



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NEW DESIGN MIDDLE SCHOOL
DBN (i.e. 01M001): 05M514
Principal: FRANCESCA PISA
Principal Email: FPISA2@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: YUET CHU

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 |
|------------------|--|-----------|
| Francesca Pisa | *Principal or Designee | |
| Chris Cabral | *UFT Chapter Leader or Designee | |
| Mrs. Kaba | *PA/PTA President or Designated Co-President | |
| Frank Walston | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Janelle,Burgess | Member/ Parent | |
| Nichelle Brown | Member/ Parent | |
| Vanay Jones | Member/ Parent | |
| Lisa,Hodge | Member/ Parent | |
| Ms.Debra,Simmons | Member/ Parent | |
| Karina Hernandez | Member/ Teacher | |
| Stefanie Soper | Member/ Teacher | |
| Shard Piere | Member/ Teacher | |
| Sabrina Van | 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 | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

Increase student learning outcomes in Mathematics for all students with a particular focus on the school's "lowest third" students. This will be evident by fall 2014 when the progress report will reflect an increase in the adjusted student median growth percentile from a 66.0 to 76.0 and an increase in the adjusted growth percentile for the school's lowest third from 77.0 to 82.0.

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.

After analyzing progress report data for the school, it was determined that the most significant area of growth for our school is in the area of school progress which makes up 60 percent of the total score of the school progress report. While student performance in math was around the 66th percentile Citywide, there is still need for improvement. Of the students identified as "school lowest third," the median growth percentile 77. Although this was around the 60th percentile when compared to the rest of the city, it placed our school only in the 40% percentile when compared to our peer group.

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. Implement a CCLS-aligned math curriculum (Connected Mathematics 3) that allows students to engage in rich tasks that demand cognitive rigor; and support teachers with professional development with expert coaches and common planning.
2. Create robust opportunities for students to engage in real-life applications of mathematical thinking through Foundations and Citizen Schools. CFY partnership affords students the resources and opportunity to access online math platform Study Island from home.
3. Target specific student groups through flexible programming of instructional time, grouping strategies, and differentiation.

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

1. Teachers, administrators, network coach, Bank Street consultant; professional development via Pearson, network, Bank Street.
2. Teachers, administrators, network coach; programming for Foundations; partnership with Citizen Schools, CFY, parent coordinator.
3. Teachers, administrators, network coach; programming.

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

1. Through frequent observations, administrators will monitor implementation of curriculum. Notes from math team meetings, coaching sessions and PDs will reflect continued implementation with fidelity. Math team meeting note will reflect collaboration around the Mathematical Practice Standards and analysis of student work.
2. Unit plans, observation notes, and student work from Foundations will reflect rigorous, authentic application of mathematical ideas.
3. Anecdotal reports and observations from Citizen Schools will reflect student engagement in authentic activities that reflect mathematical thinking.

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

1. Summer 2013 – PD from central & network; Sept 2013 – Jun 2014 – Implementation of CMP3; June 2014 – assessment of curriculum implementation.
2. Foundations will occur in November 2013, February 2014, May 2014. Citizen Schools will run from October 2013 to June 2014.
3. Sept 2013 - Principal and Math teachers analyze student performance on NYS math exam and give diagnostic assessments to assign students to leveled math groups. Groupings will change throughout the year as students evolve in skills and performance. Throughout the year, teachers will utilize technology to promote engagement and to differentiate instruction for all students. Students identified as struggling will participate in extended day classes to receive additional. Student teachers from TC will provide differentiated challenges for our most advanced students by enabling them to study advanced coursework.

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

1. NYSTL funds purchase of core curriculum (CMP3). Funds per session - ___4_ teachers X ___6__ hours for CMP3 PD plus network provided summer support at no cost to school. Teacher participation in Bank Street Math Leadership Program at no additional cost to the school. Network coach support provided at no additional cost to the school.
2. Programming for Foundations week three times a year. 2,000 fund materials (paper, ink, ...) for Foundations. Citizen Schools is funded via Sig grant and incurs an additional cost to the school of 100,000. CFY partnership funded by Title I 6,000.
3. Programming; Differentiation PD for teachers provided by Network Special Ed coach at no additional cost to the school. Title I funds 10 copies of Differentiating with Menus – Math 6 to 8, by Westphal and 10 copies of A Collection of Math Problems by Marilyn Burns.

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).

As per our Title 1 Parent Involvement Policy, NDMS will:

- hold an annual Title I Parent Curriculum Conference where we will introduce CMP3;
- host educational family events/activities during Parent-Teacher Conferences and throughout the school year to engage parents in math activities they can do at home with our students.
- establishing a Parent Resource Center with math instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in mathematics;
- maintain a school newsletter and website to keep parents informed about school activities and student progress in mathematics;
- provide all materials and events in languages accessible to all parents.

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 | Grants |
|----------|-----------------|----------|-----------------|------------------|------------------|------------------|---------------|
|----------|-----------------|----------|-----------------|------------------|------------------|------------------|---------------|

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

X Title I Arra SIG

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.

