evidenced by scholar interactions. As evidenced by last year's survey results, there is a need for an increased sense of respect within the school community.

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.

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

1. The gender-based advisory program will be continued around the New Heights Middle School's core values. Each scholar is assigned to an advisor for the 2013-2014 school year to provide academic, social, and emotional support. It also helps to establish the idea that at least one adult in the school has a comprehensive understanding of each scholar. Patterns of behavior from behavior alerts and anecdotal evidence will be analyzed by advisors and action steps will be taken to promote the positive social and emotional development of scholars. Scholars, advisors, and families will meet a minimum of twice throughout the year for Scholar-Led Conferences to discuss academic and socioemotional development.
2. A PBS team (Positive Behavior Support) will be created to support positive behavior by reinforcing explicit behaviors in the community. School leadership began developing a *Building Our School Culture* handbook and current staff work collaboratively to revise the handbook, which outlines school-wide procedures and positive reinforcement strategies.
3. The New Heights Middle School core values (Citizenship, Respect, Responsibility, Relentless Pursuit, and Optimism) will be incorporated into the instruction and culture of school. A core values rubric has been collaboratively created to outline specific language regarding school culture. The creation of the Core Values Store (CVS) promotes a positive school culture where scholars earn scholar dollars for behaving according to the core values expectations outlined in the rubric. Weekly "Eagle Meetings" and monthly Core Value Celebrations acknowledge and reward scholars exemplifying the core values.

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

6. Majority of staff members serve as advisors; guidance counselor as Advisory Coordinator to develop curriculum and support advisors
7. PBS team (principal, academic coordinator, other staff members), Ramapo for Children consultant
8. Advisory Coordinator, advisors

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

1. Surveys will be given to scholars and families to evaluate effectiveness of advisory and Scholar-Led Conferences.
2. There should be a decrease in behavior alerts written, as well as an increase in scholar dollars given out and participation in school-wide celebrations.
3. Rubric scores for each advisee are tracked monthly by advisors and advisees to check progress.

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

1. Groups meet weekly with their advisor for an hour on Friday afternoons throughout the year.
2. The handbook was developed in August. The PBS team was organized in December and meets at least monthly throughout the rest of the year.
3. The Core Value Store is open twice a week, Eagle Meetings occur weekly, Core Value Celebrations occur monthly, and scholars and advisors fill out Core Value Rubric monthly.

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

1. Curriculum is provided for advisory; staff and scholars receive training on Scholar-Led Conferences; behavior and academic alerts are tracked in scholar files.

2. The Ramapo for Children consultant works closely with the PBS team to train and inform staff; the principal and academic coordinators follow up with staff members regarding procedures described in the *Building our School Culture* handbook.
3. The rubric is distributed to advisors monthly; administration and staff distribute scholar dollars; advisor volunteers plan and implement Eagle meetings and Core Value Celebrations.

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).

- Parents will receive a behavior alert when their child doesn't behave according to New Heights Middle School expectations and core values.
- Parents will receive weekly progress reports to communicate to parents their child's academic and character mastery.
- Twice a year, parents are invited to attend Scholar-Led Conferences with their child and their child's advisor to discuss progress.
- Throughout the school year, scholars will self-assess themselves on their progress according to the school's five core values: citizenship, respect, responsibility, optimism, and relentless pursuit. Parents will have access to the core values self-assessment.
- Monthly calendar along with school website updates provided to parents to share information around school and school-related events.
- Conduct parent workshops around topics that reinforce school culture and mission/vision, such as parenting skills, understanding the developmental growth patterns of adolescents, etc.
- We will invite parents to award recognition ceremonies throughout the school year.

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

Race to the Top funding and iZone flex funds will be used to cover the cost of hiring a consultant from Ramapo for Children to provide support to the teachers around culture of learning. Fair Student Funding will cover the cost of a social worker/dean to focus on the promotion of self-regulation/self-awareness and collective responsibility. Furthermore Title I will be used to work with Ramapo for Children for school-wide initiatives focused on academic achievement, self-regulation/self-awareness, and collective responsibility/respect. Title I will also be used for parent workshops facilitated by Ramapo for Children to build alignment between the school and the home.

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.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 6.
- **Timeline for implementation and completion including start and end dates**

1.
 - Describe programmatic details and resources that will be used to support each instructional strategy/activity

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
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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	Achieve 3000	Scholars work on their own as they move through increasingly challenging online modules. The modules focus on comprehension and writing. The methods of delivery are one-to-one and small group.	The services occur during our Extended Day program.
	Reading Plus	Scholars work on their own through increasingly challenging online modules. The modules focus on phonics and comprehension. The methods of delivery are one-to-one and small group.	The services occur during Special Education Teacher Support Service sessions.
	Homework Help	Scholars work on their most difficult homework assignments with the assistance of content area or specialty teacher. The method of delivery is small group.	The services occur during after school programs.
	Reading Enrichment classes	Scholars work with two ELA content area teachers who provide targeted support related to the reading and testing skills needed to help them with the NYS ELA exam. The method of delivery is small group.	The services occur during the school day.
	Writing Enrichment for ELLs	Scholars identified as ELL participate in a program to prepare for the NYSESLAT. The method of delivery is small group.	The services occur during after school programs.
Mathematics	SumDog	Scholars work on their own as they move through increasingly challenging online modules. The modules focus on fluency and calculation. The methods of delivery are one-to-one.	The services occur during our Extended Day program.
	Homework Help	Scholars work on their most difficult	The services occur during after school

