



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ONE WORLD MIDDLE SCHOOL @ EDENWALD

**DBN (i.e. 01M001):** 11x529

**Principal:** PATRICIA WYNNE

**Principal Email:** [PWYNNE@SCHOOLS.NYC.GOV](mailto:PWYNNE@SCHOOLS.NYC.GOV)

**Superintendent:** ELIZABETH WHITE

**Network Leader:** ELMER MYERS

**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
Patricia Wynne	*Principal or Designee	
Jerilyn Fueller	*UFT Chapter Leader or Designee	
Desra Govia	*PA/PTA President or Designated Co-President	
	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	
Ital Kofi Ital	Member/ PARENT	
Kerry Smith	Member/ PARENT	
Judith Richards	Member/ PARENT	
Samantha Katz	Member/ TEACHER	
Kam Waugh	Member/ A.P	
Deirdre Hogan	Member/ A.P	
Michael Berry	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 80% of ambassadors identified as the bottom 1/3 in Grades 6, 7, and 8 will make a minimum of one year's growth as demonstrated by Performance Series assessments in ELA and Mathematics.

### 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.

In Sept/Oct of 2013, our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Inquiry teams identified a comprehensive list of ambassadors who showed up in the bottom 1/3 for both ELA and Math as per their proficiency ratings on the New York State ELA and Math exams.

As per our 2012-13 School Progress Report, we have observed that we have room to grow in **closing the achievement gap**. 7.1% of our SETSS ambassadors received a level 3 or 4 in ELA and we have the same results in Math as per the New York State exams. None of our ICT or self-contained ambassadors achieved a level 3 or 4 in either ELA or Math. We wanted to address this achievement gap. Additionally, we felt that supporting our ambassadors in strengthening their ELA skills in reading, writing, and critical reasoning would translate directly to their conceptual understanding of Mathematics.

In regards to our ambassadors' **achievement in ELA (2.16) and Mathematics (2.16)**, scores were lower than the average overall test score for middle school students (ELA 2.43 and Math 2.44). One World Middle School ambassadors were statistically similar, however, to other students in statistically similar schools (ELA 2.21 and Math 2.18)

In regards to our ambassadors' **progress in ELA (51.5)**, we noted that our ambassadors scored less than the average overall city test score (64.6) or middle school students in addition to less than students in statistically similar schools (63.2).

In regards to our ambassadors' **progress in Math (60)** we noted that our ambassadors scored similarly to other students in the city (61.9) as well as to those in students who are statistically similar (60.7)

### 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. As a school community, we have implemented a consistent system of pre- and post- assessments in each of the content areas: ELA, Mathematics, Social Studies and Science.
2. An after-school program has been implemented which was specifically targeted to our bottom 1/3 students as identified by their proficiency rating on both the NYS ELA and Math exams in 2013 . (Sept – Nov 2013)
3. A second cycle of an After-school session was implemented throughout the month of December 2013. This program focused exclusively on Achieve 3000. This session was mandated for our bottom 1/3 ambassadors but it was also open to all ambassadors who were interested in attending (Dec 2013)
4. Our Extended day groupings were differentiated based on benchmark assessments in ELA and Mathematics (lexile levels, CMP3)
5. During our weekly grade-team Inquiry sessions, we have focused on strategies that will offer supports and scaffolds for our struggling ambassadors to participate fully within the curriculum. Examples include self-reflections on scored work to support ambassadors in understanding what is needed to thoroughly respond to a writing prompt or explain their mathematical thinking.
6. Data binders have been implemented to support the integration of data-driven instruction and differentiation.

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

1. Content and Grade teams work together during weekly Common Planning and Data meetings to create pre- and post-assessments (ex. 7<sup>th</sup> grade math team, 8<sup>th</sup> grade ELA team). Teachers analyze ambassadors' results to guide instruction throughout the unit and to drive differentiated instruction and lesson planning.

2. Content area teachers taught the After-school program in order to maintain expectations aligned to the routines and structures established in our ELA (Code X) and Math (CMP3) programs. These teachers were familiar with current unit expectations as well as priority standards for NYS tests.
3. Achieve 3000 is a software program that was purchased with the due to its research-based approach to improving student critical reading skills by practicing comprehension strategies. In alignment with the Common Core standards, this program has been utilized successfully across several states.
4. Several strategies were implemented to most effectively utilize our Extended Day period:
  - a) All ambassadors are included in the Extended Day periods which means that this is a teaching period for faculty members. In this way, every educator is a stakeholder in the success of the Extended Day program and it's alignment to our CEP school goals as well as MOSL goals.
  - b) New teachers were trained in Junior Great Books in early December. This program has been in place since the inception of the school three years ago. Thus, our existing 7<sup>th</sup> and 8<sup>th</sup> graders and "veteran OWMS" teachers are familiar with the program and the questioning and discussion techniques inherent to JGB. The program is now in place for our 6<sup>th</sup> grade ambassadors only so that they can learn these techniques while 7<sup>th</sup> and 8<sup>th</sup> grade ambassadors attend Extended Day instruction targeted to their specific academic needs. After the JGB training, the Extended Day groups and teachers were reshuffled so we could align our strongest math teachers with the ambassadors who would most benefit from their instruction, etc.
5. Inquiry teams meet as a grade on a weekly basis for one period. Teachers from each content area share their best practices, suggestions for successful ambassador groupings or pairings, data monitoring, etc.
6. Data binders have been introduced during Data and Common Planning sessions and content area teams are working on identifying specific components that guide data-driven instruction in each content area. These include pre- and post-assessments, NYS scores, unit objectives, conferencing notes and other relevant forms of progress monitoring.