Increase student learning outcomes in ELA for all students but with a particular focus on students in our school's "lowest third." This will be evident by fall 2014 when the progress report will reflect an increase in the adjusted student median growth percentile from a 66.0 to 76.0 and an increase in the adjusted growth percentile for the school's lowest third from 77.0 to 82.0.

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.

After analyzing progress report data for the school, it was determined that the most significant area of growth for our school is in the area of school progress which makes up 60 percent of the total score of the school progress report. Student progress in ELA placed NDMS in the 35th percentile Citywide and 31st percentile within our peer group. We need to accelerate learning in mathematics which should result in improved performance for all of our students and thereby improving our median growth percentile. For our school's lowest third, the median adjusted growth placed us in the 60th percentile when compared to the rest of the city and in the 40% percentile within our peer group. By elevating the learning for all of our students and providing differentiated support for targeted groups, we will help our students in the school's lowest third accelerate achievement therefore resulting in a higher median growth percentile.

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. Implement a DOE recommended, CCLS-aligned ELA curriculum (Code X) with differentiation for targeted subgroups. Support teachers via professional development and programming that allows for common planning every day and for each teacher to focus deeply on a particular grade's content.
2. Extended day and other after-school tutoring opportunities are offered to targeted students. Extended day is configured as "Reading Club" on Monday-Thursday from 2:30 – 3:07 pm. Every teacher facilitates a reading club and is responsible for assessing and moving students to higher reading levels throughout the school year.
3. Partnership with CFY which allows every student to have a desktop computer at home and access to Power My Learning which is a platform that houses Renaissance Reading which we use to quiz students on books that they complete in ELA and reading club.

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

1. Teachers, administrators, network literacy coach, literacy consultant, programmer.
2. Teachers, administrators, network literacy coach, programmer.

| |
|--|
| 3. Parent coordinator, CFY partners, administrators, teachers. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Diagnostic, formative and summative assessments will inform of curriculum efficacy. Unit / lesson plans will reflect data analysis and differentiation for different student groups. Teachers will analyze assessment data and student work to modify strategies / tasks. |
| 2. Data from Reading Club, Power My Learning and Renaissance Reading will be used throughout the year to assess progress of our readers. |
| 3. Informal surveys will demonstrate that having technology at home results in more time-on-task. |
| D. Timeline for implementation and completion including start and end dates |
| 1. Summer 2013 – PD from central & network; Sept 2013 – Jun 2014 – Implementation of Codex; June 2014 – assessment of curriculum implementation. |
| 2. Reading Club is held Monday – Thursdays from October 2013 to June 2014. |
| 3. Sept 2013 - student performance on ELA math exam and diagnostic assessments to assign students to leveled reading groups. Groupings will be assessed throughout the year to reflect on student progress and new groupings will be created throughout the year. In June 2014, we will review student reading levels to assess efficacy of this activity. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. NYSTL funds purchase of core curriculum (Codex). TL CIE funds per diem - 3 teachers X 9 days for Codex PD. Sig funds 20 days of our literacy consultant from LitLife. Network coach support (for literacy and UDL / differentiation) is provided at no additional cost to the school. |
| 2. Programming for Reading Club occurs 140 times a year. Title I funds materials (paper, ink, online reading program) and classroom library collections from BookSource. |
| 3. CFY partnership funded by Title I 6,000. |

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). |
| As per our Title 1 Parent Involvement Policy, NDMS will: <ul style="list-style-type: none"> o hold an annual Title I Parent Curriculum Conference where we will introduce Codex; o host educational family events/activities during Parent-Teacher Conferences and throughout the school year to engage parents in literacy activities they can do at home with our students. o establishing a Parent Resource Center with literacy instructional materials for parents; o providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in English Language Arts; o maintain a school newsletter and website to keep parents informed about school activities and student progress in English Language Arts; o provide all materials and events in languages accessible to all parent. |

Budget and Resource Alignment

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

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

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|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| Improve teacher practice as measured by growth of one performance level in each of the competencies that have been identified as a focus by at least 75% of our teachers. |

Comprehensive Needs Assessment

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|--|
| 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. |
| During the 2013-2014 school year teachers will be rated using the Advance system based off of the Danielson rubric. At the start of the school year we asked our entire faculty to create yearly goals based on areas they want to improve in (also tied to the Danielson rubric), we asked that one of the goals centered on Domain 2 or 3. During the months of October - November the school administration conducted a round of informal observations. Based on these informal observations we have identified areas |

in need of growth that also align with the teachers goals established at the start of the 2013-2014 school year.

Instructional Strategies/Activities

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

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

1. Collaboration - teachers will meet two times per week in grade level meetings; and an additional 2 times per week in departments to discuss best practices, classroom strategies, and analyze student work. Once a week teachers take part in inter- visitations and share their observations of their peers.
2. Building Capacity - two times per month teachers meet for an elective professional development period that is organized and run by other faculty members. Topics covered in this elective PD period include: classroom management, classroom environment, strategies for improving literacy.
3. Frequent observation and timely feedback from administrators will help teachers reflect and improve practice.

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

1. Teachers, grade-level / department leaders, administrators, programmer.
2. Teachers, administrators.
3. Administrators, teachers.