	Math Enrichment classes	<p>homework assignments with the assistance of content area or specialty teacher. The method of delivery is small group.</p> <p>Scholars work with two mathematics content area teachers who provide targeted support related to the math and testing skills needed to help them with the NYS math exam. The method of delivery is small group.</p>	<p>programs.</p> <p>The services occur during the school day.</p>
Science	Field Experiences (Trips)	Scholars participate in on-site instruction at the American Museum of Natural History, Brooklyn Botanical Gardens, Prospect Park Zoo, BioBus, NYC Aquarium, among others to provide further scientific immersion and extension of content throughout the scientific world. The method of delivery is whole group or small group instruction.	The services occur during the school day.
Social Studies	Field Experiences (Trips)	Scholars participate in on-site instruction at the MET, American Museum of Natural History, National Constitution Center, New York Historical Society, among others to provide further connections to the social studies curriculum. The method of delivery is whole group or small group instruction.	The services occur during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	The guidance counselor provides a combination of small group and individual counseling depending on the IEP mandates as well the needs of the of the at-risk students. Some of the areas of focus are anxiety, depression, self-control, bereavement, among others.	Counseling services are provided during the school day.
	Social Worker Interventions	The social worker facilitates a weekly session for targeted at risk boys, focusing on coping strategies, anger management, and life skills, among others.	Services are provided during the school day.

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

5. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.			
x	School Wide Program (SWP)		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.

New Heights Middle School recruitment efforts begin with the drafting of interviewing questions that are tailored to the mission and vision of the school. During the recruitment phase, job description postings are posted and NHMS staff participate in job fairs hosted by the DOE, colleges, etc. The DOE website and CFN 411 resources are used to identify highly qualified candidates. Through the 18D Committee process, we collaboratively identify and invite highly qualified candidates to interviews based on cover letters and resumes that meet high standards as outlined within the vacancy posting. During the interview, candidate responses are scored based on a rubric. If a candidate meets hiring criteria at the interview, he/she is offered a position within one week.

New Heights Middle School strives to retain highly qualified staff by offering leadership opportunities and involving them in decision-making. For example, staff members are invited to participate in our Innovation Zone (iZone) initiative, Positive Behavior Support (PBS) team, and Instructional Leadership Team to make decisions and execute critical initiatives aligned with the New Heights Middle School mission and vision statements.

Staff assignments are based on license areas and interests. Partnerships are maintained with Teach For America, NYC Teaching Fellows, Brooklyn College, New York University, and NYCDOE Recruitment Fairs.

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).

NHMS staff receive professional development over the summer around the school's mission, vision, culture, curriculum, instruction, assessment, and social and emotional learning standards and implementation. Over the course of the school year, we continue to address these areas with targeted professional development based on individual needs as they relate to student achievement and outcomes. All staff participate in a goal setting program to provide a structure to discuss professional goals and progress aligned with Danielson's Framework for Teaching. Administration conducts at least six observations followed up with verbal and/or written actionable feedback. The weekly professional development/inquiry work sessions facilitated by the Principal, Academic Coordinators, and/or school-based staff are based on schoolwide goals and teacher needs. In collaboration with CFN 411, teachers are invited to participate in network-based professional development focused on the Common Core Learning Standards, curriculum development, and content-based best practices. Math and ELA teachers attend core curriculum professional development sessions and work on a monthly basis with a network based achievement coach on their teaching and curriculum practices. Furthermore, some staff members participate in professional development focused on special education, school culture, and facilitation of teacher teams. We are partnering with Novare to provide the teachers that teach Social Studies, Science, and Visual Arts curriculum with support around challenge-based learning. Additionally, we are partnering with Teaching Matters and Big Picture through our iZone collaboration around support in the areas of technology integration, advisory implementation, and personalized learning plans.

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.).

For services for Students in Temporary Housing (STH), we allocate \$100 per child for basic emergency supplies (generally uniforms) from Title I funds.

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.

Teachers will work collaboratively to create midterm and final assessments for their content area based on the Common Core Learning Standards and the Citywide Instructional Shifts. Teachers will also receive professional development in various methods of formative assessment (provided by Teq, Teaching Matters, and academic coordinators, among others) to provide a menu of options for use in their classrooms.

A committee of staff members was established to collaboratively select the school-wide Measures of Student Learning as part of the implementation of the Advance teacher evaluation system. Professional development will be provided by Teaching Matters and an academic coordinator to involve teachers in a norming process related to grading the MOSL pre-assessments. Teachers will collaboratively grade the MOSL pre-assessments of our scholars to provide insight into knowledge gaps and areas in need of focus in our curriculum. Data inquiry sessions will be held during teacher team meetings to analyze the results of pre-assessments and exams following a data analysis protocol.

TA Schools Only

Use of Program Resources

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

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).

