

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

School Name: **NEW HEIGHTS MIDDLE SCHOOL**

Principal: **DR. JESSICA LUCIANO**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

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 Comprehensive Educational Plan (CEP) 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)
Jessica Luciano	*Principal or Designee	
Anaika McKenzie	*UFT Chapter Leader or Designee	
Shatema Dockery	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Danielle Vostrizansky	Elected UFT	
Michael Wiebusch	Elected	
Jennifer Cuervo	Elected UFT	
Marietta Grant	Elected Parent	
Lorraine Nangle	Elected Parent/	
Jessica Cooke	Elected Parent	
Janelle Archer	Elected Parent	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

During the Fall of 2012, New Heights Middle School opened its doors in the Brooklyn neighborhood of Crown Heights. This is our first year where we have reached capacity as we have added an eighth grade.

Mission of New Heights Middle School

Follow your own path. Reach new heights. The scholar experience at New Heights Middle School is driven by individualization and personalization through innovation and technology. Scholars have choice and responsibility in determining their middle school experience. Scholars will become critical thinkers and problem-solvers through practice in differentiated real-world experiences. NHMS seeks academic excellence through a rigorous 21st century curriculum coupled with realistic problem-solving and advisement in a safe, caring environment. Through opportunities to engage in meaningful learning we make active participation in the global community a reality.

Advisory

As stated in the school mission, "The scholar experience at New Heights Middle School is driven by individualization and personalization through innovation and technology." The heart of the personalized learning experience takes place during the advisory program. Our gender-based advisory program is centered around the New Heights Middle School's core values. Each scholar is assigned to an advisor to provide academic, social, and emotional support. Advisory also helps to establish the idea that at least one adult in the school has a comprehensive understanding of each scholar. Advisory groups meet twice a week and scholars participate in a curriculum that focuses on the following essential questions.

- Who am I as a learner?
- Who am I as a member of the New Heights Middle School community?
- Who am I as a scholar?

Advisors support scholars' personal, social, and academic development and well-being through regular meetings, coaching, and encouragement. They serve as scholars' primary contact and advocate with parents and other teachers. Advisors coach scholars to advocate for themselves. Advisors track and monitor scholars' academic and behavioral progress and participation in school life through a process of guided goal-setting, reflection, and self-assessment through the use of Personalized Learning Plans. The program supports scholars' development of metacognitive skills and management of personal learning to promote positive decision-making in both academic and personal life. Advisors help build a strong, positive, and academically-focused school culture through the relationships they build with each advisee, as well as those they foster within each advisory group.

Scholar-Led Conferences

Scholars participate in scholar-led conferences at the end of the first and second trimesters. Scholars lead the conferences with their parents/caregivers and advisor to discuss academic and social-emotional development. These conferences have encouraged scholars to take personal responsibility for their academic performance and engaged scholars in the process of self-evaluation. Each trimester scholars share their electronic personalized learning plans with their parents/caregivers to communicate their goals. Each scholar's plan is written in a Google Form template and shared with his/her advisor. The advisor and scholar are able to collaborate through the use of the Google Apps for Education platform.

Instructional Technology

An effective entry point that has been identified by teachers has been the use of instructional technology to increase scholar engagement and build 21st century learning skills. Each scholar has a Google Apps for Education account through the school domain and collaborate on a number of assignments with their peers and teachers in Google Documents. Scholars and teachers utilize the technology resources in a multitude of ways. Some of the approaches have been:

- Creation of a scholar-led Tech Team to support teachers and scholars;
- Use of SMART Response Clickers as checks for understanding;
- Use of document camera to share scholar work;
- Mastery of the use of Google docs for writing and presentation assignments;
- Integration of online academic programs (e.g. Achieve 3000, Sumdog, Khan Academy) to address scholars'

needs; and

- Integration of screencast to explain the content to scholars and set academic expectations.

Curriculum and School Culture Enrichment

Field Experiences and Residencies enrich the curriculum and prepare our scholars the opportunities to become critical thinkers and problem solvers. These experiences and partnerships include: Christadora Program, BAM Dance Africa residency, Bronx Zoo, Brooklyn Botanical Gardens, NY Historical Society Enrichment Program, AMNH, MOMA, MET, Constitution Center in Philadelphia, Ellis Island, Queens Botanical Garden, City Hall, Sony Wonder Lab, NY Aquarium, Precinct 71 Tour, NYU Project Pay Attention, High School Match, Helen Keller Foundation, NYU Dental Van, among others.

Through our partnership with *Play Study Win*, we offer an array of afterschool programs that reflect the interests of the scholars such as a basketball mentoring program, Robotics, Art Club, Step Team, Chess Club, Track Club, Fencing, and Journalism Club. Furthermore we also provide before and afterschool programming such as Tech Team, Enrichment for ELLs, National Junior Honor Society, and Junior Broadway (musical theater). On a weekly basis, a group of our scholars travel to the Brooklyn Public Library to participate in Teen Thursdays where they examine and discuss primary and secondary sources.

In taking into consideration other aspects, we also partner with NYU Dental Van for free dental cleaning and work as well as Helen Keller for free eye exams and glasses. As we graduate our founding class, we have a partnership with High School Match where scholars classified as special education and their families receive individualized support on the high school admissions process.

