



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

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

School Name: **LIBERTY AVENUE MIDDLE SCHOOL**

Principal: **KAIA NORDTVEDT**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

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Section 1: School Information Page

School Information

School Name: Liberty Avenue Middle School School Number (DBN): 19K662
School Level: Middle School Grades Served: 6-7
School Address: 350 Linwood Street
Phone Number: 718-647-1301 Fax: 718-647-1307
School Contact Person: Kaia Nordtvedt Email Address: knordtvedt@schools.nyc.gov
Principal: Kaia Nordtvedt
UFT Chapter Leader: Crosby Sommers
Parents' Association President: Madeline Plasencia
SLT Chairperson: Lexsy Rosario
Student Representative(s): N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Ave Brooklyn NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2700 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zakaharis
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kaia Nordtvedt	*Principal or Designee	
Crosby Sommers	*UFT Chapter Leader or Designee	
Madeline Plasencia	*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	
Sonia Hills	Member/ Parents	
Dawn Beckles	Member/ Parent	
Tiffany Kingwood	Member/ Parent	
Nicola Ward	Member/ Parent	
Lexsy Rosario	Member/ Teacher	
Laura Morel	Member/ Teacher	
Melissa Losee	Member/ Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring a 1 or a 2 on the state exam from 2014. Students who average below a 70 in ELA in each marking period.	We have guided reading built into our school day whereby a teacher will pull out students in small groups to give extra reading support. We also have AIS periods built into teachers' schedules to give them time to work individually with students who need it the most. We use Achieve3000 and Rosetta Stone to give students access to ELA at their level.	We use small groups and one-to-one programs during the school day. We also have small group tutoring after school.	We offer AIS services both during the school day (guided reading, AIS periods) and after school through our after school program and tutoring program.
Mathematics	Students scoring a 1 or a 2 on the state exam from 2014. Students who average below a 70 in math in each marking period	We have an AIS program built into our school day whereby a teacher will pull out students in small groups to give targeted math support. As well, our ELLs get AIS support through additional bilingual teachers through pull out programs as well as push-in support. We also have AIS periods built into teachers' schedules to give them time to work individually with students who need it the most.	We use small groups and one-to-one programs during the school day. We also have small group tutoring after school.	We offer AIS services both during the school day (guided reading, AIS periods) and after school through our after school program and tutoring program.

Science	Students who average below a 70 in science in each marking period	There is push-in support available for ELL students in science to help students access the curriculum and get language support. Those who are struggling in science can also get after school tutoring support weekly.	We use small groups and one-to-one programs during the school day. We also have small group tutoring after school	We offer AIS services both during the school day (guided reading, AIS periods) and after school through our after school program and tutoring program.
Social Studies	Students who average below a 70 in social studies in each marking period.	We have tutoring available and AIS pull out support built into teacher schedules to support struggling students in social studies.	We use small groups and one-to-one programs during the school day. We also have small group tutoring after school	We offer AIS services both during the school day (guided reading, AIS periods) and after school through our after school program and tutoring program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who show they are struggling to behave appropriately in class and those referred to us by teachers or families.	We offer at risk counseling to 30 students through social workers. We also offer boys and girls groups to work on self-esteem and adolescent development. Finally, we have conflict resolution and peer mediation programs to help at risk students learn appropriate ways to express emotions.	The at-risk counseling is done one to one. The groups are small groups selected specifically for those who have been deemed to need the intervention.	The services are provided during the school day up until 4pm. Our social workers are also available in crisis situations to support families after school hours.

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, there will be a 5% gain in ELA and Math proficiency based on the growth from 2014 to 2015 state exam scores. This goal aligns with our SIG grant goals for academic improvement.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Our ELT programs start our lowest performing students, our level 1 and 2 students. As well, we target our students with behavioral challenges in order to support their social and emotional growth and provide them with constructive ways to engage in our school culture. Our ELLs will have a specific Saturday school program beginning in the spring.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
 - Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
 - Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
 - Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
 - Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Our ELT programs integrate academics, enrichment, and skill development through hands on experiences that make learning relevant and engaging. We do this by offering learning lab time on a daily basis that supports students’ learning during the day. Teachers from the day school create aligned lessons to enrich students’ understanding of Common Core Standards and these lessons are executed after school. In addition to learning lab, we have STEM enrichment classes, Chess classes, sports and fitness, as well as hands on arts programs like knitting and capoeira.
 - As mentioned above our ELT opportunities have been selected based on student interest so that they want to come to school, so students want to be appropriately behaved in order to engage in the activity and so that students are actively involved in school for years to come. We have arts, sports, STEM, chess, capoeira, painting, photography, and knitting to name a few of our options to support our students.