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

1. Content and Grade teams collaborate during weekly Common Planning and Data meetings to identify priority standards to address, evaluate and reteach as needed based on ambassador work.
2. Pre- and post-assessments were administered during the opening and closing of the first After-School cycle.
3. During the December Achieve 3000 cycle, pre- and post-assessments were administered. These assessments specifically measures ambassadors' lexile levels. This measurement standard is aligned to our schoolwide data analysis as we have also tracked lexile levels through our Performance Series benchmark assessments.
4. The effectiveness of our newly reshuffled Extended Day program will be closely monitored by each teacher as well as on a school-wide level.
5. The implementation of a self-reflection in ELA has been successfully translated to Math and Science. In this way, ambassadors become more empowered to meet the criteria established by the rubric which improves their scores and their ability to continue to do so on future assignments.
6. Pre- and post-assessments for each unit in each content area are included as one data source for progress monitoring. Teachers collaborate in creating these assessments via Castle Learning during weekly Data and Common Planning sessions.

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

1. Pre-and post-assessments have been implemented for each unit (starting with Unit 2). The first unit in each content area includes only a post-assessment as the new ELA and Math curriculums included their own initial benchmark assessments in addition to our schoolwide Performance Series assessments.
2. The first After-school cycle ran from Sept through November of 2013 on a twice per week basis.
3. This second After-school cycle ran throughout the month of December 2013 on a twice per week basis.
4. The second cycle of the Extended Day groupings, which was implemented in December, will be evaluated at the end of an eight week instructional cycle. At the end of January, teachers will collaborate during a half-day reserved for professional development to share best practices and discuss ambassador progress. At this time, any roster changes or instructional shifts may be implemented for the next cycle of Extended Day.
5. Inquiry work has been ongoing throughout the year. Successful strategies up to this point have included the usage of acronyms to remind students to fulfill all components of a task completely (6<sup>th</sup> – R.A.C.E and R.A.C.E.S, 7<sup>th</sup> – U.R.A.G. E., etc) as well as the written self-reflections.
6. Data binders have been implemented as of Fall 2013. Administration collected and reviewed data binders in December 2013. This is an ongoing initiative as these binders are brought to weekly Data and Common Planning meetings where both class and individual ambassadors' progress are discussed.

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

1. The entire school schedule has been created to allow for teacher teams to meet in several forums on a weekly basis including content/grade teams for 90 minute

Common Planning and Data meetings, 45 minute grade team Inquiry meetings, 45 minute grade team Developing Whole Child sessions, and monthly Faculty Conferences. Creating an uninterrupted 90 minute block for teachers to collaborate in creating and analyzing assessments, and discuss pacing, priority standards, lesson planning, differentiation and sharing strategies has been integral to unpacking our new ELA and Math curriculums as well as sharing best practices and ensuring consistency.

2. In order to ensure alignment between our school goals and the After-School program, teachers collaborated on the pre- and post-assessments as well as the areas of instructional focus for the ELA and Math instruction. Administration reached out to our teacher leaders to collaborate on this work, the team was not limited to only faculty members who were working the After-School program. In this way, we established horizontal alignment.
3. The Achieve 3000 After-school cycle was implemented after careful review of both classroom and After-school data from the first cycle. The decision to implement this program was based on the identified need to:
  - a) provide continued support for our bottom 1/3 ambassadors in the application and development of critical thinking skills in the interim before the second full cycle of After-school in January
  - b) strengthen the usage of the Achieve 3000 program among all of our ambassadors. Specifically, ambassadors' usage was tracked across classrooms and both ambassadors and classrooms with the highest usage levels were acknowledged during our monthly Awards ceremony. This ceremony has always acknowledged and rewarded both classes and individuals with the highest attendance and OWMS points earned for positive behavior. Adding Achieve 3000 points offered another opportunity for ambassadors to improve their academic skills while earning the opportunity to be recognized for their effort.
4. Extended Day has been implemented as a whole school program for several reasons with the core belief that all ambassadors can benefit from the additional instruction as long as it is targeted to their specific needs as identified by school assessments. For our ambassadors in the bottom 1/3, Extended Day is an opportunity for teachers to address and address "gaps of knowledge" which hinder ambassadors in making significant progress in class. Specifically, teachers have identified some foundational gaps in multiplication, division, fractions, equivalencies, etc. There is little time to address this areas and meet the pacing requirements of grade level standards and concepts. As a school, we have decided to utilize both Extended Day and differentiated homework skills packets as opportunities to address these gaps in order to support our ambassadors.
5. Building time into each teacher's schedule so that they meet weekly as a grade team has increased the level of continuity across the grades. This is one form of horizontal alignment in addition to the grade and content specific weekly Data and Common Planning meetings.
6. Data binders will continually be revisited during weekly Data and Common Planning sessions. As best practices are identified throughout the school, we collaborate and revise our schoolwide expectations.

### **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).

There were several strategies implemented to strengthen parental involvement in both of After-School programs. These included:

- letters home notifying parents of the identified ambassadors that their child had been mandated for the program.
- Phone calls made by Parent Coordinator and other office staff to notify parents if ambassadors had missed a session
- Communication to the school community via our monthly school newsletter and calendar detailing the purpose of the After-school program and the dates

During our November Parent Teacher Conference, our Parent Coordinator and several of our PTA parents set up a table as well as a brochure informing parents and families about the various software programs that their children utilized during the school day. Usernames and passwords for Achieve 3000, as well as other programs such as Performance Series, ARIS, etc, were also made available. Parents were encouraged to have their children work from home on Achieve 3000 as additional support. During monthly PTA meetings, our PTA cabinet, Parent Coordinator, and Principal Wynne share updates on school initiatives. The implementation of differentiated homework packets was communicated during our December SLT meeting and revisited both during the November and December PTA meetings. Additionally, there are Curriculum Nights scheduled for both ELA and Math in January 2014 and February 2014 to further inform parents about the school's ongoing initiatives as well as further ways that families can support their children at home in preparation for the NYS assessments.

Grade teams update our Parent Coordinator with current unit objectives and assessments so that she can include in the monthly newsletter. After an Inquiry team has identified a successful strategy, this strategy becomes a One World Middle School expectation which is communicated to ambassadors, parents, and families.