In addition to the accomplishments listed above, New Heights Middle School has implemented various instructional strategies that are used consistently across grade levels. In ELA and social studies, scholars use the A.C.E. (Answer, Cite, Explain) method to provide evidence to support their answers. During math classes and intervention periods, scholars use the Plan, Solve, Explain method to demonstrate deep conceptual understanding of core math concepts. This work has supported the instructional shifts to help New Heights Middle School implement the changes that are required by the Common Core Learning Standards.

School Challenges

New Heights Middle School is working to continue to strengthen scholar ownership of their learning and discussions to ensure all scholars have more opportunities to demonstrate their understanding. Teachers have started to incorporate various instructional strategies such as Socratic seminars and the use of accountable talk to provide evidentiary arguments and respond to peers in classroom conversations. Teachers have also continued to incorporate various forms of classroom levels of checks for understanding that allow teachers to make mid-lesson adjustments and promote scholar self-assessment. Essentially we are working towards transitioning scholar learning to a more engaged scholar stance through instruction and learning activities. As a school that has grown to capacity during the 2014-2015 school year, teacher recruitment has also remained a challenge. Additional school challenges have been identified within the Needs Assessment sections for each of the CEP goals.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - 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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order to conduct a comprehensive assessment of the school’s academic program, Peer Quality Review results and student achievement data was reviewed. New Heights Middle School is currently in its third year of existence therefore we have added a grade every year. The majority of teachers have less than five years of teaching experience; therefore curriculum creation and revision is new to most staff members.

Furthermore the demographics and student achievement data support the need for our goals. For the 2014-2015 school year, approximately 95% of the scholars are eligible for free or reduced lunch, 94% attendance rate, 24% of our scholars are classified as Special Education, 8% of the scholars are classified as English Language Learners, 7% are considered overage, and 15% live in temporary housing.

Upon reflection, student achievement data, teacher effectiveness data, feedback provided by the network and Superintendent, and the Peer Quality Review report. Our school’s strengths are centered on the following indicators:

- Curricula across the school is Common Core aligned and embodies the mission of the school through its incorporation of technology and field experiences in each unit, resulting in authentic, learning opportunities that promote higher order thinking for all scholars. (1.1)
- School leaders make informed decisions supporting common planning time, hiring of additional instructional coaches, and strategic partnerships that are well aligned with the schools goals and long-range plans evidenced by scholar work products that demonstrate understanding. (1.3)
- The school establishes effective systems for monitoring teaching practice including immediate, actionable feedback and supports for new teachers, resulting in a clear focus on improving instructional practices. (4.1)
- The school’s core values and advisory system are just two of the many structures that systematically communicate high expectations to scholars, families, and staff in resulting in wide support for achieving school learning goals. (3.4)

On the other hand, there are areas that we need to continue to address as we work towards success.

- Continue to strengthen scholar ownership of their learning and discussions to ensure all scholars have more opportunities to demonstrate their understanding in the classroom. (1.2)
- Build on the strong practices of standards based grading and scholar feedback through online forums to promote greater use of classroom levels of checks for understanding that allows teachers to make mid-lesson adjustments and promote scholar self-assessment. (2.2)
- Seven percent of scholars met State Standards on the State English test; the average score was 2.1 out of 4.5.
- One percent of scholars met State standards on the State math test; the average score was 2.0 out of 4.5.
- The average pass rate for courses in math, English, social studies, and science was seventy-seven percent.

As we outlined our goals for the 2014-2015 school year, we have identified goals that will create a learning, rigorous environment with supportive structures for scholars, staff, and families. In collaboration with teachers, school leaders, department heads, and consultants, teachers are supported to create rigorous, CCLS-aligned curriculum. On a weekly basis, teachers meet in departments and/or grade level teams to discuss curriculum, instruction, and school culture.

School leaders facilitate a number of these professional development opportunities as well as provide actionable feedback to support in teachers' development on the *Danielson* continuum. Since we understand that supportive, caring environments are critical in middle schools, one of our goals is aligned around school culture. As we phased-in over a three-year period, we noted the importance of family community to build strong family-school community ties.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers of core courses will plan and implement 80 percent of units of study within curriculum aligned to the Common Core Learning Standards by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Teachers will collaboratively grade the MOSL pre-assessments to understand the gaps in scholar knowledge and skills. Teachers will also collaboratively assess the quality of scholar work, in particular the end-of-unit projects and/or assessments.</p>	<p>All Teachers</p>	<p>August 2014 – June 2015</p>	<p>Department Chairs, School Leaders</p>
<p>2. Department Chairs will provide curriculum, assessment, and lesson planning support to all content area teachers throughout the year, utilizing the Lesson Plan Rigor Analysis document. All teachers, regardless of content area, will be invited to participate in collaborative planning workshops. School leaders will review curriculum, assessments, and lesson plans to provide support and feedback.</p> <p>The English Language Arts teachers will receive support in developing Common Core aligned curricula from a Teaching Matters consultant. The consultant will provide support during common planning time, prep periods, and after school sessions.</p> <p>The Math Department teachers will receive support in developing Common Core aligned curricula by the math network coach. The coach will provide support during common planning time, prep periods, and after school sessions.</p> <p>The Department Chairpersons will facilitate setting the norms of the working sessions to establish trust between teachers and consultants and to ensure that there is a focus on improving scholar achievement.</p>	<p>All Teachers</p> <p>ELA Teachers</p> <p>Math Teachers</p>	<p>August 2014 – June 2015</p>	<p>Department Chairs, School Leaders</p> <p>ELA Department Chairperson, Teaching Matters consultant</p> <p>Math Department Chairperson</p>
<p>3. SIT Team will meet in a supportive environment to monitor scholar progress and determine efficacy of intervention and scholar supports</p>	<p>Teachers of ELLs, SWDs,</p>	<p>August 2014 –</p>	<p>Special Education Department</p>