- Students’ learning needs are actively addressed by creating small ratios of no more than 10:1, students to adults, so that we ensure engagement and success for every student. By having these small ratios, students are able to engage closely with adults and create relationships that may not be possible in the traditional classroom with nearly 30 students to 1 teacher.
- Our ELT opportunities have arts (photography, knitting, painting), music (drumming and chorus), as well as social emotional small groups to foster relationship building and personal growth. By ensuring that we have programs that speak to academic support, social-emotional support, and to students’ interests, we know that we can improve student outcomes during the day as well as in the ELT.
- We have academic learning specialists, a certified ELA teacher, Math teacher, and science teacher, who work to ensure that all academic subject matter that is delivered during ELT is NYS certified, rigorous, and aligned to the work that students are doing during the day.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

We created an ELT program that over 98% of our sixth graders have enrolled in, and this is funded through Mayoral initiative. As well, we have PubliColor which is funded through SIG grant, a basketball team, and after school tutoring taking place in our ELT for our seventh graders. Thus, we actively have over 60% of our students in various ELT programs on a daily basis.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Our CBO- Cypress Hills Local Development Corporation runs our comprehensive ELT that has all of our 6th graders enrolled. We have a program manager that is at the school full time contracted by the CBO to ensure a seamless after school program. Activity specialists run the activity programs in the after school and teachers supervise the learning lab and homework help time. Our after school program is held from 2:50 to 5:20 every week day and will runs on a few vacation days as well. PubliColor, which is funded through our SIG grant, offers an after school paint club through their organization and relies on us to help recruit and advertise for the program. This opportunity is for our 7th graders are available from 2:50 to 5:30 Tuesday through Friday and 9:00am to 3:00pm each Saturday. We also have Basketball every Monday, Wednesday, Friday run by our science teacher with homework support before practice, and our 7th grade tutoring program is Wednesday and Thursday from 2:50 to 4:00. We send struggling students to our tutoring time to ensure they have individual support available to them.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We have partnered with our CBO to staff the after school for our 6th graders. They provide a program director and all activity specialists. We provide teachers for homework time and our deans to provide continuity in culture. In terms of instructional resources, our after school uses our curriculum, Achieve3000, Rosetta Stone, and all other technology resources that are available during the day. Achieve3000, Rosetta Stone, and technology were all purchased with funds from our SIG grant. We have not had to make any schedule adjustments to accommodate the program. PubliColor supplies their own staff and materials. We ensure that the school is open on Saturdays for painting as well. In terms of tutoring for our 7th grade, we supply the teachers with instructional resources to ensure both the program and student success.

Part 3c. Timeline for implementation and completion, including start and end dates.

Our after school program was at full scale by September 15th and will run through the remainder of the year. Our tutoring program began November 1st and will run for the rest of the year, and our basketball team began the week of October 27th and will go through January. Publicolor began on September 15, 2014 and will complete March 30, 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	x	Tax Levy	x	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	x	Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We will be able to look at our interim assessment results from The Achievement Network, purchased through SIG grant, in January to show if students are on track to achieve the 5% improvement in Math and ELA. We will be able to see what skills and standards our students are struggling with and target those in AIS and ELT. We will get another set of data in March when we take interim 3.

Part 5b. Complete in **February 2015**.

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|------------------------------------------------------------------------------|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|------------------------------------------------------------------------------|--|-----|--|----|
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to recruit, train, support, retain our highly qualified teachers we provide ongoing professional development and staff support systems. This year we have a weekly professional development coach from Pearson that works with our teachers of two years or more. For our first year teachers, we have support from The New York City Teaching Fellows two days a week to provide onsite weekly coaching and feedback sessions. As much as possible, we have co-teaching in all classes to ensure that our students who are struggling academically get the individualized attention they need, and also that our teachers get support in moving all students to high levels of success. As well, our teachers have received training on the social and emotional support that our students may need from our Partnership With Children social workers.

2b. 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).