### **Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								
<ul style="list-style-type: none"> <li>- Purchased Datacation to support greater integration of multiple data sources including Performance Series, Achieve 3000, STARS, informal and formal classroom assessments, Castle Learning, etc.</li> <li>- Race to the Top funds for a Literacy Coach and part-time G.C.</li> <li>- Funds allocated for additional technology (2 laptop carts per grade and 6 individual laptops per classroom for small groups)</li> <li>- Funds for additional books (student chosen)</li> <li>- Achieve 3000 purchased with grant money</li> <li>- Literacy Coach</li> </ul>								

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 80% of our 6-8 grade ambassadors will improve a minimum of one year's growth as evidenced by lexile levels on Performance Series and Achieve 3000 assessments.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a school, we saw that our average proficiency rating was 2.16 on the NYS ELA exam as per our Progress Report. While this was statistically similar to other schools serving similar populations, it was lower than the city average. Research has shown that the amount of time that children are engaged with text on their independent reading level is directly correlated to their ability to comprehend grade-level text and reason critically. Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993). Additionally, research supports that children who begin reading a book in school are more likely to continue reading at home than children who do not begin reading a book in school. This information is the driving force behind the systematic decision to formalize an instructional blocks dedicated to independent reading.

#### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Each week, there is an ELA instructional block that is dedicated to independent reading. During this time, ambassadors are expected to read independently while teachers conference with students individually (or in pairs) to determine progress and help set next steps.</li> <li>2. Both Social Studies and Science have dedicated independent reading periods integrated in their schedule. During this time, ambassadors are either reading their self-selected book independently or the teacher has provided tiered articles aligned to current level of study in science or social studies.</li> <li>3. During the first cycle of Extended Day, one session each week was dedicated to independent reading while teachers conferenced with ambassadors.</li> <li>4. Achieve 3000 has been implemented as a software program to reinforce critical reading strategies and skills for ambassadors.</li> <li>5. Saturday School sessions will utilize Achieve 3000 to reinforce reading and comprehension growth.</li> <li>6. Summer planning teams and school year professional development addressed the critical elements of independent reading. This included the rationale for this initiative and some structures to ensure its proper implementation in each classroom.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. ELA teachers of Extended Day have been trained on One World Middle School expectations for independent reading which includes conferencing and progress monitoring.</li> <li>2. Teachers of Social Studies and Science have been given resources and strategies on how to integrate independent reading within their classrooms. Examples include</li> </ol>

identifying tiered articles on readworks.org which is aligned to their current unit. Additionally, teachers have shared other resources with tiered articles.

3. Independent reading was implemented during Extended Day as an additional instructional period where all ambassadors would be engaged with text and all teachers would be involved in supporting ambassador reading progress.
4. Achieve 3000 has been implemented both throughout the school day, in the December After-school program, and it is available and encouraged for at-home usage.
5. Achieve 3000 will be utilized as part of the ELA component during the upcoming spring 2014 Saturday Academy.
6. Teachers worked together over the summer to collaborate on ELA routines and structures after attending the Code X training sessions over the summer. This was an opportunity for existing staff members to meet with and collaborate with newly hired staff members on creating expectations and ELA instructional approaches. Teacher teams were paid over the summer to create protocols for independent reading and progress monitoring.

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

1. Ambassadors' Fall 2013 Performance Series benchmark assessments provided lexile levels for each ambassador. This information is recorded in data binders for progress monitoring of both individuals and classes.
2. Teachers of Social Studies and Science have been given provided with the lexile levels of their classes as per their Performance Series assessments. This information is recorded in data binders for progress monitoring of both individuals and classes.
3. Lexile levels have been analyzed for growth as per the Fall 2013 Performance Series benchmark assessments.
4. Ambassador growth is measured in progress on lexile levels. Individual ambassadors are also acknowledged during monthly assemblies as per their time usage and growth.
5. Pre-, mid- and post-lexile levels on Achieve 3000 will be monitored to determine efficacy of the program in the Saturday Academy format. Goals will be set at the onset of the program and communicated to ambassadors based on their anticipated (minimum) time on the program throughout the cycle. Lexile levels are being recorded and monitored on an individual, class, grade and schoolwide level. This information is discussed in regards to subgroups during Inquiry sessions, on an individual basis during the Developing the Whole Child (DWC) sessions, and on class and grade levels on an administrative level.
6. At the end of the summer planning session, teacher teams were created a folder with the specific practices that they would utilize in their ELA classrooms. This work was uploaded and shared via Google Drive among the One World Middle School (OWMS) ELA community.

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

1. This structure has been in place since September 2013 and will remain until June 2014.
2. This structure has been in place since September 2013 and will remain until June 2014.
3. This structure was in place from September 2013 through November 2013. In December 2013, Extended Day groupings were reshuffled to more specifically address ambassador needs. For those ambassadors who demonstrated a clear need in math, each of their Extended Day sessions would be dedicated to mathematics instruction to address gaps in foundational knowledge.
4. Achieve 3000 has been in place in classrooms since Fall 2013 and in the second After-school cycle through the month of December 2013.
5. Achieve 3000 will be utilized as part of the upcoming Saturday Academy running from January – March 2014. Lexile levels were established via Performance Series during the Fall 2013 and have been continually updated throughout the year using both Performance Series and Achieve 3000 data.
6. Summer planning was in effect throughout July and August 2013.

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

1. Each ELA teacher has identified one instructional block within their ELA teaching periods that will be dedicated to independent reading. This block is highlighted in yellow on their posted schedule.
2. Each Social Studies and Science teacher has identified one instructional block within their teaching periods that will be dedicated to independent reading. This block is highlighted in yellow on their posted schedule.
3. Extended Day was used to target ambassador needs and support schoolwide instructional goals.
4. Achieve 3000 is available to ambassadors throughout the day through the use of laptop carts which are available for each grade on a rotating basis. Laptop carts have been purchased so that there is ample access for ambassadors to utilize this software.
5. Achieve 3000 was purchased with a license for each One world Middle School ambassador. This investment was made because we felt it was a research-based program that would directly support ambassador's growth in reading comprehension.
6. Offering teacher teams the opportunity to collaborate over the summer enabled colleagues to build a network of best practices, deepen their shared understanding of

the new Code X curriculum, and develop a tentative pacing schedule for September 2013.

### **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).

-During the November PTC, the Parent Coordinator advised parents and families about the Achieve 3000 program and encouraged at-home usage as an additional support for ambassadors.