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

1. Artifacts from team meetings, observation of team meetings by administrators, peer visit observation notes.
2. Artifacts from elective PD offerings; attendance; feedback / exit tickets.
3. Feedback from observations – verbal, email or via ADVANCE, teacher goals from IPC, midterm indicators, end of year evaluations.

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

1. September 2013 – June 2014 with a final share on June’s Chancellor PD day.
2. September 2013 – June 2014 with a final share on June’s Chancellor PD day.
3. September 2013: Teachers will complete professional goals during this period. November 2013-January 2014: Teachers will have informal/formal observations that will look at the competencies that align with their professional goals. March -April 2014: Teachers will have informal/formal observations that will refocus on the competencies that align with their professional goals and will revisit areas that needed improvement based on the midterm indicator.

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

1. SIG funds for Teacher Leaders Per Session: 7 Teachers X 140 hours. In addition, TIF Grant funds placed on Demonstration Teachers.
2. Professional text- 30 copies each of: Fred Jones: Tools for Teaching; Kylene Beers: When Kids can’t Read; Tom Rath: Strengths Finder. Per session for out-of-school-time planning 26 teachers X 20 hours throughout the school year; and Summer Per Session Planning time: 26 Teachers x 5 days x 6 hours.
3. No cost associated with this 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).

Parents will be kept informed of the work for this goal via SLT and newsletters celebrating effective practices in our classrooms.

Budget and Resource Alignment

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

| <input checked="" type="checkbox"/> | Tax Levy | <input checked="" type="checkbox"/> | Title IA | | Title IIA | | Title III | | Set Aside | <input checked="" type="checkbox"/> | Grants |
|-------------------------------------|----------|-------------------------------------|----------|--|-----------|--|-----------|--|-----------|-------------------------------------|--------|
|-------------------------------------|----------|-------------------------------------|----------|--|-----------|--|-----------|--|-----------|-------------------------------------|--------|

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

X Title I Sig and x TIF Grant

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | Reading Club, ELA after school tutoring. Guided reading, intensive writing tutorials, and vocabulary instruction for ELLs. | 1:12 self contained courses 1:8 small group ratio one-to-one tutoring | Services are provided during the school day and after school. |
| Mathematics | Citizen School for sixth graders Study Island with individualized playlists for each student. | 1:12 self contained courses 1:8 small group ratio one-to-one tutoring | Services are provided during the school day and after school. |
| Science | Science Instruction and labs After school one on one or small group tutoring. | 1:12 self contained courses 1:8 small group ratio one-to-one tutoring | Services are provided during the school day and after school. |
| Social Studies | Social Studies Instruction and labs After school one on one or small group tutoring. | 1:12 self contained courses 1:8 small group ratio one-to-one tutoring | Services are provided during the school day and after school. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | School Counseling, Crisis Intervention, Health counseling, Anti-bullying activities done in each grade level. | 1:12 self contained courses 1:8 small group ratio one-to-one tutoring | Services are provided during the school day and after school. |

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

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

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

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| 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.

At New Design Middle School we have a rigorous hiring procedure to ensure that we attract highly qualified teachers. Our hiring committee consists of the school administration and teachers (representing all subject areas). During the period of time that open market becomes available and vacancies are posted, based on resumes that our school receives, candidates are selected by the school administration and hiring committee (mainly made up of teachers). Candidates are invited to the school to take part in a series of interviews. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by the administration as well as teachers. Where appropriate, students are asked for feedback about the candidates teaching. After all candidates are interviewed the committee meets to make a selection.

Professional Development is ongoing throughout the year, as teachers are part of a number of teams that support their growth as educators. Twice a week teachers meet in grade level meetings to discuss best practices and analyze student work. Teachers will also meet twice a week in content area teams to discuss strategies within their subject area and also analyze student work. Three times per month our teachers meet in differentiated study PD groups that are entirely run by their peers and cover such essential educational topics such as: classroom management, classroom environment, and strategies for improving literacy. Once a month teachers are provided professional development from the school administration which during the 2013-2014 school year will focus on the four domains and twenty two competencies within the Danielson rubric. Finally, once a week our teachers have the opportunity to observe their peers in the form of inter-visitations.

Throughout the school year teachers will monitor their own success throughout data logs that are housed in google drive. Teachers will set professional goals at the start of the school year and upload evidence periodically that reflects their progress in reaching those goals.

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).

Funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school. This includes:

- Tax Levy, Title I and SIG funds used for supplies, and Per Diem for Teacher PD days and Per Session for before- and after-school activities including training for academic support and college enrichment programs
- Title I and SIG funds used to provide a literacy consultant who will work within an interdisciplinary model to ensure literacy is infused across the subjects
- Fair Student Funding and NYSTL funds used to ensure all students receive access to technology resources on a daily basis
- TL Citywide Instructional Expectation funding for use when providing Professional Development for teachers, and school staff to enable students to meet CCSS.

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.).