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. Achieve 3000, Math XL, Math and ELA workbooks, school website with homework assignments*);
- 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 (*e.g. access to Jump Rope, the online grade book, distribution of weekly progress reports*);
- 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 (*e.g. school website, written correspondences, phone outreach*); and
- 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.

New Heights Middle 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 *New Heights Middle School's* Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, *New Heights Middle 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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Family Coordinator to serve as a liaison between the school and families. The Family Coordinator 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 Family 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; and
- 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.

New Heights Middle School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Scholar-Led Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing weekly written progress reports to keep parents informed of their children's progress;
- developing and distributing a school calendar or web communication designed to keep parents informed about school activities and student progress; and
- 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

New Heights Middle School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of scholar achievement between the school and the families. Staff and parents of scholars participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and scholars 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;
- providing technology integration to develop and support 21st century skills; and
- providing scholars with advisors who support them academically, socially, and emotionally.

Support home-school relationships and improve communication by:

- conducting scholar-led conferences each of the first two trimesters 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 scholars 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;
- posting important information on the school website, utilizing School Connect to call and sending e-mail blasts to families regarding school events; and
- utilizing Jump Rope, an online grading platform, which includes parent/student logons for up-to-date academic progress.

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; and
- planning activities for parents during the school year (e.g., Open School Week, Art Night, Science Night, Brooklyn Museum Family Night, Tropics in the Winter event).

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- 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 30 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; and
- share responsibility for the improved academic achievement of my child.

III. Scholar Responsibilities:

- play an active role in my learning;
- 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;
- behave according to New Height Middle School's core values (e.g. citizenship, respect, responsibility, relentless pursuit, and optimism);
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- exhibit relentless pursuit in order to take charge of my own learning

**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 17	Borough Brooklyn	School Number 722
School Name New Heights 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 Jessica Luciano	Assistant Principal N/A
Coach Michael Wiebsuch	Coach N/A
ESL Teacher Jennifer Milfort	Guidance Counselor Jennifer Cuervo
Teacher/Subject Area Valentina Alexandre/ELA	Parent Maguere Jean Baptiste
Teacher/Subject Area Anaika McKenzie/Science	Parent Coordinator Gwendolyn Williams
Related Service Provider Kristen Goodlett	Other Debra Watson, Secretary
Network Leader(Only if working with the LAP team) N/A	Other N/A

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	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	247	Total number of ELLs	18	ELLs as share of total student population (%)	7.29%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	4
SIFE	5	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

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)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10	4	1	5	1	0	3	0	3	18
Total	10	4	1	5	1	0	3	0	3	18

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**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
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							4	1						5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian							5	6						11
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	9	8	1	0	0	0	0	18

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)							2	3						5

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)							4	1						5
Advanced (A)							2	6						8
Total	0	0	0	0	0	0	8	10	0	0	0	0	0	18

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					0
6	5				5
7	5	1			6
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									0
6	4		1						5
7	4		1		2				7
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									0
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	0			
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)								
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.
All scholars are administered the TCRWP - Running Records. This provides teachers with literacy-related data that may be translated into their Fountas and Pinnell reading levels. Through a review of the data, it is apparent that all of the students classified as ELL are reading below grade level. The data reveals that scholars have a difficult time with comprehending grade level work. The results of the assessment are used to assign independent reading books and differentiate work for scholars via their class work and homework; measure their progress; and create small groupings. Furthermore the data is used to communicate to the scholars their current reading level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns and grades have demonstrated that the majority of our scholars acquire the skills and strategies needed to understand their second language, English. Additionally the scholars have scored Advanced for the majority of the modalities. When comparing the NYSESLAT data from 2011-2012 school year to the 2012-2013 school year, four of the scholars noted increased scores in reading and writing. The other two scholars whom took the NYSESLAT for the first time scored at the Beginner level. Their strongest areas are in listening and speaking; while we have to integrate additional support in reading and writing. There is an improvement, across the years, that is noticeable for the majority of scholars, even those who are SIFE scholars. However, one scholar still needs literacy support to acquire the mechanics of the second language (writing and speech).
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](#))

N/A
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?
We recently administered the ELL Periodic Assessments therefore we do not have any data. Once we receive the performance data, we will utilize to determine areas of strength and in need of improvement to integrate within instruction. We will also utilize the data extracted from students' performance on Achieve 3000. Scholars speak their native language but they are not completely fluent and completely literate in their first language. NHMS ESL teacher will therefore use the native language to support scholars' understanding of the content.
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
6. How do you make sure that a child's second language development is considered in instructional decisions?
NHMS ESL teacher discusses with content-area teachers QTEL and SIOP strategies to drive instructional decisions. For instance, the ESL teacher encourages the integration of pictures with the word to explain challenging concepts, the time for discussion in order to practice speaking in L2 (Talk with a Focus, Four Corners Activities,...), written Focus Questions to support scholars in reading comprehension, and many more. Furthermore students have access to an array of literature at their reading level as well as the appropriate grade level to aid with fluency and comprehension in their second language (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?