for SWDs, ELLs, and scholars at risk. Materials and resources will be provided to support staff.	at-risk scholars	June 2015	Chairperson, School Leaders
4. Facilitate a parent workshop on the CCLS and its impact on their children as well as how to best support them in their schoolwork. By parents understanding the Common Core Learning Standards, they will feel more comfortable in supporting their children.	Parents	August 2014 – June 2015	School Leaders, Department Chairs

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Scheduled common planning time within content-specific departments
2. Teaching Matters Consultants
3. Network Coaches
4. Math Coach
5. Reading Intervention Teacher
6. Curriculum resources: Engage NY, Scholastic Code X, online resources, test preparation books

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
 - o Growth on MOSL assessments will show progress and impact;
 - o Teacher feedback on professional development sessions provide information on effectiveness of sessions
 - o School-created survey administered at the end of Trimester I (December 2014) and Trimester II (March 2015) results provide feedback on effectiveness of administrative and leadership team support;
 - o Growth shown throughout the year on the Lesson Plan Rigor Analysis
 - o The Instructional Leadership Team will use the Lesson Plan Rigor Analysis to analyze tasks, assignments, and assessments used in ELA and Math classes for impact of professional development.
 - o School leaders will assess the percentage of each curriculum’s alignment to the Common Core Learning Standards.

Part 6b. Complete in **February 2015.**

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

As captured in the School Learning Environment, New Heights Middle School’s strengths are as follows:

- According to the New York City School Survey, eighty-seven percent of scholars feel that their school offers enough variety of programs, classes, and activities to keep them interested in school (City Average: 78%; District Average: 77%).
- According to the New York City School Survey, ninety-six percent of parents are satisfied with the education that their child has received (City Average: 94%; District Average: 77%).

On the contrary, there are areas that we have to continue to develop at New Heights Middle School.

- According to the New York City School Survey, seventy percent of scholars feel safe in the hallways, bathrooms, locker rooms, and cafeteria (city Average: 77%; District Average: 69%).
- According to the New York City School Survey, forty-three percent of teachers would recommend this school to parents (City Average: 78%; District Average: 75%).
- According to the New York City School Survey, fifty-one percent of scholars say that most students at the school treat each other with respect (City Average: 57%; District Average: 50%).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, New Heights Middle School will exhibit a culture of learning, aligned with the school’s core values, focused on academic achievement, self-regulation/self-awareness, and collective responsibility of our school community as demonstrated by an improvement (5%) of survey results on the school-created School Culture Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>1. The gender-based advisory program will continued around the New Heights Middle School’s core values. Each scholar is assigned to an advisor for the 2014-2015 school year to provide academic, social, and emotional support. It also helps to establish the idea that at least one adult in the school has a comprehensive understanding of each scholar. Patterns of behavior from behavior alerts and anecdotal evidence will be analyzed by advisors and action steps will be taken to promote the positive social and emotional development of scholars. Scholars, advisors, and families will meet a minimum of twice throughout the year for Scholar-Led Conferences to discuss academic and socioemotional development.</p>	Advisors	September 2014-June 2015	School Leaders
<p>2. Implementation of the Positive Behavioral Interventions and Supports (PBIS) team that meets on a bi-weekly basis. The PBIS team is comprised of all interested staff members therefore creating a collaborative and trusting environment where staff have input. Through the work of the three tiers, the needs of the various scholars are considered. For example, daily behavior trackers are in effect for those scholars who have BIPs on their IEPs. Through the implementation of PBIS, New Heights Middle School will create a culture of trust where teachers, scholars, staff and families trust one another. Materials and resources will be shared in order to support staff.</p>	PBIS Team, Special Education Teachers, and Paraprofessionals	September 2014-June 2015	PBIS Co- Coordinators
<p>3. The New Heights Middle School core values (Citizenship, Respect, Responsibility, Relentless Pursuit, and Optimism) will be incorporated into the instruction and culture of school. A core values rubric has been collaboratively created to outline specific language regarding school culture. The creation of the Core Values Store (CVS) promotes a positive school culture where scholars earn scholars dollars for behaving according to the core values expectations outlined in the rubric. Weekly “Eagle Meetings” and monthly Core Value Celebrations acknowledge and reward scholars exemplifying the core values.</p>	School Community	September 2014-June 2015	Guidance Counselor and PBIS Team
<p>4. New Heights Middle School will engage in Ramapo For Children training to bridge the gap between teachers’ formal training in instruction and the daily challenges of managing a classroom. Ramapo For Training Children training and coaching help teachers acquire a critical set of skills that are the prerequisites for engaging students in learning, particularly those students who are at the margins of the school community. Ongoing coaching provides individuals and small groups of school staff with specific problem-solving techniques, objective feedback to create a supportive environment. Due to the significant number of paraprofessionals, they will engage in a book study on discipline strategies. There are 4 Saturday parent workshops throughout the school year to address the needs and concerns of the families in working with their middle school</p>	<p>Teachers with Less than Five Years Teaching Experience</p> <p>Paraprofessionals</p> <p>Parents</p>	August 2014 – June 2015	School Leaders

children. In order to continue to build positive, trusting relationship among the School Leadership Team and the parent community, we will hold sessions such as Family Game Night and Science Night. Additionally the School Leadership Team, facilitates a book club titled, "How to Listen So Kids Will Talk, Talk So Kids Will Listen."			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Session Funding for Teacher-Based PBIS team
- Cluster Support from Behavior Specialist
- Ramapo For Children Teacher Coaching
- Ramapo For Children parent workshops
- PBIS Training
- Paraprofessional and parent books for book study