- Tax Levy, Title I and SIG funds used for books, online resources and supplies, and Per Diem for Teacher PD days and Per Session for before- and after-school activities including training for academic support and college enrichment programs
- Title I and SIG funds used to provide a literacy consultant who will work within an interdisciplinary model to ensure literacy is infused across the subjects
- Fair Student Funding and NYSTL and NYS STVP funds used to ensure all students receive access to technology resources on a daily basis, and for computer equipment, and books to align with Core Curriculum needs.
- TL Citywide Instructional Expectation funding for use when providing Professional Development for teachers, and school staff to enable students to meet CCSS.
- Title I funds used to provide materials and supplies for assisting Students in Temporary Housing to enable this population to have adequate tools for learning.

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.

- *Teacher teams one each grade are actively and regularly engaged in developing units of study and performance tasks as well as the rubrics they will use to measure achievements within the units. Calibration meetings where teachers look at student work and decide on what each level will look like. Work samples of each level (1-4) are archived for reference. Teacher-made assessments are used to inform instruction.*
- *Based on their work together, teacher teams make requests for professional development support from the literacy consultant and/or supervisors. Professional development sessions are scheduled to address needs.*
- *Mid and End of year teacher surveys are conducted to elicit feedback on the impact of professional development sessions on their teaching practices and to gather information (needs assessment) to plan for upcoming professional development sessions.*

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

NEW DESIGN MIDDLE SCHOOL 05M514

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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 student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

| | | |
|---|--------------------------|--------------------------|
| District 5 | Borough Manhattan | School Number 514 |
| School Name New Design 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 Francesca Pisa | Assistant Principal Ron Gamma |
| Coach Sileni Nazario | Coach N/A |
| ESL Teacher Patrick Costello | Guidance Counselor type here |
| Teacher/Subject Area Chris Cabral/Social Studies | Parent type here |
| Teacher/Subject Area Marnie Ponce/Social Studies | Parent Coordinator Stefanie Diaz |
| Related Service Provider N/A | Other type here |
| Network Leader(Only if working with the LAP team) Yuet Chu | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | 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 | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 316 | Total number of ELLs | 24 | ELLs as share of total student population (%) | 7.59% |
|--|------------|----------------------|-----------|---|--------------|

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 | | | | | | | | | | | | | | |
| Push-In | | | | | | | 1 | 1 | 2 | | | | | 4 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 4 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|----|--|----|--------------------------------|
| All ELLs | 25 | Newcomers (ELLs receiving service 0-3 years) | 11 | ELL Students with Disabilities |
| SIFE | 0 | ELLs receiving service 4-6 years | 8 | Long-Term (completed 6+ years) |
| | | | | 5 |

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 | 11 | 0 | 2 | 8 | 0 | 2 | 5 | 0 | 1 | 24 |
| Total | 11 | 0 | 2 | 8 | 0 | 2 | 5 | 0 | 1 | 24 |

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 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 | | | | | | | 3 | 9 | 6 | | | | | 18 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 3 | 1 | | | | | | 4 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | 1 | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | 1 | | | | | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 8 | 0 | 0 | 0 | 0 | 24 |

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) | | | | | | | 3 | 6 | | | | | | 9 |

| 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) | | | | | | | 1 | | | | | | | 1 |
| Advanced (A) | | | | | | | 2 | 4 | 8 | | | | | 14 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 8 | 0 | 0 | 0 | 0 | 24 |

| 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 | 6 | | | | 6 |
| 6 | 7 | | | | 7 |
| 7 | 5 | 2 | | | 7 |
| 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 | 5 | | | | | | | | 5 |
| 6 | 6 | | 1 | | | | | | 7 |
| 7 | 4 | | 3 | | | | | | 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 | | | | |
| 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.

Last year at New Design Middle School each student was administered the Fountas and Pinnell assessment and leveled accordingly. This year however, will see students being assessed with Renaissance Reading, the school's new method for leveling within ELA. This program is particularly beneficial to ELLs as it aims for vocabulary development, both expressive and receptive, while building reading comprehension. In addition to this, students will be given the city-wide ELA baseline diagnostic assessment to determine current literacy levels. This baseline will be compared to a post-performance task in the spring. Student growth will be measured with these two assessments. Additionally, many performance tasks and assessments will serve as measures throughout the year. Once results are available, we will use the data to implement specific interventions to ELLs who might have particular literacy needs prior to the NYS exams. For example, if student A's data consistently indicates that he/she needs support with identifying central ideas and drawing conclusions, then the ELA and ESL teachers can plan accordingly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT scores revealed that this year ELL students have made little progress. When digging further however, the NYS ELA and Math scores indicated that students have made little progress in those areas as well. Our data suggests a need for vocabulary growth and development of reading comprehension. Hence, the transition to the Renaissance Reading program mentioned above, which specifically targets these areas of student literacy.
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](#))

Paste response to question here:

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. All ELLs are at the overall advance level this year. When compared to English proficient students, the English proficient students out-performed ELLs in both ELA and Math. However, the math discrepancy between the two groups was lower than ELA. None of our students took any of their tests in the Native Language.
 - b. Our school does not administer the ELL periodic assessment. Results from NYC performance assessments, NYS ELA and Math test scores, and supplemental assessment tools help in planning instruction that targets each student's needs.
 - c. Again, our school does not use ELL periodic assessment. However, we support our students by providing a bilingual library; most of our selection includes Spanish books. This year we have 4 students who speak Arabic and we are in the process of acquiring literature in that language. In the meantime, we are using the Internet as a resource.