Our professional development is coming from two angles: professional development coaches that are in our classrooms weekly, and weekly peer lead professional learning opportunities. With our weekly coaching sessions, teachers meet with one of two coaches in order to get immediate feedback on their teaching and to get insight in how they are developing over the course of the year. The coaches provide feedback on classroom management, classroom instruction, and creating rigorous curricula. In terms of peer lead professional learning opportunities, we send our teachers to outside professional development sessions on a monthly basis and then our teacher leaders turnkey that information to the rest of the relevant staff. As well, we have surveyed staff to find out what their needs are and then found teachers who were strong in those areas and had them lead professional learning opportunities. In terms of our paraprofessionals, our special education coordinator leads weekly learning opportunities on how to lead small group instruction, behavior interventions, and curriculum supports. All of these ongoing professional development sessions push teachers and paraprofessionals to meet the rigorous standards that the Common Core Standards have set.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are involved in creating formative assessment that fit in their curriculum planning. As well, they develop the summative unit assessments during common planning time. Teachers revise their assessments based on the level of work they are receiving from students to ensure they are pushing students to meet the rigorous CCLS set forth. We are also using an interim assessment company called The Achievement Network. Teachers get to use the data aligned to CCLS for NYS, and then make decisions on re-teaching as well as what standards need additional focus in the upcoming units.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$240,033	X	8-11, 13
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,803,425	X	8-11

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K662 School Name: Liberty Avenue Middle School

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

We look at the ELL proficiceny levels in order to find out which students need translation services by our teachers. We use home language survey and our school intake interviews to find out which families will need translation services for workshops, parent-teacher conferences, and other school events. The majority of our families speak Spanish and we have a bilingual Guidance Counselor, bilingual Psychologist, bilingual social worker, bilingual Parent Coordinator, and 8 Bilingual staff members. We use the home language survey to help us understand what translation and interpretation needs we have in our buidling. My secretary also runs the UPPG report in ATS to confirm. This year we have approximately 150 Spanish speaking parents who need translation and 2 sets of parents that need Arabic translation.

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 majority of our families speak Spanish and we have a bilingual Guidance Counselor, bilingual Psychologist, bilingual social worker, bilingual Parent Coordinator, and 8 Bilingual staff members. We can use internal translation services in order to meet our school needs for our Spanish students and their families. We have one family that needs Bengli translation and we have another family that is capable of doing those translations for us and are happy to do so. Additionally, we have 3 students that speak Arabic, but their intermediate levels allow us to communicate with them and their families through English. We of course have translation services when necessary through the DOE. We have reported these findings through our Parent Association and through newsletters that our parent coordinator sends out.

Part B: Strategies and Activities

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

We translate our students' work as needed into Spanish by our Spanish teachers. We translate all news, flyers, and parent information into Spanish by our guidance counselor and our parent coordinator. All of our translation thus far has been handled by in house staff for our Spanish needs and by parent and student volunteers for our Bengali needs.

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.

We have bilingual staff members at all school functions. We have interpretation services available through our staff whenever we encounter our families who have these needs. At present, our staff is half bilingual and thus we are able to accommodate our own needs through in-house school staff.

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>.

We have provided our enrollment information, our school safety and discipline information and all relevant fliers in translated form due to our heavy population of Spanish speaking families and we will continue to do so. Whenever possible, we provide translation into Bengali for our Bengali family and into Arabic for our Arabic speaking families. Teachers have called into the Translation service as necessary. Our parent coordinator is aware of A-663 and has informed all parents of their right to translation and interpretation. We have bilingual staff members for parent translation in Spanish for all school and parental events. We have the Arabic speaking family either call translation services at DOE offices or they have brought a family member to translate for them. All signs are posted in main office and main hallway that indicate the availability of translation services. Our Bengali family usually says they are fine with translation on their own as they are learning English but we

also have the translation services number ready for them as well.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	142	Total number of ELLs	13	ELLs as share of total student population (%)	9.15%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	7	0	0	6	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish													3	20					3	20
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	3	20	0	0	0	0	3	20

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>20</u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>20</u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9							9
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	0	0	0	0	0	0	10

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						4								4
Intermediate(I)						3	3							6
Advanced (A)						6								6
Total	0	0	0	0	0	13	3	0	0	0	0	0	0	16

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	1	0	2	0	1		9
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	4	2	1	5	4	2	2
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Fountas and Pinnell (F&P) to assess early literacy skills of all our students. Upon arrival at our building, we have our ESL or Bilingual teacher do a F&P assessment in order to begin appropriate instruction. This helps us to determine where students are in fluency, word recognition, comprehension, and retention. Based on this data, we can plan our guided reading lessons so they are level

specific for each ELL student. For example, we have a child from the Dominican Republic who has been in the country for less than one year and scored a K on F&P. Given this information we work during class on his guided reading level, then we have reading intervention after-school and during ESL time. Our beginner ELLs are performing at reading level B and E with the predominance being at B.