-During our November Parent Teacher Conference, our Parent Coordinator and several of our PTA parents set up a table as well as a brochure informing parents and families about the various software programs that their children utilized during the school day. Usernames and passwords for Achieve 3000, as well as other programs such as Performance Series, ARIS, etc, were also made available. Parents were encouraged to have their children work from home on Achieve 3000 as additional support.

-There is an ELA Curriculum Night scheduled for January 2014 in which teachers will be discussing the ELA curriculum, Code X, as well as all other supplemental materials and resources such as Achieve 3000. This will be another opportunity for parents to learn about the benefits of this software program and support its usage at home as feasible.

-Usage and progress on Achieve 3000 have been integrated into One World Middle School monthly assemblies (announcements, prizes, incentives)

-Continuing to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

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

- Purchased Datacation to support greater integration of multiple data sources including Performance Series, Achieve 3000, STARS, informal and formal classroom assessments, Castle Learning, etc.

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

One of our instructional goals is to support ambassadors in constructing viable arguments and critiquing the reasoning of others' using mathematical modeling. This will be demonstrated in 80% of our ambassadors making a year's growth as demonstrated by the cumulative progress in their 2013-2014 math tasks, which include using modeling to justify mathematical arguments.

#### **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.

Common Core Learning Standards call for ambassadors to be able to deeply understand mathematical concepts rather than just demonstrating fluency or computational skills. We understand that supporting a deeper conceptual understanding where students are asked to defend mathematical arguments using evidence will benefit students in all content areas. Developing stronger reasoning skills should transfer and positively impact them in reading, writing, and math problem solving.

Our current average proficiency rating in Math is 2.16. Additionally, only 10.3% of our ambassadors achieved a Level 3 or 4 on the 2013 NYS Math exam. We feel that deepening our focus on a conceptual understanding and application through a deliberate shift on instruction and assessment will support ambassadors in a stronger grasp of math concepts and their application. In alignment with our focus on math, we believe that strengthening our students' reading comprehension will positively impact their reading and writing ability as well as their ability to problem solve and explain their work in mathematics.

#### **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. We currently do not have a Math Coach on staff. To address this need, we have brought in Math Consultant Nicora Placa, who was recommended from other schools

as well as our Network support team.

2. Through our work with the Math Consultant, we have identified three areas of focus for rigor in Math instruction. These areas include fluency, conceptual understanding and application.
3. Ensuring the integration of “Math Talk” to allow sufficient time for ambassadors to engage in dialogue about their understanding of a mathematical concept and its application in the real world.
4. Differentiated instruction is an schoolwide expectation during mathematics instruction. There is variation in the approach and strategies integrated based on identified ambassador need and the resources (number of teachers, paraprofessional available, etc) within each classroom, but all differentiated instruction is driven by data source(s). In accordance with new connected math curriculum, students participate in lab investigations where they hypothesize and test mathematical theories using manipulatives and modeling.

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

1. Math consultant Nicora Placa has come to work with our math teacher teams on both an individual and group basis. She provided feedback based on individual class visits as well as professional development in alignment with the CMP3 program implementation and OWMS specific interests and needs as identified by administration.
2. During weekly Data and Common Planning sessions, teacher teams share best practices on how to best convey a deep understanding of the math concepts fundamental to each unit which include fluency skills, conceptual understanding and application.
3. Acronyms developed and refined during weekly grade-team Inquiry sessions integrate a focus on both citing evidence and thoroughly answering the task or question.
4. Teachers work collaboratively to create math groups and to implement the DI block weekly. Network 607 specialists provided targeted training for our ICT teams on various models to maximize the effectiveness of the ICT model throughout our school.

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

1. Working closely with Nicora, teacher teams have accomplished several goals including the developing and refining of math tasks aligned to each unit investigation, pacing out the remainder of the year, identifying priority standards, etc.
2. Pre- and post-assessments are created and administered on Castle Learning specific to math, there is a Part II on the post-assessment comprised of open-ended responses which are directly aligned to the priority standards of the unit which teachers use as a data source for reteaching. Students also engage in unit readiness pre-assessments to identify their ability to complete the basic fluency skills needed for the unit.
3. Ambassadors’ ability and demonstrated progress in thoroughly completing the assigned task or problem was monitored during Inquiry sessions to monitor which subgroups of ambassadors are consistently showing their work and demonstrating a deep understanding of the presented concept.
4. In addition to the Network 607 training on various ICT teaching models (Fall 2013), one of our 6<sup>th</sup> grade math teams shared best practices on data collection, analysis, and differentiated instruction during the Election Day professional development session (November 2013).

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

1. Math consultant Nicora Placa has worked with our teacher teams several times since Fall 2013 – usually two Fridays each month in addition to two Saturday sessions (Dec 2013 and Jan 2014) She will continue to work with our math teachers throughout the year.
2. Providing frequent opportunities for ambassadors to engage deeply with the unit math concepts is vital to math instruction. There is a team-created math task aligned to each unit investigation and includes fluency, conceptual understanding and application problems. This work is ongoing throughout the entire year (Sept 2013-June 2014)
3. This work is ongoing throughout the year in the classroom setting, After-school cycles, and Saturday Academy (Sept – June 2014)
4. This work is ongoing throughout the year in the classroom setting. (Sept – June 2014)

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

1. Math consultant Nicora Placa has come to One World to conduct informal visits to classrooms to view the current instructional approaches. She provides feedback on an individual level as well as training sessions for the entire math team to address large scale needs including refining the implementation of the CMP3 program and identifying standards and concepts to focus on for reteaching.
2. Math tasks are created by teacher teams during weekly Data and Common Planning meetings. Teachers refer to the CMP3 tasks as a starting point for each task and refine according fluency skills, conceptual understanding and application to real life situations.

3. As a school, stakeholders discussed the investment in adhering to the independent reading expectations of the weekly schedule that is expected to translate to a better ability to decode math word problems and justify arguments using math modeling.
4. Math teachers utilize the second half of math double-blocks as a formal structure for differentiation. This may be in the form of station teaching, utilizing various forms of ICT partner teaching, reteaching priority standards, utilizing manipulatives, integrating technology, and various other strategies for supporting ambassador progress within a unit of study. Incorporating ninety minutes blocks of instruction for each class, throughout the week was a deliberate programmatic focus.