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure to include a student's second language development within our instructional decisions by making sure each teacher understands the language acquisition process. Collaborating closely with the ESL teacher, our teachers use ELL-friendly strategies for teaching content areas. These strategies include scaffolding such as modeling, interaction, visuals, and hands-on work. We are also aware that there are subjects that require special attention because they depend largely on writing and reading informational text, such as social studies and science. These classes are not only co-taught with the ESL teacher, but are also carefully planned by both the ESL and subject teachers.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate this year's ESL push-in model, we will be looking at multiple student assessments. The goal of pushing into content area classes with rich informational text is to increase student performance in both the push-in classes as well as ELA. We will evaluate growth in science and social studies by looking at the city-wide tests. By comparing the baseline assessment to the post-assessment, which will be given in the spring, we expect to see growth among the ELLs in both subjects. Additionally, by working with ELLs on informational text, we will evaluate effectiveness by looking at this year's ELA scores compared to last year's. Finally, we will measure the effectiveness of this current ESL program by examining growth on the NYSESLAT exam.

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](#).)
All newly admitted students are provided with a registration package, which describes and details the academics of our school. The parent then indicates if it is the child's first time registering in a NYC public school. The secretary will perform a search in ATS to confirm whether or not the child was previously registered, and to see if the child has an exam history. If the child has a history and has been registered, then our school uses the flag indicated by the system. If the child does not have a history and is a new admit to the system, the ESL teacher conducts an informal interview of the parent/guardian and assists with the filling out of the Home Language Survey (HLIS). The school will provide a translator if needed. If there is no available staff to translate, the student is placed in a class and the school will provide a translator within 3 days. The parent is notified that the initial class placement may change within the first 10 days at the time of registration. Upon successful completion of the HLIS, the ESL teacher checks the responses of the survey to see if it indicates the need for administering the LABR assessment. The LABR is administered as soon as possible, but no later than 10 days after enrollment. The results of the LABR, as well as the parent interview, determine if the student needs academic intervention. If the student qualifies for ESL services and they indicated Spanish as their home language, the Spanish LAB will be promptly administered. This assessment is administered by a teacher or staff member who is fluent in Spanish and has been briefed on the examiner's instructions. For SIFE students, they are to attend the after school program for SIFE, while others will receive academic intervention throughout the school day.
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.
To ensure parents understand the program choices, the parent coordinator (PC) and the ESL teacher invite the parents to an orientation for ELL parents. The parent is informed of their rights as parents of students who speak another language other than English. Translation is provided for parents. At the meeting, parents will need to complete a program selection form. Before completing this form, parents watch an informational video created by the NYC DOE in their home language. Additionally, parents are provided with program brochures in their home language. If the parent selects as their first choice a program that is not offered at the school, the PC and ESL teacher inform the parent of the following choices: transfer to a school that has the selected program; to remain in this school and their request to be kept on record and apt for the second choice until the following school year. This entire process takes place within the first 10 days of student enrollment.
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](#)].)
After completing the LABR and hand-scoring it, if the test indicates that the child is an ELL, the following steps are taken: the "Entitlement Letter" is sent home to the parent and a copy is kept on file at the school; the student will begin to receive the appropriate services. The copy of the "Entitlement Letter" will be kept with the ESL teacher as a record within the ESL compliance binder. When parent do not attend the parent orientation meeting, the parent coordinator calls the parent to set up a

new meeting. If the PC is unsuccessful a family worker is sent to the child's home. If all fails, the school reaches out to the enrollment office for the placement in a bilingual program as per CR Part 154.

Continued Entitlement letters are sent to parents in September for all students who continue to be entitled to ELL services. A copy of this letter is kept in the students' file and compliance binder.

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.

Placement letters, explaining the LABR results, amount of ESL services the student receive, and schedule for ESL services is sent home via backpack. Parents/guardians, classroom teachers, and the students are notified in writing of the student's ESL schedule. Our ESL teacher maintains these files. Once services and a program are in place, our main office updates the ELPC screen in ATS within 20 days. We use RLAT (ATS) to cross check students who continue to be eligible for ESL services. Those families receive notification by letter as well. This year, letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available, accompanied results. If needed, pedagogues and the ESL teacher contact families by phone using parent/guardian home language to inform parents of student eligibility.

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.

The ESL teacher is in charge of identifying and testing all ELL students in the school. The teacher is responsible for keeping accurate records as to who needs to be tested. At the beginning of each week, the ESL teacher runs the RLER report in ATS to make sure that any new students to the school are tested immediately, and, if appropriate, placed into an ESL program.