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

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

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

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

4. For each program, answer the following:

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

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

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

c. We have not received a periodic assessment back yet as we are a new school and just gave our first interim on 10/31. However, based on our results from the MOSL, we see that our ELLs struggle to communicate in writing at grade level standards. We are pushing them to work on answering prompts completely, using textual evidence, and writing in complete thoughts. We are having students practice these same skills in their Native Language Arts class for those in dual language. We also have our students work with their buddies in their native languages when appropriate.

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

N/A as we are 6th grade.

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

We use native language instruction for our dual language on an on-going basis. We believe strengthening a student's native language ability will translate to improvements in their overall ability to communicate. For students in freestanding ESL, we have native language supports in the classroom and we scaffold instructional materials when possible in their native language. For example, if we find that some students know content such as math in their native language and if we can tap into that it will help them

make (Graham) connections to their cultural backgrounds and create a classroom environment that highlights culture and embraces the use and development of our ELL's first languages. TEachers look at students' LAB-R Spanish results to see where they are starting for our dual language program and then group their reading instrucion in Spanish accordingly. All content teachers learn from our ESL teacher and our Bilingual teacher, Mr. Graham and Ms. Crowe, how to scaffold their content teachingwith strategies for learning English.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. We have used EP students' LAB-R scores if possible and we also have individual conferences with our students similar to F&P to determine the level they are currently performing at. We also use on-going formative and summative assessments in the class so students can demonstrate their proficiency. Students write frequently.
 - b. The proficiency levels vary by student. Our goal is to get every dual language child at sixth grade standards in both languages for all modalities.
 - c. As a whole, our EP students in dual language are scoring slightly above our general population. However, our school as a whole is currently at 80% 1s and 2s in ELA, and 85% 1s and 2s....
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students go to our main office to enroll. Our secretary asks what language is spoken at home and if necessary our bilingual PC helps out with the process. The family takes the HLIS. Our parent coordinator and our guidance counselor give an informal interview orally to the parents with suport from our ESL and Bilingual CB teachers, Mr. Graham and MS. Crowe, in order to ascertain what the HL is and to ensure parents are able to comfortably communicate with us. Pedaagogue, Lauryn Crowe (Bilingual-Common Branch) does HLIS as necessary. As of now, we've had only Spanish and Bengali students and we've been able to ensure a native speaker through our school community (student who speaks Benglai and bilingual staff speak Spanish). When a child has a home language other than English, we identify that child as needing to take the LAB-R within their first 10 days of school. As often as possible we give the exam on the child's second day. We give the child the LAB-R in English first (Mr. Graham-ESL teacher) and then, when appropriate, we give the Spanish LAB-R (Lauryn Crowe- Bilingual Spanish CB teacher).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

We meet with parents within the first 10 days of their child being admitted in order to explain all the options that are available to them. We show them the orientation video available from DOE in their native langugage and then explain what programs we are currently running in our school and all the options that are available to them throughout the DOE. We connect them with parents of students who speak the same language in order to build a community. We follow up aftr the intitial orientation in order to check on their satisfaction with their chosen program. Overall, we have our parent coordinator reach out to schedule an orientation for the parents afterwe've identified that a child is entitled to services. We test the second day of enrollment. We then score the exam and have our bilingual PC reach out to parents in order to schedule an orientation at their earlierst convience stressing the

importance of timeliness. We have families watch the introductory video in their native language, we then have our ESL teacher (MR. Graham) and our Bilingual Common Branch teacher (Ms. Crowe) explain the three different programs that are available for ELLs. We then present paper details translated in to the languages necessary for the parents. WE then offer a time for questions.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