**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).

During the November PTC, the Parent Coordinator (PC) advised parents and families about Performance Series and Khan Academy and encouraged at-home usage as an additional support for ambassadors to work on Math.

- PTA meetings and PC collaboratively work together on creating a Common Core workshop that focuses on Math .
- During our November Parent Teacher Conference, our Parent Coordinator and several of our PTA parents set up a table as well as a brochure informing parents and families about the various software programs that their children utilized during the school day. Usernames and passwords for Khan Academy, Performance Series, ARIS, etc, were also made available. Parents were encouraged to have their children work from home as additional support.
- Monthly newsletters that contains information on the curriculum and what students are learning in Math.
- There is an ELA Curriculum Night scheduled for February 2014 in which teachers will be discussing the Math curriculum, CMP3, as well as all other supplemental materials and resources. This will be another opportunity for parents to learn about the benefits of software program and support its usage at home as feasible.
- In March, One World sponsors a Pi5 tournament to encourage Math amongst students and it gives parents an opportunity to encourage their children to excel in math.
- Continuing to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

**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.							

**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.

Administration will conduct regular formative observations for each teacher using the Danielson rubric to provide meaningful feedback in order to improve teacher effectiveness and student progress. All staff will show progress collaboratively in at least 2 domains with a focus on 1e (Designing Coherent Instruction) and 3b (Questioning and Discussion Techniques) evidenced on the TEACHBOOST pie by June 2014.

**Comprehensive Needs Assessment**

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

- The city implemented a new curriculum as well as a new evaluation system. Since the curriculum is new to all, *1e (Designing Coherent Instruction)* would be a challenge to a relatively new staff of teachers.
- Citywide Instructional expectations require teachers to successfully implement shifts in practice. We must develop a shared understanding of effective instruction looks like. Schools can do this by collectively studying and norming on Charlotte Danielson's Framework for Teaching.
- Network data indicates schools including One World struggle with Danielson's Domain 3b *Questioning and Discussion Techniques*

**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.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. IPC conferences in September</li> <li>2. Monthly PD focused on Danielson's domains and/or competencies within the school</li> <li>3. Aligning team meetings with Danielson</li> <li>4. Observation schedules including informal and formal observations</li> <li>5. Network or city PD on Danielson</li> <li>6. Next steps identified and feedback given to staff to promote teacher growth</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Administration scheduling IPC</li> <li>2. Administration, Network and/or consultants leading PD depending on identified needs</li> <li>3. Team leaders create agendas and align to various competencies</li> <li>4. Teach Boost is a on-line system to track observations and provide data regarding teacher strengths and needs</li> <li>5. Network assistance and PD provided by the city</li> <li>6. Admin uses school resources, coach, other identified staff to model, articles, books, inter-visitations, mentors, teaching channel as next steps for teacher growth</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. During cabinet meetings, we discuss teacher growth</li> <li>2. Observations after PD to see if implementation is successful</li> <li>3. Attending meetings and reviewing team notes</li> <li>4. Reviewing schedules bi-weekly</li> <li>5. Tracking teacher PD</li> <li>6. Following observation to check if feedback was implemented/looking at student work and data</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013 to June 2014</li> <li>2. September 2013 to June 2014</li> <li>3. September 2013 to June 2014</li> <li>4. September 2013 to June 2014</li> <li>5. September 2013 to June 2014</li> <li>6. September 2013 to June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. We use Faculty Conference and Monthly Team mtg times for PD. We selected 5 half days to throughout the year for PD.</li> <li>3. Data, Common Planning, and Inquiry Meetings implemented into all teachers weekly schedules.</li> <li>4. Observations scheduled in TeachBoost.</li> <li>5. Release teachers to attend.</li> <li>6. Admin uses school resources, coach, other identified staff to model, articles, books, inter-visitations, mentors, teaching channel as next steps for teacher growth</li> </ol>
<b>Strategies to Increase Parental Involvement</b>
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>-During the November PTC, the Parent Coordinator (PC) advised parents and families about the Achieve 3000 program and encouraged at-home usage as an additional support for ambassadors to work on the writing section of Achieve</li> <li>- PTA meetings and PC collaboratively work together on creating a Common Core workshop that focuses on ELA.</li> <li>-During our November Parent Teacher Conference, our Parent Coordinator and several of our PTA parents set up a table as well as a brochure informing parents and families about the various software programs that their children utilized during the school day. Usernames and passwords for Achieve 3000, as well as other programs</li> </ul>

such as Performance Series, ARIS, etc, were also made available. Parents were encouraged to have their children work from home on Achieve 3000 as additional support.

- Monthly newsletters that contains information on the curriculum and what students are learning in ELA.
- There is an ELA Curriculum Night scheduled for March 2014 in which teachers will be discussing the ELA curriculum, Code X, as well as all other supplemental materials and resources such as Achieve 3000. This will be another opportunity for parents to learn about the benefits of this software program and support its usage at home as feasible.
- Usage and progress on Achieve 3000 have been integrated into One World Middle School monthly assemblies (announcements, prizes, incentives)
- Continuing to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Race to the top funding										

**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.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Graphic organizers, URAG (writing acronym), book clubs, Achieve 3000, check lists, reflections,  Teacher dedicated for grades 6 and 7 for AIS in Math and ELA	Small group One-on-one Small group (15 students) Tutoring	During the Day / After School During the Day / After School Small group – After School (15 students) Small group – Saturday School
<b>Mathematics</b>	Problem Solving Strategies (RACE), fluency, task extensions, H.O.T. (higher order thinking problems)	Small group One-on-one Small group (15 students) Tutoring	During the Day / After School During the Day / After School Small group – After School (15 students) Small group – Saturday School
<b>Science</b>	Push-in services to assist with labs (hands-on experiments and investigations)	Whole group/Small group	During the day
<b>Social Studies</b>	Debate Club	Small group	After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling Services  At-risk Services  Peer Mediation  SAPIS worker  Montefiore  Advisory	Small group/One-on-one  Small Group  Smallll group  One on one and small group  Small group	During & After School (In house & Montefiore)  During School  During School/After School/Lunchtime