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- Using Google Forms, we will create three-audience specific school culture surveys (Scholar, Staff, and Parent) in order to assess our school’s progress toward this goal. Progress will be determined by 5% improvement on Likehart Scale scores. Each of the surveys will be aligned to the NYC Department of Education’s School Learning Environment Survey that is administered at the end of the school year. The staff survey will be administered during inquiry time. The scholar survey will be administered during advisory sessions during January. The parent survey will be available at the Trimester I Scholar Led Conferences on Thursday, December 18th.
- Review of the written feedback to note trends and growths provided to teachers by the Ramapo For Children consultants.
- Analysis of parent feedback on the workshops and book study group.

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. 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 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - 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.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In order to conduct a comprehensive assessment of the school’s academic program, Peer Quality Review results, and teacher professional development surveys were reviewed. As noted specifically in the Peer Quality Review results, “New Heights Middle School teachers incorporate a variety of technology tools to assess scholar understanding and mastery of objectives.” Furthermore we utilize JumpRope, an online standards based grading system, to capture the scholar performance data which makes it more accessible for data analysis.

On the contrary, the Peer Quality Review Report states that the school needs to “Build on the strong practices of standards based grading and student feedback through online forums to promote greater use of classroom level checks for understanding that allow teachers to make mid-lesson adjustments and promote self-assessment (Quality Review Indicator 2.2).” Furthermore seventy-eight percent of teachers selected “Component 3d: Using Assessment in Instruction” from Danielson’s Framework for Teaching as an area in which they would like to develop. Additionally our superintendent has provided us with feedback on the integration of assessments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers will incorporate various methods of checking for understanding that provide actionable data related to scholars’ mastery and needs to inform instruction and provide feedback during at least three periods each week.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
1. Teachers will engage in a school-wide shared reading of the book <u>Checking for Understanding</u> by Douglas Fisher and Nancy Frey. Other literature will be provided to supplement the research-based strategies that teachers will integrate within the lesson plans. Additionally professional development sessions on electronic forms of checking for understanding (Google Forms, Smart Response System,	All Teachers	August 2014 – June 2015	School Leaders, Department Chairs

and Socrative.com) will be facilitated.			
2. SIT Team meets to determine scholar performance on assessments, monitor scholar progress, and determine interventions. Materials and resources will be provided to support staff.	Special Education Teachers	August 2014 – June 2015	Special Education Department Chair, School Leaders
3. Attendance at Professional Development series that focus on assessing the mastery of scholars with special needs and supports improve instruction based on the data. Professional development sessions will include time to set norms that establish trust amongst participants.	School Leaders, Department Chairs	August 2014 – June 2015	School Leaders
4. Administration of the NYC performance assessments and teacher-created assessments to serve as baselines and inform instruction.	All Staff Members	August 2014 – June 2015	Co- Data Specialists
5. Parent breakfasts focused on how to assess their children’s progress through the use of NYC DOE systems and JumpRope, the online grade book. These breakfast sessions will allow school leaders to effectively communicate school achievement goals and progress toward these goals. Consequently, parents will be able to have an ongoing understanding of their children’s mastery of content. Parents will have the opportunity to trust in the school’s mission to increase scholar ownership of the educational process.	Parents		

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> ○ Common Planning Time Scheduled by Department ○ Professional Development Sessions ○ Support of Consultants ○ Per Session funding ○ Technology (Chromebooks, clickers)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p> <p>School leaders will review Advance teacher evaluation data (Component 3d: Using Assessment in Instruction) to assess progress toward the goal. School leaders will look at the percentage of teachers that demonstrate improvement within this competency from the first observation to second observation during the 2014-2015 school year. Progress toward this goal will be measured by seeing implementation of checks for understanding integrated into at least two class periods each week at the mid-point progress assessment that will take place in February 2015.</p> <p>For each of the book study sessions, teachers will maintain a log on major learnings, practical applications, and</p>
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reflections.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. 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 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - 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.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a growing school in its third year with the majority of teachers that have five or fewer years of teaching experience, it is imperative that school leadership, school-based staff, and network-based staff provide support to the teaching staff. It is also important for administration to engage in frequent classroom visits and feedback sessions. Furthermore, it is critical that there is a focus on the culture of learning as we continue to build our school. Eighty-percent of the teachers were rated effective. Additionally approximately 70% of the teachers have less than five years of teaching experience.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