Additionally, the RLAT report is run weekly, to show if any new students from other public schools have transferred to the school recently, and their LAB and NYSESLAT scores. These scores help the teacher decide which ESL class is most appropriate for the new student. Once it is time to administer the NYSESLAT exam, the ESL teacher sets up a schedule with all classroom teachers of ESL students for the 4 modalities to be given on 4 separate days. The ESL teacher will personally administer each module on its scheduled day. The teacher will record the responses of students during the speaking section to be listened to and graded by another teacher. The ELA teachers will be responsible for grading the writing section, provided they do not have the graded student in their classes. If any student should be absent for the first week of testing, the second week is allotted for make-up testing to ensure each student receives each module.

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.  After reviewing the previous Program Selection forms, the trend among parents is the choice for freestanding ESL. In this year alone, 4 out of 4 parents have selected ESL as their first choice. The school keeps a running record of the parents' program selection and will use that information to plan for the following school year. Parents will be notified before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year, informing them again of their rights to transfer their child to a school that offers their selected program.

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])?

New Design Middle School's free-standing ESL program is primarily push-in instruction. Push-in is used whenever possible, but for lessons where students require more individualized instruction, they are occasionally pulled out. We believe the ELLs are best served by learning among their English-speaking classmates, and take an immersion based approach to language learning. Our students travel in blocks, with each grade's ELLs condensed whenever allowed, allowing ELLs to be in a heterogeneous class of general education students, while working with other ELLs in that block who have the same proficiency level.

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)?

Beginner and intermediate level students receive a minimum of 360 minutes per week with a fully certified ESL teacher. This includes instruction in science vocabulary and skills, as well as social studies content. Additionally, students work on the ESL skills of speaking, listening, reading, and writing. Advanced students receive more reading and vocabulary intense instruction, and they receive an additional minimum of 55 minutes of in-class ELA literacy instruction delivered by common branches certified teachers. Our ELA teachers are experienced teachers of literacy.

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.

Laptops were given to two French speaking beginner ELLs, with the homepage set up as a translator for use by the student and teacher. This translation can be written or audible. The ESL teacher pushes into the language-heavy content classes such as science and social studies. The ESL teacher will also use electronic translation devices for other ELLs when necessary during a lesson. For the majority of ELLs with basic English fluency, the ESL teacher uses visual aids and hands-on lessons to ensure student comprehension. For 3 Arabic speakers, the ESL teacher has been conducting writing interventions, as their verbal skills far surpass their written skill. Each Spanish speaking ELL has been tested to determine first language proficiency, and any who are not literate in their home language receive extra help from parents and Spanish speaking teachers.

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

An ELLs native language proficiency is first informally determined by the ESL teacher during the beginning instruction. Using information provided on the Home Language Survey, as well as the informal interview, the ESL teacher provides each new ELL with a diagnostic to determine L1 proficiency. Additionally, our school has a diverse staff with many languages who collaborate with the ESL teacher to determine a student's L1 level. Last, all ELLs take their state tests with accommodations, including the baseline tests given to establish a starting point. These accommodations include additional test time, separate location, bilingual glossaries, or translated exams when applicable. If unavailable, adult translators can be arranged.

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

Each ESL lesson includes speaking, listening, reading, and writing tasks. The ESL teacher has small enough class sizes that each period the student's get enough individual attention to ascertain whether progress is being made in the four modalities. Pages for notations apropos these observations are maintained in the lesson plain binder, and the information is communicated when

appropriate to both teachers and parents. For example, if a child needs extra attention paid to a discrete encoding skill such as the silent "e" for long vowels, an email might be sent to the classroom teacher or to the at-risk specialist or private tutor working with that child. The same follows for other modalities of course. A detailed progress report divided into those four modalities, with an additional section for group participation, is prepared twice a year for teachers and parents.

6. How do you differentiate instruction for ELL subgroups?

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

a. We have no SIFE students. If we did, we would employ the services not only of the ESL teachers to intensify instruction to help the students make up for what they have missed in prior years' interruptions, but we would provide the services of all the other pedagogues mentioned above. The ESL department has already purchased special materials designed, for example, to teach the alphabet and basic literacy to older children.

b. Instruction for first-year ELLs focuses on maintaining the rudimentary content progress during acquisition of English orthography and literacy, and basic interpersonal conversation skills. In the second and third years in this country, the students are pointed toward enhancing performance on the ELA exams with test preparation especially in the mechanics of test taking (bubbling, question vocabulary, etc.) while continuing work on literacy skills (use of graphic organizers, paragraph construction, etc.).

c. The plan for students who have received ESL services for 4-6 years is to give each student special attention in an effort to determine and address the individual issues preventing them from reaching proficient on the 4 modalities of the NYSESLAT exam. This may take the form of intervention by at-risk specialists, tutoring sessions with the ESL teacher, or participation in after-school programs. Our school holds many extra help sessions after school hours in an effort to work with high-needs students.

d. Our approach to long-term ELLs is to give the specialized attention detailed in subquestion c, as well as looking at the child as a whole. This may mean taking SIFE history or family related issues into account, as well as referring the child to be evaluated in order to diagnose any specific learning disabilities that would be better addressed by specialists with training beyond that of an ESL teacher.

e. We provide our former ELLs, in the two years following a NYSESLAT proficiency score, the same testing accommodations on state exams that current ESL students receive. The exams are to be proctored by their former ESL teacher, in an effort to make the student comfortable and included in the groups with identical testing accommodations. Additionally, the ESL teacher keeps close contact on the student's classroom teachers, offering strategies to help a child whose language skills are still growing.