This question does not apply to our current program offering. For the next scheduled period, the school leadership and teachers from NHMS will design its own and enter the data in Intranet: Tools and Resources for Employees. NHMS ESL teacher uses the native language to support scholars' understanding of the content.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate our programs' success by examining our scholars' NYSESLAT, ELA, and Math scores. We examine scholars' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work.

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](#).)

When a new scholar is enrolled at New Heights Middle School (17K722), they are given the HLIS form by the ESL teacher, Ms. Jennifer Milfort. Ms. Milfort, then, administers the informal oral interview in English and/or in Haitian Creole. As for Spanish speakers, Ms. Mckenzie conducts the process. Within the first 10 days of registration, the LAB-R is administered. For those who were identified Spanish speakers during the initial interview, the Spanish LAB is administered within the first 10 days by Ms. Anaika McKenzie, Science teacher, who also has a bilingual certification. At the beginning of the year, all ELLs are administered a reading diagnostic to assess fluency and comprehension as well as a writing diagnostic.

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.

Upon immediate enrollment of a scholar, Ms. Milfort is immediately notified in order to conduct the initial interview with and to give the HLIS form to the parents/guardians. Depending on the responses, Ms. Milfort determines if the scholar is eligible for Freestanding ESL services. In the case that the child is eligible, parents are asked to attend a Parents' Orientation at that moment. The parent outreach occurs via a phone call made by Ms. Milfort and/or Ms. Williams, the Parent Coordinator. This process occurs within 10 days of the student's enrollment at NHMS. During the orientation, they are shown a video describing the three available programs for ELLs. On an individual basis, parents are provided with the the programs and its structures. To date, no parents have chosen TBE/DL. Therefore, no outreach process to inform parents who have previously chosen those program has been established. In the event that a TBE/DL program becomes available, all families of ELLs will be notified via a letter and phone call to inform them of the programming offering. Additionally parents are invited to a number of NHMS PTA workshops on how to best academically support their children at home. For any family events, parents will be contacted via letters home, flyers, school webiste, and calls to the home.

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 [\[see tool kit\]](#).)

In order to identify those who will receive the entitlement letters, an analysis of the following ATS reports will be done: NYSESLAT scores and modalities breakdown (RNMR) - Continued Entitlement letters, and LAB scores (RLAB) - Entitlement letters. A copy of the entitlement letter will be filed in the student's cumulative records folder. Ms. Milfort will distribute and collect entitlement letters from the families. Ms. Watson, the school secretary, will assist with the collection and filing of the entitlement letters.

As for the Parent Survey and Program Selections forms, they are distributed during the Parents' Orientation by Ms. Milfort. The forms are then read, completed and signed by the parents/guardian during Orientation. Ms. Milfort collects the forms and gives them to the secretary to place them in that student's cumulative records, which is located in a locked location.

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.

Since we are a new school, we were not aware of Placement letters nor the Continued Entitlement letters. Hence, they were never distributed for the years 2012-2013. For the year 2014 and forward, these letters will be sent out by mail, a phone call will be made to notify for parents of the importance to return them.

After a thorough explanation and services parents make an informed choice of placement in the program which best suits their child's needs. Ms. Milfort, the ESL teacher, explains the 3 programs offered within the NYC Department of Education including TBE, DL, and ESL. The family then makes a decision and a placement letter is given to them. A copy of the placement letter is kept in the student's cumulative records. Designated Haitian Creole and Spanish speaking staff are available to assist the parent in their decision. If the parent does not speak one of these languages, the office will call the DOE translation unit number or use Google translator. As for honoring parents' choice during the Orientation, the scholar is immediately placed in the Freestanding ESL program. The ELPC screen in ATS is then updated with the parent choice. This is done by Ms. Milfort, the ESL teacher, and Ms. Watson, school secretary, within 10 days. If a parent selects one of the choices not offered at NHMS, we explain our current offerings and inform that we will follow up with them in the case that the program does become available. At the current moment, we have a small population of ELLs therefore making it difficult to offer an array of programs.

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.

Ms. Milfort, the ESL teacher, along with the Principal review the RELC report which is accessed from ATS to verify the current ELL students. A spreadsheet is then created with the list of students as well as the different components of each exam to ensure that all four components of NYSESLAT are administered. The NYSESLAT is administered to scholars by the ESL teacher, Ms. Milfort, at the end of April, a week after the last State Test. It is given following this schedule: Reading - 1 day / 3 periods in the morning, Listening - 1 day / 1-2 periods in the morning, Writing - 2 days/ 3 periods in the morning, Speaking - 5 days or more / 2 periods in the afternoon. Once the NYSESLAT is administered, a grading committee is created to begin the scoring and packaging portions. Ms. Milfort and the Principal conduct a final review that all components have been completed and packaged correctly. An office staff member drops off the exam at the designated location.

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.  Since the creation of NHMS, we have admitted a few new ESL students. In all cases, the parents have chosen Freestanding ESL Program which we offer in our school.

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) (b). The students classified as ELLs are grouped within one heterogeneous-grouped homeroom within the sixth and seventh grade.s The ESL teacher pushes-in (pulls-out when necessary) to core content classes, including ELA, Math, Social Studies, and Science. The push-in/pull-out model allows for students to receive the required minutes as well as receive lanuage support in a variety of settings. The class (homeroom) travels together as one group throughout the school day. We follow a schedule with longer periods (63 minutes) to allow for more in-depth coverage of content and skills.
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)?