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

- Hiring Fairs
- Collaboration NYC Teaching Fellows
- Networking Events
- Working closely with Network HR point person to ensure teachers are HQT
- Math Consultant (Creative Consultants) that works with our staff on curriculum, assessments and questioning techniques
- Integrated Co-teaching PD's to ensure staff utilize the various models of a ICT partnership
- Consultant from Teacher's College that works weekly in team meetings to plan with teachers and that coaches teachers during instruction
- Inquiry with TC for staff
- Opportunities for different roles within the school
- Inter-visit periods scheduled for new teachers

**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).

- Teachers are engaged in several forms of Professional Development both inside and out of our school including:
- Teachers of American History (SS)
- Teachers College (ELA)
- Consultant Nicora Placa (Math)
- Outside Professional Development sessions include work with ICPT, ELLs, Nest and ASD, Looking at the Danielson Framework for Teaching (Network)
- Professional Development is on-going through monthly Faculty Conferences, scheduled half-days, September Opening days, Election Day, etc. This is in addition to our weekly Data and Common Planning sessions as grade content teams and our grade DWC (Developing Whole Child) sessions.
- Topics include the new teacher evaluation system (Advance), Danielson's Framework for Teaching, our new CMP3 and Code X curriculum, and other observed areas of growth including effective Lesson Planning, Data Driven Instruction and Differentiation, Nest program expectations, etc.

- New Teachers meet with mentors in addition to a monthly schedule of intervisitations as well as article reviews.

**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.).

Budgetary decisions are made with the intent of providing the greatest good. Funding supports after school and Saturday academic programs for students in order to support their daily classwork as well as address any foundational gaps. Funding directed towards professional development is geared towards providing teachers with the resources, skill sets, and knowledge needed to meet the diverse needs of our students.

**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.

There have been several opportunities for shared decision making in regards to the use and selection of appropriate multiple assessment measures

- teachers reviewed the NYC approved Common Core curriculum materials available – specifically Code X and Expeditionary Learning for ELA and CMP3 for Math to identify which approved program, or blended program, would best meet the needs of our ambassadors (Spring 2013)
- Content area teachers attended NYC provided summer training on the Code X and CMP3 programs (July-August 2013)
- Grade and content area teachers collaborated during Summer Planning on various forms of assessments – initial benchmarks, lexile level expectations, quizzes, tests, essays, projects, math tasks and investigations, program expectations, etc and pacing expectations to ensure consistency across classrooms (July – August 2013)
- Administration of and review of Performance Series benchmark assessments in ELA and Math to determine initial levels and set next steps for ambassadors. Results were communicated to other content area teachers (Social Studies, Science, Drama, Service Learning, etc.) so that these teachers were aware of ambassadors’ current levels and, through weekly Inquiry meetings, could integrate some of the same instructional strategies in their own content. This information was also communicated to ambassadors themselves and their parents (September – October 2013)
- Update on MOSL (Measures of Student Learning ) assessments from earlier Spring 2013 professional development including collaboration and turnkeying of information from MOSL committee, who attending summer training, to remainder of the staff (September 2013)
- Administration, training and scoring of MOSL assessments in ELA, Math, Social Studies and Science (October – November 2013)
- During weekly Data and Common Planning meetings, math teacher teams collaborate on creating math tasks aligned to each investigation within a CMP3 unit, as well as quizzes and tests. ELA and Social Studies teams collaborate on writing assessments that focus on citing evidence, drawing conclusions, etc. Science teams develop assessments aligned to Scope and Sequence and priority standards. (September – June 2014)
- During weekly Data and Common Planning meetings, teams develop pre- and post-assessments on Castle Learning (November 2013)

Achieve 3000 results and progress are discussed during both Inquiry and weekly Data and Common Planning meetings (December 2013 – June 2014)

**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).

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

**One World Middle School @ Edenwald 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, One World Middle School @ Edenwald, 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 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of ambassadors 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, nutrition workshops; 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;
- 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 Night for both Math and ELA
- 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;

- integrating Family Events during School events;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents as evidenced by “Fathers Bring Your Daughters to School” workshop;
- encouraging more parents to become trained school volunteers;
- providing verbal progress reports that are communicated periodically to parents informed of their children’s progress;
- developing and distributing a monthly school newsletter designed to keep parents informed about school activities and ambassador progress;
- coordinating the distribution of One World Middle School planners for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>529</b>
School Name <b>One World Middle School</b>		

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

Principal <b>Patricia Wynne</b>	Assistant Principal <b>Deirdre Hogan &amp; Kameca Waugh</b>
Coach <b>Suada Paljevic</b>	Coach <b>type here</b>
ESL Teacher <b>Danielle Scicutella</b>	Guidance Counselor <b>Lorna Akabogu</b>
Teacher/Subject Area <b>Rose Capezuti/Special Ed ELA</b>	Parent <b>Kerry Smith</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Grant Lynch</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Elmer Myers</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>351</b>	Total number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>7.98%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							16	10	2					28
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	16	10	2	0	0	0	0	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	13

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			4			13			28
Total	11	0	0	4	0	0	13	0	0	28

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
Spanish							14	9	1					24
French							1	1	1					3
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	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							16	10	2					28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	16	10	2	0	0	0	0	28

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	5	1					9
Advanced (A)							10	4						14
Total	0	0	0	0	0	0	15	10	2	0	0	0	0	27