We use the RLAT and the ELPC screens to deterin NYSESLAT eligibility. Our pedagogues, Mr. Graham and Ms. Crowe, distribute entitlement letters and copies are stored in our ELL filing cabinet locked. We disribute entitlement letters, parent survey, and program selection forms are returned after our orientations by having the parent coordinator follow up with phone calls or if necessary a home visit to get the forms. At the orientation for new enrollment we give out all these forms and get back what we can during that meeting and follow as mentioned with PC to get any forms that were taken home by parents. We then store them locked with all ELL paperwork. For continued entitlements, we give those out at our orientation. If a parent does not pick up the letter, than we mail a copy home and keep a copy on file.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Parents are distributed placement letters during our orientation with Mr. Graham or Ms. Crowe. In order to place students in the instructional programs of their parents' choice, we refer to the choice letter they return to us. If we do not receive a letter, than we default to TBE. We meet with parents and our ESL teacher as well as our Bilingual teacher in order to help them make the choice that is best for them. We have translation services available in order to ensure that our parents understand the decisions they are making for their child. The letters are maintained in a locked filing cabinet with our ESL teacher. We also store future entitlement letters with ESL teacher in secure location after sharing copy with parents. Finally, our secretary completes the ELPC screen upon completion of the screening and selection process that has be outlined.

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

We have not had a NYSESLAT administration yet, as a new school, however, we will have our Bilingual teacher Ms. Crowe and our ESL teacher Mr. Graham work together to ensure all parts are administered appropriately and with all testing requirements and accomodations met. Our AP, Ms. Mills, is our testing coordinator so she ensures we follow all the necessary protocols. Students will take all four components of the test as described by the testing protocols. We will have beginners take the tests first in order to give them the necessary time. Our testing coordinator, Ms. Mills, attends PD opportunities on the administration of NYSESLAT. In order to find out which students must receive the NYSESLAT our secretary runs the _____ report on ATS.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

We don't have a history of requests. Our parents seem to gravitate towards ESL and the reasoning we hear a lot is that they need to learn English in school. We share with them the benefits of our bilingual program but it is not as popular. We have had two newly enrolled ELL students in the history of our building and both have chosen ESL because I think it is the program they are most familiar with even though we explained all three.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

We have interim assessments that take place four times a year (every 2.5 months: October, January, March, June) that assess students reading and writing skills. By using the data from these interim assessments, we can see and track our student growth over time in these two modalities. These interim assessments diagnose what standards students are struggling with and which they are mastering. The teachers then plan from this data as to what students need to focus on in order to master the CCLS standards for

their content area. Formative assessments are interim assessments just mentioned, daily exit tickets, questioning and discussion, and quizzes. Informal assessments include circulating for work completeness and informal conversations with students. For speaking and listening, we have quarterly assessments that teachers do in their classrooms which consist of speeches and responses to listening passages. This helps to prepare students for the listening and speaking modalities. These assessments will take place in October, January, March, and June.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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:	Spanish		
Social Studies:	Spanish and English		
Math:	Spanish and English		
Science:	Spanish and English		

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

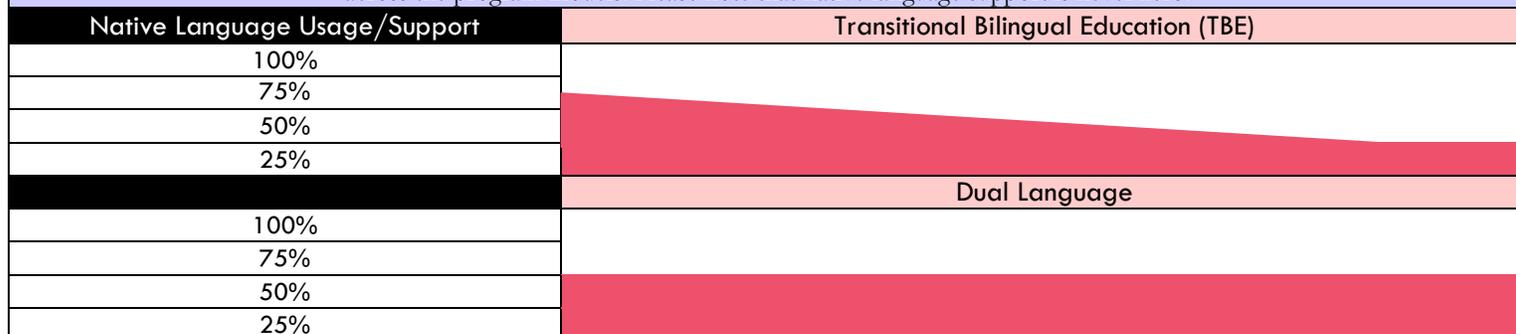
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

students to meet other families of students.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Liberty Avenue Middle School

School DBN: 19K662

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

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