90% of the teachers will demonstrate growth (improvement of indicator within component) in the collaboratively identified competencies (minimum of 2 from the 8 identified by the NYCDOE) in their development of understanding of what effective teaching looks like by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
1. A teacher goal setting structure (Staff Personalized Learning Plans) will be implemented to identify teacher needs and set clear expectations. These Personalized Learning Plans (PLPs) will guide teachers in setting professional development and scholar goals for the 2014-2015 school year. Furthermore, teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson’s Framework for Teaching; conduct intervisitations among their colleagues; and participate in an end-of-year reflection supported by scholar data. Throughout the school year, there will be three one-on-one check-ins. Intervisitation norms will be established to establish a	All Staff Members	August 2014 – June 2015	School Leaders

culture of trust for visits.			
<p>2. Teachers will receive support in a variety of professional development opportunities to support the development of their professional practice and their understanding of Danielson’s Framework for Teaching. Teacher leaders will facilitate professional development sessions based on area of strength. Teachers will attend differentiated professional development sessions based on areas of need. An Interschool Teacher Development Coach from the Office of Teacher Effectiveness will support teachers identified by the Principal and Assistant Principal to provide targeted support through a coaching cycle based on Advance Measures of Teacher Practice (MOTP) data. During these supports, there will also be integration of addressing the needs of all scholars, including high-need subgroups.</p> <p>Principal, assistant principal and teacher leaders will attend the professional learning series on Using Assessment in Instruction facilitated by the Danielson Group.</p>	All Teachers	August 2014 – June 2015	School Leaders
<p>3. School leaders will visit each teacher’s classroom a minimum of six times over the course of the year, and provide teachers with actionable verbal and/or written feedback aligned with teacher needs and Danielson’s components. A Talent Coach from the Teacher Effectiveness will support the Principal and Assistant Principal in reviewing feedback and completing observations.</p>	All Teachers	September 2014 – June 2015	School Leaders
<p>4. In order to ensure that parents are well informed, the School Leadership Team will be informed of the Danielson Framework for Teaching as well as the teacher evaluation process.</p>	Parents	September 2014 – June 2015	School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Interschool Teacher Development Coach
- Professional Development Time
- Office of Teacher Effectiveness Talent Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
None									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.				
School Leaders will review Advance teacher evaluation data at the end of the first cycle of observations to assess progress toward the goal. Progress will be assessed by improvement made by at least 30% of teachers between the first and second rounds of observations that will be reviewed in February 2015. Teachers will engage in goal setting and/or reflections three times a year.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In order to conduct a comprehensive assessment of the school’s academic response to this element of the Capacity Framework (Strong Family and Community Ties), the School Environment Survey and school-created family survey results were reviewed.

Some of the strengths of New Heights Middle School’s are as follows:

- Seventy-seven percent of parents attended Scholar Led Conferences on the day of scheduled conferences at the end of Trimester I and seventy-five percent of parents attended at the conclusion of Trimester II. The overall Scholar Led Conference completion rate for the 2013-2014 was approximately 85%.
- According to the New York City School Survey (2013-2014), ninety-six percent of parents are satisfied with the education that their child has received (City Average: 94%; District Average: 94%).
- According to the New York City School Survey (2013-2014), ninety-nine percent of parents agree or strongly agree with the statement “My school keeps me informed about my child’s academic progress.”

In terms of areas to further improve among our New Heights Middle School community, in terms of parent engagement is:

- According to the New York City School Survey, sixty-eight percent of parents stated that they have been invited to been invited to a between zero and four “events at your child’s school (workshop, program, performance, etc.).”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

New Heights Middle School will increase the number of opportunities for families to engage within the school community to twenty events during the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of			

Trust			
1. New Heights Middle School will use Blackboard Connect (phone messaging system), email distribution, and print copies of Weekly Announcements to advertise upcoming family events. Messages will be sent out in the family's native language.	All Families	August 2014-June 2015	Parent Coordinator and School Leadership
2. The New Heights Middle School Parent Coordinator will reach out to local organizations to find ways to develop meaningful partnerships that benefit the families of its scholars. There will be a focus on partnerships that support the families of SWD and ELL populations (i.e. High School Match for SWD).	All Families	August 2014-June 2015	Parent Coordinator
3. New Heights Middle School will host workshops on the Common Core Learning Standards and the instructional shifts that have take place as a result of the implementation of the standards for the families of scholars. New Heights Middle School will host a series of events that will help parents meet their children's social and emotional needs (i.e. Family Game Night and Family Book Club).	All Families	December 2014-June 2015	Parent Coordinator and School Leadership
4. Teacher leaders, Learning Leaders facilitators, and Ramapo For Children facilitators will facilitate a series of sessions that teach parents how to support their child's learning at the middle school level. Session topics will include JumpRope standards based grading, technology to support learning, study skills, and meeting the social emotional needs of middle school scholars and building relationships between the school and home.	All Families	September 2014-June 2015	Teacher Leaders, Learning Leaders facilitators, Ramapo For Children facilitators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Ramapo For Children Parent Workshops
- Parent Coordinator
- Blackboard Connect System Access
- Learning Leaders Partnership

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

The School Leadership Team will review the completed family events and those that are scheduled on the school calendar during January 2015. The team will also review the feedback received from the school-created parent survey that will be administered at the end of Trimester I (December 2014) for improvement in comparison to results of the 2013-2014 school survey regarding invitation to school events and school-parent communication.

Part 6b. Complete in February 2015.