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	1			16
7	9	1			10
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	15		1						16
7	9		1						10
8	1		1						2
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.  
We use two forms of assessment: Performance and Achieve 3000 to obtain their lexile levels. The data states that our ELL's are reading below grade level by at least 2 years. The students have the most difficulty with inferencing. Our instructional goal for the year is for all of our students to make one additional years progress in Reading. This will be measured by Performance Series and Achieve 3000. Instructionally we have added Independent Reading periods in ELA, SS, and Science (to add to non-fiction reading.) Research shows that 45 minutes of additional IR can improve students reading levels by one year. In addition, all students have an AIS period 2x per week which students use Achieve 3000 to build reading level and to practice inferencing skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Students performing on the proficient level on the LAB-R and NYSESLAT continue to be assessed in all subject areas and are being tracked for areas of growth and next steps.
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](#))  
RNMR data is not available as of 11/14/13
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?Grade 6: In grades 6 through 8 students were not administered the periodic assessment. All students in all grades are given a pre assessment, culminating task and post assessment for each unit of study. We take this information and make small groups within the class and teachers articulate areas of need with service provider.
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](#).)  
We are a 6-8.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our school demographic in regards to native language is fairly limited. Upon enrollment all parents are given a Home Language Survey which they complete and inform the school of their preference of instruction. We currently do not offer Bi-lingual services and inform parents of this at the time of enrollment. Within the class ESL students are immersed in lessons and activities. We have Spanish libraries available to students and when necessary we offer translations. ALL teachers are expected to differentiate instruction regardless of language. Lesson plan templates created by the staff has a specific column where teacher explains differentiation.
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?see below:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We have 6 week cycles of assessing ELL's data. According to the data, we revise instruction and the strategies used in order to best serve our ELLs population.

## 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](#).)  
Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. Our school plans to hold an orientation meeting. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by the E.S.L. teachers mentioned above, and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Upon enrollment and after taking the LAB-R parents are called in and the findings are discussed. If ESL services are needed we carry on with the next steps of giving parents the information in language that best suits them and set an appointment for them to watch the informational video. After the viewing parent is given time to consider the options and we carry out the next steps we as a school are required to.
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 [\[see tool kit\]](#).)  
Seeing that our ELLs population isn't too large we haven't had issues with returning paperwork. We urge parents to complete paperwork in the school building and if need be the pupil accountant secretary will follow up with phone calls to the homes to retrieve said documents.
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.  
We follow the criteria and procedures set by the DOE. Upon registration and completion of the Home Language Survey we follow up with LAB-R testing, parent consultation and ultimately ESL seeing that this is all we offer.
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.  
Since the NYSESLAT is a state test we follow the steps that are set out by the State. Our testing coordinator, IEP teacher and ESL teacher plan the schedule for testing and follow through with the directions set out by our BAID and the State Handbook.
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. [①](#)  
Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to

be tested. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. Our school plans to hold an orientation meeting. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by the E.S.L. teachers mentioned above, and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services.

## 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])?

Our ESL teacher pulls out students throughout the week on all grade levels grouped by ability.

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)?

Paste response to questions here:

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.

ESL strategies is provided during the Humanities period in which the students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT. Language objectives are then developed and taught through content area material in whole and small groups for the mandated segments of time (360/180). Students are given activities to build prior knowledge on the specific subject being addressed. Content vocabulary is previewed in English and skills are pre-taught based on the instructional outcomes outlined in the content unit. Sentence structures as well as graphic organizers are used to help outline the information and to teach organizational techniques that support comprehension. SIFE students are being emersed in the basics of the English Language during their small group time. They also receive academic intervention services to support their learning and to facilitate a safe learning environment. Newcomers are receiving language support from the ESL teacher and the classroom teacher as well. They are being introduced to project based learning with clear learning outcomes identified. The classroom teachers are using differentiation to scaffold lessons and address the needs of the students. Long-Term Ells are receiving their mandated sessions with the ESL teacher. Their instrucion is being tailored through project based instruction by both the ESL teacher and the classroom teacher to make their learning more authentic in order to meet the instructional outcomes that have been set in the content units as well as their ESL goals. Project based learning also allows the students to learn from each other and practice their reading,writing, speaking and listening skills in a safe and structured environment put in place to educate the whole child. Students with IEP's requiring ELL's service receive services through a push-in and push-out model depending on the IEP

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We evaluate students twice a year in their native language with the ESL teacher.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The current ESL program in the building is a program in which the certified ESL teacher pulls the students out of their mainstream classrooms heterogeneously and works on the four modalities of language using ESL strategies in a separate location. At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together. Intermediate & Beginner ESL students receive 360 minutes per week while Advanced ESL students receive 180 minutes per week of ESL instruction.

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).

Classroom libraries are heavily multicultural and have substantial supplemental materials that are aligned to core curriculum (reading, writing, math, science, social studies, music, and art.) We

plan implementing a limited push-in model where students are supported in the classroom with supplementary information, pictures, a

vocabulary

to assist them in following and learning the curriculum (especially in mathematics.) This plan is in place for newcomers as well.

There are currently no SIFE ELL students. The long-term ELL student receives specific individualized instructional. Effective programming will include a challenging CCLS curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher, small groups and peer learning activities (such as study buddies) and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. During professional development days, specific strategies and tips for effective instruction of ELL's are to be addressed. Addressing the needs of ELL students are also included in the teacher's /staff handbook distributed to all staff.

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?

Achieve 3000 to assess lexile and build lexile, comprehension, writing

Small groups based on levels with leveled materials

Explicit Modeling

Scaffolding

Junior Great Books

Verbal Presentations

Think pair share

Graphic Organizers

The above materials are researched based methods that have been tried and tested in various schools with positive outcomes.