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?

ELL-SWDs have teachers who already modify content to accommodate the student's needs as an individual, and according to their IEP. In addition, the teachers work closely with the linguistics specialists to assure the modifications accommodate ESL goals as well as content-specific goals. There is a collaborative working relationship between the ESL and Special Ed teachers, as both are attempting to bring out each child's full potential.

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?

Our school's ESL teacher pushes into the content area classes in an effort to improve student performance in language-heavy subjects. ESL students are also pulled out during reading club time, which is a 47-minute period at the end of each day devoted to reading and literacy skills. It is the goal of the ESL program to never interfere with the ELLs participation in any enrichment activities within our school, such as gym, elective classes, etc. Curriculum is simplified when necessary in order to accommodate the ELL-SWDs and in accordance with their IEPs. During push-in periods, the ESL teacher works with both ELLs and non-ELLs, and only sits with the ELLs separately when individual classwork requires it.

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

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

| | | Instruction | |
|-----------------------|--|--------------------|--|
| Native Language Arts: | | | |
| Social Studies: | | | |
| Math: | | | |
| Science: | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

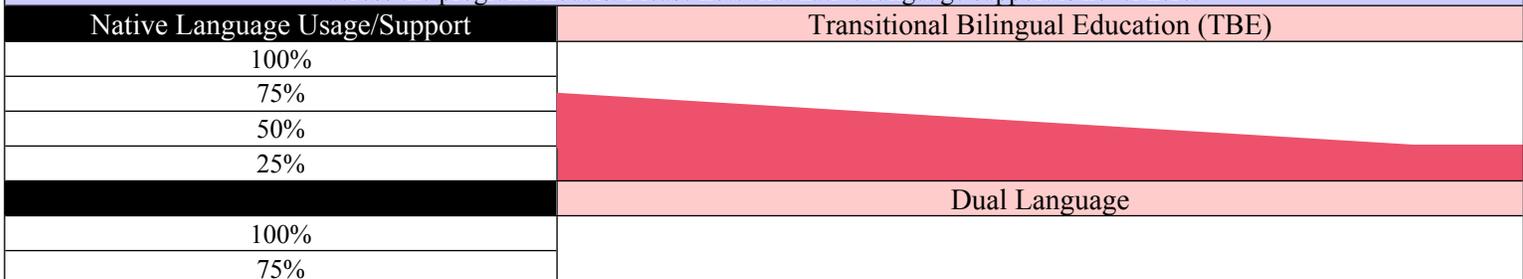
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our school has staff who work specifically with students in need of academic system support in both math and ELA. We offer enrichment classes in both subjects in addition to the core classes. Our 6th graders have extended day sessions four days a week where they work with the Citizen Schools program. These extended interventions last for 3 hours each day. Next year we will extend this program to 7th grade as well. These extended day sessions target students' particular intervention needs, with each teacher working with small groups with similar aims. Those who need ELA intervention spend time working on reading and writing and each student in our school attends a reading club period at the conclusion of each school day. For any additional help in content classes are teachers regularly offer after-school extra help on weekly basis. Lastly, each student has a "Design For Life" teacher that reviews each student as a whole, to keep track of progress and make teachers aware of students' specific issues. All intervention services at our school are conducted in English, although the translator is provided for anyone who needs it. As previously stated, a number of our staff speak languages in addition to English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ESL program is still developing, and although we would have liked to have seen more growth in the past years, we believe our new approach to ESL will bring about that change. We review our ELLs scores on the NYSESLAT from year to year. More closely however, we chart growth from the students' baseline exams in the core courses. We believe it is important to see growth in each subject for our ELLs. Our reputation in the community is growing, as our number of ELLs has been on the rise each new school year, as word gets out among the students' families. We offer a well-rounded education to our students, ELLs included, where we develop each child in both skill and content.

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

All ESL services this year will be delivered through the push-in model so as to keep each ELL from missing any valuable class time. This was possible by grouping the ELLs together where scheduling permitted, and has created a positive culture among our ELL students. They have developed more of a community as they share classes with students who come from the same cultures and backgrounds as themselves. It has brought forth a willingness to participate and share, and has lowered the affective filter. This model has also offered the ESL teacher the ability to observe ELLs in their classroom environment, as they interact with the teacher and classmates through group work. ELLs thus have more exposure to monolinguals and class discussion/peer interaction.