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

Section 6: 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)	Diagnostic Reading Assessment Review of teacher-created assessments, summative assessments, and scholar work products	Targeted ELA Instruction Saturday Academy, in-class support	Small Group Intervention Period Small group One-to-one	During the School Day Saturdays During the school day
Mathematics	Diagnostic Mathematics Assessment Review of teacher-created assessments, summative assessments, and scholar work products	Targeted Mathematics Instruction Saturday Academy, in-class support (previewing and re-teaching concepts and skills)	Small Group Intervention Period Small group One-to-one	During the School Day Saturdays During the school day
Science	Review of teacher-created assessments, summative assessments, and scholar work products	Previewing and re-teaching concepts and skills	Small group One-to-one	During the school day
Social Studies	Review of teacher-created assessments, summative assessments, and scholar work products	Previewing and re-teaching concepts and skills	Small group One-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Review of behavior alerts to note trends of social-emotional behaviors of concern Attendance records	Brothers Break Bread program, individual check-ins, advisory support, Guidance support, Peer Mediation Program Guidance and advisory support,	Small group One-to-one Partners One-to-one	During the school day Afterschool During the school day

		attendance outreach, parent meetings with school leaders	Advisory groups (for contest on attendance)	
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

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

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.

At New Heights Middle School we aim to attract highly qualified teachers. Our hiring committee consists of the school leaders, coaches, and teachers (representing multiple subjects). Throughout the spring, the hiring committee dedicates time to posting job vacancies in a multitude of areas such as the Open Market, college websites, Idealist, Craigslist, among others. Based on the resumes that our school receives, candidates are selected by the school leaders and hiring committee for a demonstration lesson and informal interview. If it is determined that the candidate is a person of interest determined by the hiring committee, the candidate engages in an online written task and then moves on to the final interview. After all candidates are interviewed the committee meets to make a selection.

At the beginning of the year, teachers self-reflect and create goals in relation to the Danielson Framework of Teaching, including their performance the prior year. Professional development is ongoing throughout the year, and all teachers are members of at least one team to support their growth as educators. Teacher teams meet weekly in department meetings to collaborate, discuss best practices, curriculum revising, lesson planning, examine scholar work, analyze scholar performance data, among others. The focus of the department meetings is determined by the department chair and school leaders based on school-wide needs and/or department needs. Within departments, teachers receive supports from department heads, Teaching Matters consultants, and network-based coaches. Teachers also meet in grade-level teams to discuss trends and strategies across their grade to support scholar success—academic, social, and emotional. Throughout the year our teachers meet in differentiated professional development sessions facilitated by their colleagues and school leaders. Examples of essential educational topics are classroom management, school-wide procedures and routines, inquiry work, rigorous planning, and formative assessments. Approximately once a month a consultant from Ramapo For Children works with cohorts of teachers in the areas of classroom environment and building relationships with scholars. Teachers also participate in intervisitations where they can observe best practices in action within our school community. In order to expand our own expertise, teachers and paraprofessionals are highly encouraged to participate in outside of New Heights Middle School professional development. For example, the Mathematics Department participates in grade-level math groups facilitated by the network. Another example is our participation in the showcase schools event where teachers had an opportunity to observe best practices in action.

At New Heights Middle School, we support ongoing communication through the use of Google Apps for Education and Staff Weekly where we also celebrate staff via acknowledgements.

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).

In collaboration with the professional development committee, we have devised a professional development plan for teachers and paraprofessionals that was strategically created around our CEP goals, all of which synthesize to increase and support scholar achievement and their meeting or exceeding of the implementation of the CCLS. Each session correlates to a NYC DOE identified Danielson Competency and teachers engage in collaboration and/or self-reflection at all sessions. School leaders and teacher leaders that have demonstrated effective practices facilitate these sessions. Staff who attend exhibit strong pedagogical and instructional practices as well as external professional development sessions are invited to turnkey what they learned at Monday professional development sessions. For each of the sessions facilitated at New Heights Middle School, teachers and paraprofessionals provide feedback on its effectiveness and ideas for future professional development sessions.

School leaders participate in professional development sessions to support their own growth. Both school leaders participate in network-based professional development, district-based professional development, and Danielson: Using Assessment in Instruction. In particular, the Principal, participated in the Harvard University Urban School Leaders Institute and a variety of conferences. The Assistant Principal participated in Assistant Principal Leadership Pathway Program and Google Apps for Education conferences.

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).

Not applicable

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.).

Not applicable

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.

The MOSL committee elicits the feedback of each of the departments before we make final decisions around MOSL selections. Furthermore department chairs take into consideration teacher feedback on ongoing basis around

assessments and its analysis where it is communicated to school leaders. Furthermore Teaching Matters consultants assist us in the creation of an assessment calendar.

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 (CEP) 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	\$315,642	X	12-21
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	\$2,323,468	X	9-21

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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. **New Heights 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **New Heights Middle School** will support parents and families of Title I scholars 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; and
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 scholars 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 scholars, parent members of the school's Parent Association 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 Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of 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; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

New Heights Middle School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of 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 Common Core Learning Standards and 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; and
- 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; and
- 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; and
- planning activities for parents during the school year, such as Scholar Led Conferences.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

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

III. Scholar Responsibilities:

- 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; and
- always try my best to learn.