Based on the previous' year NYSESLAT scores, scholars are grouped into two groups: Beginner-Intermediate and Advance. The members of the Beginner-Intermediate group meet with the ESL teacher twice a day, three days a week, for a sixty minutes period (total of 360 min./week). One class is an ESL/ELA Writing class, the other one is an ESL/ELA Reading class. As for the Advance group, they meet once a day, three days a week, for sixty minutes with the ESL Teacher for ESL/ELA class (total of 180 min./week). They also encounter the ESL teacher Math classess since she pushes-in or pull-out during that time. In this case, the Advance group receives extra time of ESL support.
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.

Content area instruction consists of Science, Social Science. They use the Workshop Model to support consistency. In ELA and Mathematics, the Quality Teaching for English Learners (QTEL) model. In other words, students receive a content objective as well as a language objective during the lessons. Teachers are also expected to utilize appropriate questioning and discussion techniques including whole class discussions; think, pair, share; and use of SMART clickers. ESL content area teachers co-plan with the general education content teachers to identify the themes and enduring understanding to prioritize when implementing the curriculum. The goal of the content area teachers is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Additionally there is a focus on engaging students in conceptual mathematical thinking within the curriculum to ensure that students go beyond the procedural mathematical learning. There is the integration of cognates to help students identify words that are easily transferable to English. Teachers dedicate time

to front-loading strategies that activate prior knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a variety of genres based on the content area they are working on. Another critical instructional approach utilized by the content area teachers in Science, Social Studies, and the Arts is challenge-based learning. In challenge-based learning, students have the opportunity to make connections between what they are learning and real-world application through the integration of field experiences, including trips, real-world life skills, and speaking to experts.

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

We utilize a variety of formative and summative assessments throughout the classes. The ESL teacher makes appropriate modifications, including translations, separate location, and extended time, according to the needs of the students. This approach allows the teacher to provide support while assessing students' in their native language as well as the English language. Additionally as an iZone 360 school, we have access to online tools such as the literacy program, Achieve 3000. This allows the teacher to integrate a differentiated literacy program within the curriculum. The program is not only available in English but also in Spanish and Haitian Creole.

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

This year, we have adopted and implemented a trimesterial (September, December, March, and June) in-home assessments for each of the four modalities (reading, writing, listening, speaking). Ms. Milfort determines and designs the format and the rubrics to be used during those assessments. She administers them during the ESL/ELA periods.

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).

The ESL/Bilingual teacher works closely with the ELA teacher to make modifications tailored to all of the ELLs. We scaffold for our SIFE and newcomers using a variety of ELL instructional approaches including concept definition maps, the Frayer model, vocabulary-based graphic organizers, and story boards. There is also an after-school program designed for newcomers and SIFE scholars. Furthermore, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, pull-out programs, extended day, and afterschool. Students, regardless of the number of years, work with ESL/Bilingual certified teachers in small groups via push-in and pull-out models. Students have access to leveled libraries with grade age-appropriate books in English and their native language. Long-term ELLs receive multiple opportunities to integrate with the mainstream population. Newcomers receive push-in in small group instruction during the the content area classes from a certified ESL/Bilingual teacher. ELL students who are 4-6 years and long-term ELLs within the program receive instruction in ELA from a certified ELA teacher. The ESL teacher provides additional intervention strategies in a small group setting. They are integrated in a mandated afterschool program to receive additional academic support. For the extended day program, there is a focus on literacy, technology, and test preparation. The students who have been former ELLs in the past two years will continue to receive support from Ms. Milfort, the ESL teacher. The students will be placed in a class where it will allow for Ms. Milfort, the ESL teacher, to provide instructional and transitional support via a push-in model. For those students identified as former ELLs (in the past 2 years) will receive appropriate testing accommodations (e.g. extended time, different location).

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?

The ESL/Bilingual teacher works closely with the ELA teacher to make modifications tailored to all of the ELL-SWD. We scaffold for our ELL-SWD using a variety of ELL instructional approaches including concept definition maps, the Frayer model, vocabulary-based graphic organizers, and story boards. There is also an after-school program designed for ELL-SWD scholars. Furthermore, targeted academic interventions that accelerate vocabulary and content knowledge are used in the classroom, pull-out programs, extended day, and afterschool. Scholars, regardless of the number of years, work with ESL/Bilingual certified teachers in small groups via push-in and pull-out models.

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?
 The ESL teacher provides additional intervention strategies in a small group setting (least restrictive environment). During that time, there is a focus on using material, resources and strategies to achieve IEP goals and attain English proficiency within the least restrictive environment (small group setting with various levels ELL).