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

No programs have been discontinued

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

ELLs are afforded the same access to school programs as every other student in our school. Our school offers basketball, flag football, soccer, test prep, and tutoring. Our school also offers extended day services to our 6th graders, with the intention of expanding the program to 7th and, eventually, 8th grade. Each of these programs are open to ELLs, and information is provided in the home language whenever possible. After school extra help with the ESL teacher to prepare ELLs for exams as well as the NYSESLAT are offered year round.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For students who are new nonspeakers, we provide them with laptops to carry to class to translate any content in discussion. Written translations of the material are printed out for students ahead of time, with translation wherever needed. Otherwise, visuals and scaffolding are provided with each printout. Students are taught to use bilingual dictionaries, as well as thesauruses for intermediate students in order to grow vocabulary. School-wide, students are provided with the Renaissance Reading program to develop receptive/expressive vocabulary, and develop reading comprehension.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students are given projects and work to do in their home language. For beginner ELLs, it is acceptable to produce work in their home language. This serves to communicate that development and maintenance of home language is valued by our school and staff. Students are encouraged to read for leisure in both English and their home language. Any opportunity to share our languages with one another is encouraged among teachers and students alike. For example, when new vocabulary is encountered in a lesson, there is a natural opportunity to compare etymology among speakers of other languages.

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

ELLs are grouped by grade level in groups that include both beginner and advanced levels. However, groups of literate

newcomers are taught together whenever possible regardless of grade level. Resources for all ESL groups are chosen with individual students in mind. One challenge of delivering ESL instruction across grade levels is to tailor it according to the developmental level of the array of students served, including what is typical of each age and grade, as well as that of students identified as having atypical cognitive needs. Continuous informal assessment throughout the term quickly reveals any mismatch between materials and methodology being used and the needs of any ELL student. Using these assessments assures that required services and resources correspond to appropriate ages and grades.

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.

There are currently no formal activities to assist newly enrolled ELLs before the beginning of the year. However, we plan on establishing communication between ELLs families to spread the word about appropriate summer opportunities such as camps and language assistance at public libraries.

18. What language electives are offered to ELLs?

Language electives are not currently offered at our school.

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)?

Paste response to questions here:

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.

ESL teachers regularly receive an email newsletter from the Office of English Language Learners detailing professional development opportunities. The state professional organization, NYS TESOL, has an annual conference with renowned speakers and experts in the education of ELLs. The schedule for PDs our ESL teacher will attend this year has yet to be finalized, so therefore a calendar is not yet in place.

Currently the ESL teacher has yet to attend a PD regarding support of ELLs in the Common Core, but we do have plans to attend future events.

The ESL teacher currently works on a weekly basis with both the science department and the social studies department. Additionally the ESL teacher meets twice a week with the 7th grade team for 50 minutes each time. Lastly, the ESL teacher periodically checks in with the remaining staff to help them grow in their teaching of ELL students.

The ESL teacher provides the minimum 7.5 hours of ELL training for all staff during Chancellor Days (November and June) along with time spent training staff during parts of the hour-long weekly PD.

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?

Our school has a variety of activities to ensure parental involvement in the education process. Parents are continually notified of the ongoings of school events through mailings and phone contact. These mailings are general school newsletters, and are translated when possible. We have a parent coordinator who is the first line of communication between our parents and our school. Her role is expansive, as she translates, sets up parent meetings, distributes information, and provides follow-up with our ELLs. We offer PDs and resources for all parents of all students. We are continually re-evaluated the needs of our parents and their children through surveys, meetings and face to face communications. We also offer school wide functions including dances, festivals and other community based functions that provide not only educational opportunities but also offer an inviting atmosphere for parents, students and educators to engage in conversations and activities outside of the academic environment

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05m514 **School Name:** New Design Middle School

Cluster: 1 **Network:** 103

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.

Home Language Survey data are the initial indicator of parents' language and interpretation needs. ATS reports that support this are the RSDS and the RAPL.

Our school utilizes the NYC DOE's Language and Interpretation Unit to support many of our translation needs around school-to-home communication. A majority of our parent population speaks Spanish as indicated on the Home Language Survey. We have additional languages spoken by our parents such as French, Wollof, and Arabic. For these parents, we have staff that is able to communicate in each language, except for Wollof.

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.

The information from our home language surveys and RHLA report indicate the following:

Spanish-speaking parents/guardians: 18

French-speaking parents/guardians: 1

Arabic-speaking parents/guardians: 4

Wollof-speaking parents/guardians: 1

Findings were reported at PTA meetings.

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.

Our school accesses the appropriate DOE resources to download translated versions of all mandated information that need to be sent to parents. We also use the Translation and Interpretation Unit for translation and/or interpretation. The results from our home language survey indicates Spanish is the language needs of most of our parents and families.

New Desing will provide parents with translated materials such as school updates, newsletters, and other important school information in a timely manner. As stated above, we have staff who are able to serve as in-house interpreters. Our parent coordinator works during the school day and then our afterschool staff ensures that we always have translation whenever a parent visits and can provide it both orally and written in a timely manner. We will also utilize the DOE's Translation and Interpretation Unit as well as in house staff members to support school needs around translation.

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.

In house staff is used for interpretation most of the time. On occasions when a school staff is not available for interpretation, the Language and Interpretation Unit is used or if needed an outside agency is contacted.

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>.

At registration, a designated staff member provides all parents whose primary language is not English with a translated copy of the Bill of Parents Rights and Responsibilities. Parents are also provided with interpretation service information whenever necessary. The school's safety plan contains procedures that ensure that parents in need of interpretation have access to the services provided by the administrative offices. Signs are posted in the main office with contact information for translation services.