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K722** School Name: **New Heights Middle School**

Cluster: **4** Network: **CFN411**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	247	Total number of ELLs	18	ELLs as share of total student population (%)	7.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
ESL	10	4	1	5	1	0	3	0	3	18

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	10	4	1	5	1	0	3	0	3	18
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													

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	1						5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian							5	6						11
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	9	8	1	0	0	0	0	18

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	3						5
Intermediate(I)							4	1						5
Advanced (A)							2	6						8
Total	0	0	0	0	0	0	8	10	0	0	0	0	0	18

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
6	5				5
7	5	1			6
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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	0			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All scholars are administered the TCRWP - Running Records. This provides teachers with literacy-related data that may be translated into their Fountas and Pinnell reading levels. Through a review of the data, it is apparent that all of the students classified as ELL are reading below grade level. The data reveals that scholars have a difficult time with comprehending grade level work. The results of

the assessment are used to assign independent reading books and differentiate work for scholars via their class work and homework; measure their progress; and create small groupings. Furthermore the data is used to communicate to the scholars their current reading level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns and grades have demonstrated that the majority of our scholars acquire the skills and strategies needed to understand their second language, English. Additionally the scholars have scored Advanced for the majority of the modalities. When comparing the NYSESLAT data from 2011-2012 school year to the 2012-2013 school year, four of the scholars noted increased scores in reading and writing. The other two scholars whom took the NYSESLAT for the first time scored at the Beginner level. Their strongest areas are in listening and speaking; while we have to integrate additional support in reading and writing. There is an improvement, across the years, that is noticeable for the majority of scholars, even those who are SIFE scholars. However, one scholar still needs literacy support to acquire the mechanics of the second language (writing and speech).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

N/A

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
We recently administered the ELL Periodic Assessments therefore we do not have any data. Once we receive the performance data, we will utilize to determine areas of strength and in need of improvement to integrate within instruction. We will also utilize the data extracted from students' performance on Achieve 3000. Scholars speak their native language but they are not completely fluent and completely literate in their first language. NHMS ESL teacher will therefore use the native language to support scholars' understanding of the content.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
NHMS ESL teacher discusses with content-area teachers QTEL and SIOP strategies to drive instructional decisions. For instance, the ESL teacher encourages the integration of pictures with the word to explain challenging concepts, the time for discussion in order to practice speaking in L2 (Talk with a Focus, Four Corners Activities,...), written Focus Questions to support scholars in reading comprehension, and many more. Furthermore students have access to an array of literature at their reading level as well as the appropriate grade level to aid with fluency and comprehension in their second language (English).
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
This question does not apply to our current program offering. For the next scheduled period, the school leadership and teachers from NHMS will design its own and enter the data in Intranet: Tools and Resources for Employees. NHMS ESL teacher uses the native language to support scholars' understanding of the content.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our programs' success by examining our scholars' NYSESLAT, ELA, and Math scores. We examine scholars' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new scholar is enrolled at New Heights Middle School (17K722), they are given the HLIS form by the ESL teacher, Ms. Jennifer Milfort. Ms. Milfort, then, administers the informal oral interview in English and/or in Haitian Creole. As for Spanish speakers, Ms. Mckenzie conducts the process. Within the first 10 days of registration, the LAB-R is administered. For those who were identified Spanish speakers during the initial interview, the Spanish LAB is administered within the first 10 days by Ms. Anaika McKenzie, Science teacher, who also has a bilingual certification. At the beginning of the year, all ELLs are administered a reading diagnostic to assess fluency and comprehension as well as a writing diagnostic.

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

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

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

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

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

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

After a thorough explanation and services parents make an informed choice of placement in the program which best suits their

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Since the creation of NHMS, we have admitted a few new ESL students. In all cases, the parents have chosen Freestanding ESL Program which we offer in our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction consists of Science, Social Science. They use the Workshop Model to support consistency. In ELA and Mathematics, the Quality Teaching for English Learners (QTEL) model. In other words, students receive a content objective as well as a language objective during the lessons. Teachers are also expected to utilize appropriate questioning and discussion techniques including whole class discusions; think, pair, share; and use of SMART clickers. ESL content area teachers co-plan with the general education content teachers to identify the themes and enduring understanding to prioritize when implementing the curriculum. The goal of the content area teachers is to build vocabulary and support the reading comprehension strategies students need to be successful when approaching non-fiction reading. Additionally there is a focus on engaging students in conceptual mathematical thinking within the curriculum to ensure that students go byolnd the procedural mathematical learning. There is the integration of cognates to help students identify words that are easily transferable to English. Teachers dedicate time to front-loading strategies that activate prior knowledge and build student vocabulary. Teachers incorporate technology in their instruction and an option for students to demonstrate understanding of what they are learning. Students practice and write a vareity of genres based on the content area they are working on. Another critical instructional approach utilized by the content area teachers in Science, Social Studies, and the Arts is challenge-based learning. In challenge-based learning, students have the opportunity to make connections between what they are learning and real-world application through the integration of field experiences, including trips, real-world life skills, and speaking to experts.