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
Native Language Arts:				
Social Studies:	English			
Math:	English / Haitian-Creole			
Science:	English			
English Language Arts	English / Haitian-Creole			

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

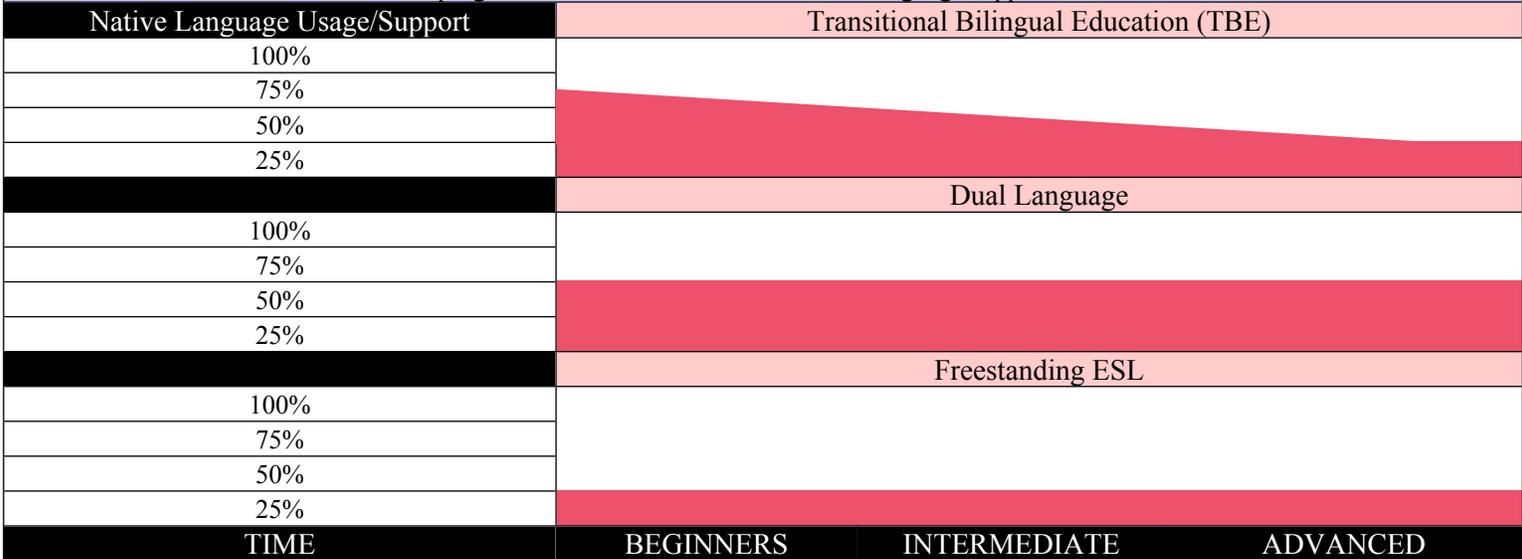
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.
- There is a significant emphasis on literacy across the curriculum in all content areas which also applies to ESL instruction. ESL/Bilingual certified teachers meet with content area teachers to collaborate on planning. This allows them to be directly involved with the planning of units aligned to the Common Core Learning Standards utilizing an Understanding by Design approach. There is an emphasis on reading in both the scholars' native language and English. Furthermore the standards for listening, speaking, reading, and writing are met through a combination of instruction using the QTEL model. As the scholars increase their English proficiency, the ratio shifts to reflect their language acquisition. Content area and ESL/Bilingual certified teachers conduct individual check-ins with ELLs to ensure that they receive the appropriate support. In addition to English, we have teachers who speak Haitian Creole and Spanish. ELLs participate in academic labs to receive additional support in reading, writing, and mathematics, including basic and grade-level skills. We utilize programs such as Achieve 3000 and Wilson for additional support during Extended Day. ELLs are assigned to only ESL/Bilingual certified teachers for Extended Day.
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 evaluate our programs' success by examining our students' NYSESLAT, ELA, and Math scores. We examine students' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work.
11. What new programs or improvements will be considered for the upcoming school year?
- Since we are a school in only its second year of existence, all of our initiatives are recent ones (see above for details).
12. What programs/services for ELLs will be discontinued and why?
- Since we are a new school in only its second year of existence, this is not applicable to our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All communication about school programs is accessible to ELLs. Additionally all ELLs are mandated to attend the afterschool academic program. Even though we have limited enrichment opportunities, ELLs are highly encouraged to participate in all opportunities afforded to the general education population.
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 been selected to be an iZone school which means there is an emphasis on the integration of technology across all content areas. All teachers are encouraged to incorporate technology into their instruction to support standards mastery, differentiation for scholar modality strengths, and build scholars' exposure and skillset in preparation for 21st century learning and workplace. All of the teachers have SMART Boards, Macbook laptops, SMART student response systems, and tablets. The depth of technology integration is at the teacher's discretion and comfort level. In order to ensure implementation, teachers participate in ongoing professional development to support them in the integration of technology (e.g. Saturday Professional Development Sessions and professional development facilitated by Tequipment). We have approximately 150 laptops through our iZone partnership and budget decisions. ELLs will use the Macbook carts to learn and produce work using a variety of Microsoft Office programs and Internet resources. ELLs have had the opportunity to learn from experts around the country via Skype. Throughout the year, they will have opportunities to use Google documents as a forum to create, edit, and share their work; create blogs; interact with other children around the world; among others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL scholars receive native language support in a variety of ways. The ESL teacher provides native language instruction and support. Additionally scholars are allowed to speak in their native language with their classmates to facilitate the comprehension of the content. We also utilize and make the following materials accessible to all scholars: bilingual dictionaries, Google translate, and content-relevant texts in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

After a thorough examination of baseline assessments which identify scholars' reading and writing levels, the ESL teacher, Ms. Milfort researches online material, vendors, and publishers appropriate for the age and grade level (according to reading and writing levels). She, then, provides scaffolded resources to supplement content-area material. Programs and books used are Step Up to Writing and High Interest, Low Level reading books. These resources and strategies will give the necessary scaffolded support for scholars to not only acquire not only their L2 but also comprehend their current grade level texts.