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

We build in time and Common Core programs suggested by the city. We adhere to the guidelines of the DOE.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	english		
Social Studies:	english		
Math:	english		
Science:	english		

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

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

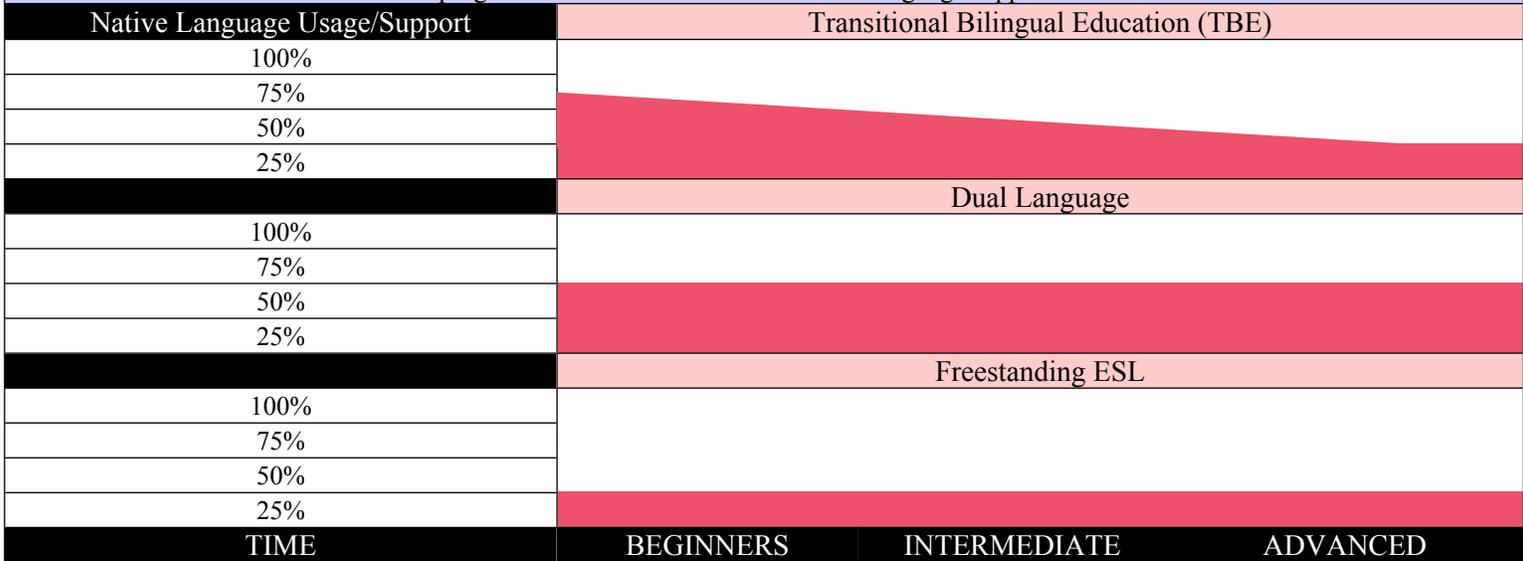
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
AIS 2x per week in Math and ELA  
Achieve 3000  
Khan Academy  
Performance Series  
Wilson  
JGB (research based reading program)  
Components of CODEX and CMP3  
Hands on activities  
Tier I,II, III vocabulary  
Pre-teaching
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 ELLs studnets are fully immersed in all content areas. Since we are only in our 3<sup>rd</sup> year and curriculum has shifted it is premature to make a quantative assessment.
11. What new programs or improvements will be considered for the upcoming school year?  
We still need to collect the data on the current programs -- it is too soon to tell.
12. What programs/services for ELLs will be discontinued and why?  
We need to follow thru for a cycle before discontinuing any program. Programs take time and effort to implement and discontinuing a program this early in the year will be a disservice to the students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students are invited to participate in all programs. If ELLs fell into our bottom third they are invited to our first cycle of after-school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Achieve 3000  
Khan Academy  
Performance Series  
Wilson  
Project Based Learning
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
As an ESL school the native language is used as necesssary with supports in the form of dictionary and readings.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.  
Historically all of our ELL's come identified from their elementary school, if not or for new admits Home Language Survey is completed and we follow due process.
18. What language electives are offered to ELLs?  
We do not offer language to students -- we offer technology coding
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)?

In our freestanding ESL Programs, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R or NYSESLAT.

The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels. Glossaries are provided in the native language as well as instructional and trade books to support lessons.

ELL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and social studies, often using themes. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. Also, an Inquiry Team is in place and has been formed to examine data and implement best practices based on research to a select group of E.S.L.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the Periodic Assessment based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations and Acuity tests are administered during the school year to all students, including ELLs, in grade 6. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These three assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Service Learning Projects, Education through Music, Generation On and Afterschool Sports Clubs.

### **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.

#### **Professional Development and Support**

Teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. Guidance counselors, the parent coordinator, and secretaries receive training and continued assistance on ELLs policies. Our teachers receive support from our network leaders and ELLs liasion.

As a school our mission and format of the 6<sup>th</sup> grade students schedule makes it so that they are with two teachers for all subject areas to allow for a smoother transition to the Middle School Environment.

### **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?

#### **Parental Involvement**

All parents will be invited to our Family Literacy and Math Workshops which will be held in the evenings, to support them in helping their children at home. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. Some workshops will assist parents of ELLs specifically in navigating the resources in the school and community. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups

### **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: One World Middle School**

**School DBN: 529**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Wynne	Principal		1/3/14
Kam Gordon	Assistant Principal		1/3/14
Lisa Lynch	Parent Coordinator		1/3/14
Danielle Scicutella	ESL Teacher		1/3/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Suada Paljevic	Coach		1/3/14
	Coach		1/1/01
	Guidance Counselor		1/1/01
Elmer Myers	Network Leader		1/3/14
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **11x529** School Name: **One World Middle School**

Cluster: **2** Network: **607**

**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**

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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.

We conducted our assessment of written translation needs by reviewing necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference and Parent Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our Home Language Survey for all new ELLs as well as conversations generated from our Parent Orientation meetings held in September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with parents and guardians. Our classroom teachers communicate to ESL Department which parents are non English speakers and need oral interpretation regarding their students.

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 assessment of our written and oral interpretation needs revealed that that less than 10% of our ELLs parents spoke Spanish. At the present time, we have many teachers who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. In addition to Spanish we currently have teachers who speak the following languages: Albanian and French. In addition, our Parent Coordinator contacts the Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

## Part B: Strategies and Activities

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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.

We have support staff, community associate and teachers who contribute to the written translation of correspondence for Spanish speaking parents/guardians. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCBOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meetings, and conferences through our teacher and community associate. Classroom teachers also have oral translation services provided upon request..

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>.

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages, as well as other lower incidence languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Presently parents rely on adults or relatives for language and interpretation services if they choose