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts:	
Social Studies:	English

Class/Content Area	Language(s) of Instruction

Courses Taught in Languages Other than English ⓘ

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

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

Math:	English / Haitian-Creole			
Science:	English			
English Language Arts	English / Haitian-Creole			

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

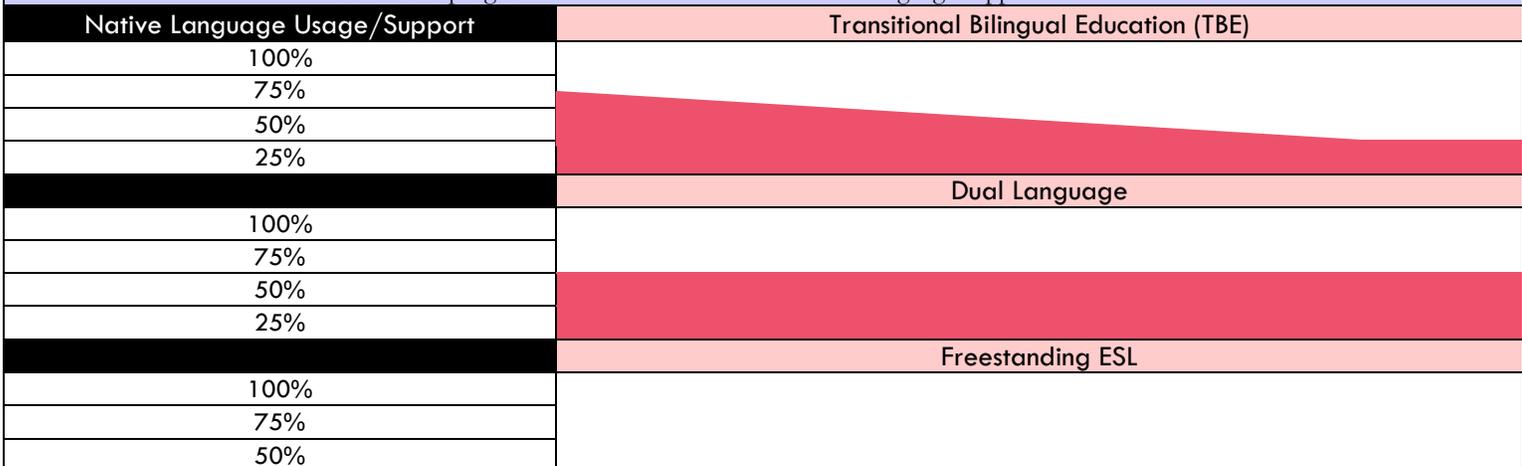
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
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.
- There is a significant emphasis on literacy across the curriculum in all content areas which also applies to ESL instruction. ESL/Bilingual certified teachers meet with content area teachers to collaborate on planning. This allows them to be directly involved with the planning of units aligned to the Common Core Learning Standards utilizing an Understanding by Design approach. There is an emphasis on reading in both the scholars' native language and English. Furthermore the standards for listening, speaking, reading, and writing are met through a combination of instruction using the QTEL model. As the scholars increase their English proficiency, the ratio shifts to reflect their language acquisition. Content area and ESL/Bilingual certified teachers conduct individual check-ins with ELLs to ensure that they receive the appropriate support. In addition to English, we have teachers who speak Haitian Creole and Spanish. ELLs participate in academic labs to receive additional support in reading, writing, and mathematics, including basic and grade-level skills. We utilize programs such as Achieve 3000 and Wilson for additional support during Extended Day. ELLs are assigned to only ESL/Bilingual certified teachers for Extended Day.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate our programs' success by examining our students' NYSESLAT, ELA, and Math scores. We examine students' current scores, as well as how much growth they have made on each exam in previous years. Furthermore we examine their periodic assessment results, in-class summative assessment performance and portfolio work.
11. What new programs or improvements will be considered for the upcoming school year?
- Since we are a school in only its second year of existence, all of our initiatives are recent ones (see above for details).
12. What programs/services for ELLs will be discontinued and why?
- Since we are a new school in only its second year of existence, this is not applicable to our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All communication about school programs is accessible to ELLs. Additionally all ELLs are mandated to attend the afterschool academic program. Even though we have limited enrichment opportunities, ELLs are highly encouraged to participate in all opportunities afforded to the general education population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have been selected to be an iZone school which means there is an emphasis on the integration of technology across all content areas. All teachers are encouraged to incorporate technology into their instruction to support standards mastery, differentiation for scholar modality strengths, and build scholars' exposure and skillset in preparation for 21st century learning and workplace. All of the teachers have SMART Boards, Macbook laptops, SMART student response systems, and tablets. The depth of technology integration is at the teacher's discretion and comfort level. In order to ensure implementation, teachers participate in ongoing professional development to support them in the integration of technology (e.g. Saturday Professional Development Sessions and professional development facilitated by Tequipment). We have approximately 150 laptops through our iZone partnership and budget decisions. ELLs will use the Macbook carts to learn and produce work using a variety of Microsoft Office programs and Internet resources. ELLs have had the opportunity to learn from experts around the country via Skype. Throughout the year, they will have opportunities to use Google documents as a forum to create, edit, and share their work; create blogs; interact with other children around the world; among others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL scholars receive native language support in a variety of ways. The ESL teacher provides native language instruction and support. Additionally scholars are allowed to speak in their native language with their classmates to facilitate the comprehension of the content. We also utilize and make the following materials accessible to all scholars: bilingual dictionaries, Google translate, and content-relevant texts in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

differentiation, technology, and field experiences.

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: New Heights Middle School

School DBN: 17K722

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

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