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.

We currently do not have any programs in place for scholars before the beginning of the school year. The incoming class participates in a "Transition to Middle School Program" which is offered to all scholars regardless of classification.

18. What language electives are offered to ELLs?

At this moment, there are no language electives offered to ELLs.

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)?

N/A

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. & 2. The school-based professional development team consists of the principal and the Academic Coordinators who plan and facilitate the professional development sessions based on school-wide and/or individual needs. Depending on the focus of the professional development session, the principal on her own or with the Academic Coordinators plan and structure relevant professional development that meets the needs of the faculty in the ESL Department, as well as the content-area teachers who are responsible for delivering instruction to ELLs. In addition to the ESL teacher, the following content area teachers work with the ELLs populations: English Language Arts, Mathematics, Science, Social Studies, Special Education, Visual Arts, and Physical Education. All pedagogues are scheduled for collaborative planning times. Furthermore they are invited to attend monthly Saturday professional development sessions with a focus on planning, instruction, and assessments. Teachers are also encouraged to participate in professional development opportunities outside of the school. We also utilize the expertise of Pablo Schelino, our network ELL support, to work in close consultation with the staff.

The following professional development structures and support are available to teachers:

Academic Coordinators: The Academic Coordinators work with individual and small groups of teachers to provide targeted instructional support as well as identified areas in need of improvement. Throughout the school year, we utilize Teach like a Champion as a resource for teachers in the creation of an inviting, positive classroom environment. Furthermore the Academic Coordinators conduct informal observations and debrief with the teachers to provide actionable steps. Based on the trends identified during our weekly instructional team meetings (ITM), we will incorporate additional focuses and strategies including how to best teach our students identified as current or former ELLs.

Weekly Professional Development: Teachers and paraprofessionals participate in weekly professional development sessions aligned with the needs of the teachers. We will utilize Danielson's Framework for Teaching to guide our professional development planning.

Common Planning Meetings: Teachers are grouped with content-area, ESL and special education colleagues to write and revise content curriculum maps and unit plans. Based on observations and teacher reflection, teachers explore best practices on planning, instructional delivery, classroom management, and any other trends/needs that arise on ongoing basis.

Outside of NHMS Professional Development: Teachers are invited and/or encouraged to participate in a variety of professional development workshops provided by the network and organizations (e.g. Bank Street College, Urban Advantage, museums) aligned with the teachers' content and license areas. Furthermore the teachers attend professional development offered via the ELLs newsletter, Scholastic Code X, and Connecte Math Pearson 3.

Teaching Matters will provide 25 days of job embedded Professional Development support with the following areas of focus.

- **Curriculum Adoption-** Consultants will work directly with teachers to implement new Common Core aligned curricula with fidelity with particular emphasis on multiple entry points, cognitive rigor, and questioning and discussion technique.
- **Assessment-** Teaching Matters has developed assessment matrixes to supplement adopted Common Core aligned curricula. Working with teacher teams, consultants will help implement effective and consistent formative assessment strategies to adjust instruction and inform groupings and RTI decisions. Through data inquiry, norming on summative rubrics and ongoing practice looking at scholar work, Teaching Matters will guide teachers to track scholar progress better, unify practice and identify school-wide trends.
- **Reading and Writing Across the Curriculum-** Using MOSL rubrics as a baseline, consultants will norm on assessments of non-fiction writing across disciplines to develop consistent writing instruction practice for all faculty. Consultant will facilitate study of close reading strategies used effectively in some classes last year as well as push practices from new ELA curriculum across disciplines.

Saturday Retreats: Throughout the school year, teachers are encouraged to attend 4 Saturday Retreats. During the Saturday Retreats, teachers will have an opportunity to work with content, ESL, and special education teachers to plan and revise curriculum maps and unit plans. As they are planning the NHMS curricula program, they will identify a variety of entry points through the integration of differentiation, technology, and field experiences.

All of the above professional development opportunities occur throughout the school year.

3. The principal, guidance counselor, and teachers attend middle school open house, visit elementary schools, and invite families to school tours to meet with scholars transitioning from elementary to middle school. Throughout the school year, families are invited to workshops and their child's advisor serves as the primary point of communication between the school and home. Our Advisory Program helps with the social and emotional components of scholars transitioning into middle school including the integration of goal setting through their personalized learning plans and metacognitive skills. For example, there is a large emphasis on our students getting to know themselves as students. Teachers who speak the students' native language provide translation to ensure that information is communicated explicitly and correctly.

4. Professional development contributing toward the minimum 7.5 hours of ELL training for all staff include topics such as diagnosing scholars' needs using a variety of assessments; analyzing growth over time; and the integration of ELL best practices and strategies. Other professional development opportunities will be offered based on the teachers' professional needs. Please see responses from above for further details. If the professional development occurs at the school, documentation (e.g. agenda, staff attendance, and PD plan) are filed in the 2013-2014 Professional Development binder. For the professional development sessions that occur outside of NHMS, teachers are instructed to provide Ms. Watson, the school secretary with a copy of the agenda.

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. New Heights Middle School has a number of communication vehicles to ensure that families/caregivers are keep abreast of information that relates to their child. They are notified through a weekly newsletter sent home via backpack and e-mail, school website, Jump Rope (our online gradebook), and e-mail communication. The Bilingual Information and Orientation Session involves and informs parents of all ELL programs available at our school and through the Department of Education. We also work closely with the Parent Coordinator to ensure that our families/caregivers are aware of the services available. Parents/caregivers of ELLs are invited to participate in all meetings and initiatives. Additionally we have a volunteer program where parents/caregivers are encouraged to volunteer a minimum of one hour per semester. We partnered with Learning Leaders to provide trainings to our family and community volunteers. In order to support with these activities, bilingual teachers and other staff will be present to provide translation services (Haitian Creole and Spanish). In addition to school-based translation services, we utilize the Department of Education Translation Services for written and verbal translation services. We have also used Big Word, a vendor, to provide further translation services on a limited basis (due to the significant cost of their services).

2. Currently we do not partner with another agency to provide workshops or services to parents. The exception has been "The Leadership Program" where they have offered a few workshops.

3. Throughout the school year, we elicit input and establish open lines of communication. We have also established an "open door policy" culture where parents are welcomed to visit our school. Advisors and the guidance counselor also collect qualitative data on the needs of the parents/caregivers. The Parent Coordinator and Principal gauge the needs of the parents/caregivers during the monthly Breakfast with the Principal. We also address individual parents' concerns on ongoing basis. The Parent Coordinator utilizes two ATS reports to learn about the students' home languages. She reviews the PARU report to determine the home spoken and written language preferences as well as the RHLA for the home language report. For written and verbal communication, she ensures that parents/caregivers receive the information in the appropriate language. When scholars do not adhere to the school's core values, a behavior alert is send home and parents/caregivers have an opportunity to respond or call the school for clarification. A similar system is in place for scholars who are falling below 70%. All bilingual teachers provide translation and assist in those matters (Haitian Creole and Spanish).

4. The opportunities listed above give parents/caregivers the chance to communicate any problems or concerns with school-based staff.

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.

N/A

Part VI: LAP Assurances

School Name: New Heights Middle School

School DBN: 17K722

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Luciano	Principal		11/13/13
	Assistant Principal		1/1/01
Gwendolyn Williams	Parent Coordinator		11/13/13
Jennifer Milfort	ESL Teacher		11/13/13
Maguere Jean Baptiste	Parent		11/13/13
Valentina Alexandre / ELA	Teacher/Subject Area		11/13/13
Anaika McKenzie / Science	Teacher/Subject Area		11/13/13
Michael Wiebusch	Coach		11/13/13
	Coach		
Jennifer Cuervo	Guidance Counselor		11/13/13
Michael Alcott	Network Leader		11/13/13
Debra Watson	Other <u>Secretary</u>		11/13/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K722 School Name: New Heights Middle School

Cluster: 4 Network: CFN 411

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

New Heights Middle School utilizes the NYC DOE's Language and Interpretation Unit to support many of our written translation needs around school-to-home communication. Additionally we have three staff members who are proficient in Haitian Creole to help the families whose native language is Haitian Creole and serve as translators as the needs arise, whether on the phone or in person. We also have five staff members who are proficient in Spanish to serve the families whose native language is Spanish. In terms of the family that speaks Arabic we utilize the NYC DOE's Language and Interpretation Unit as well as Big Word, translations vendor.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the results of the home language surveys, we determined that our translation and oral interpretation needs are mostly around Haitian Creole and Spanish. We fulfill our school's written translation and oral interpretation needs using the resources present in our staff. For languages other than Haitian Creole and Spanish we reach out to the translation services provided by the NYC DOE and/or Big Word, translations vendor.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

New Heights Middle School will provide parents with translated materials such as school updates, newsletters, and other important school information in a timely manner. As stated above we will utilize the NYC DOE's Translation and Interpretation Unit as well as the school-based staff to assist with translation and interpretation. We also have a Google-based school website where the families may use the Google Translate capabilities to translate the content on the website.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

New Heights Middle School will continue to provide oral interpretation services described above. When needed, all oral interpretation will be provided by native Haitian Creole or Spanish staff members, NYC DOE's Translation and Interpretation Unit, or Big Word.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Based on the Home Language Survey, we determined which families require translation and interpretation services. Translation and interpretation posters are posted in the Main Office at all times. The parental notification translation and interpretation needs for the New Heights Middle School community are a combination of in-house and the services provided by the NYC DOE's Translation and Interpretation Unit or Big Word.