

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

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

**26Q074**

**School Name:**

**NATHANIEL HAWTHORNE MIDDLE SCHOOL**

**Principal:**

**ANTHONY M. ARMSTRONG**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level:     Middle School     School Number (DBN):     26Q074      
School Type:     Good Standing     Grades Served:     6, 7, 8      
School Address:     61-15 Oceania Street, Oakland Gardens, NY 11364      
Phone Number:     718-631-6800     Fax:     718-631-6899      
School Contact Person:     Anthony M. Armstrong     Email Address:     aarmstrong@schools.nyc.gov      
Principal:     Anthony M. Armstrong      
UFT Chapter Leader:     Dina Mayer      
Parents' Association President:     Linda Lovett & Ria Pallas      
SLT Chairperson:     Anthony M. Armstrong      
Student Representative(s):     N/A    

**District Information**

District:     26     Superintendent:     Danielle Giunta      
Superintendent's Office Address:     61-15 Oceania Street, Oakland Gardens, NY 11364      
Superintendent's Email Address:     DGiunta4@schools.nyc.gov      
Phone Number:     718-631-6943     Fax:     718-631-6996    

**Cluster and Network Information**

Cluster Number:     5     Cluster Leader:     Debra Maldonado      
Network Number:     535     Network Leader:     Ellen Padva

## 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)
Anthony M. Armstrong	*Principal or Designee	
Dina Mayer	*UFT Chapter Leader or Designee	
Ria Pallas	*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	
Diane Fleming	Teacher	
Irene Papamichael	Teacher	
Sandi Plotkin	Teacher	
Jean Posada	Teacher	
Richard Schaffer	Assistant Principal	
Daisy Avila	Parent	
Diane Dorta	Parent	
Ivana Kardum	Parent	
Amy Melendez	Parent	
Carolyn Miele	Parent	
Martha Xenakis	Parent	

\*\*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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> 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.

#### **Nathaniel Hawthorne Middle School 74 Mission Statement:**

A nurturing environment for children where we:

Encourage a love of learning  
Inspire children to explore, achieve and excel  
Foster high self-esteem  
Appreciate cultural diversity  
Encourage respect and responsibility to self and others  
Instill a concern for the world around us  
Develop an appreciation of the arts.

It is our belief that students learn best in an environment that recognizes their interests, readiness and learning styles.

#### **TEAM74 Instructional Focus: *"Student Engagement"***

##### Theory of Action

***"If we continue to increase the knowledge and skill of ALL teachers regarding:***

***"data driven instruction",***

***"multiple entry points",***

***and***

***"questioning and discussion techniques"***

***the teachers will continue to be able to construct***

***rigorous performance tasks embedded in***

***Common Core aligned units of study***

***that reflect student diversity***

***and***

***student engagement and learning will continue to improve***

***as a result of engaging in such tasks."***

This is the work that will allow our students to become **college** and **career ready**, as we continue to soar, *from good to Great and BEYOND!*

The Nathaniel Hawthorne Middle School, established in 1954, has a history of demonstrating “excellence in education”.

Our diverse population includes 1060 students from 6<sup>th</sup> grade through 8<sup>th</sup> grade, comprised of 5% Black, 10% Hispanic, 20% White and 65% Asian; the student body includes English Language Learners (8%) and students receiving special education services (10%), in addition to gifted & talented (10%). This diversity is both our strength and a challenge, as we collaboratively strive to meet the needs of ALL students. TEAMS have been created to provide “Excellence for ALL”. This initiative focuses on articulated subject congruence to improve achievement for our English Language Learners and Students With Disabilities, as well as our high performing students, by creating a (PLC) Professional Learning Community that supports ongoing inquiry of shared Best Practices for Teaching and Learning.

We collaboratively work to maintain high standards of excellence, in ALL areas of our school, (*academics, arts, social and emotional*) for ALL members of **TEAM74**; students, staff and families. We have embraced two core beliefs to guide our collaborative efforts: *Together Everyone Achieves More*, as we continue to soar from *good to Great and BEYOND!* These two components are at the nucleus of our belief system and are engrained in all areas of our school.

Respect For All (RFA) is also a unique component within **TEAM74**, as it is a part of our school culture, in thought, word and deed; it is connected to our school mission, philosophy, initiatives and intertwined within our daily work, all year long. Our RFA Class Representatives assist our Dean to provide a safe and nurturing environment, in addition to other systems in place, our (S.O. /SGA) Student Organization/Student Government Association, Student Cabinets and our Peer Mediation Program. These school day initiatives have successfully provided student feedback and structures that have positively impacted the culture of **TEAM74**.

As a federally recognized ARTs Achieve school, we are proud to provide a rigorous course of instruction within ALL ARTS forums: *dance, graphic art & design, studio art, moving image, theatre, instrumental and vocal music*. Our differentiated approach allows our students to self-select a major ARTs focus, based upon interest and choice; hence all students receive a three year sequence complemented by a second ARTs class to support their ARTs learning. Each ARTs program collaborates with diverse cultural organizations within New York City, to provide both field experiences and enriched ARTs experiences that are aligned with the NYC Arts Blueprint, for Teaching and Learning. This includes partnerships with the following: *City Center, Flushing Town Hall, Jose Limon Dance Company, Lincoln Center, Museum of the Moving Image, New York Historical Society, Queens Theatre, World Dance Theatre, and Young Audiences/Literature to Life*.

College and Career readiness is another major focus within **TEAM74**. We maintain a unified lens toward **BEYOND**, in order to prepare ALL students to progress and achieve, by facilitating learning using our instructional focus of STUDENT ENGAGEMENT. Our “*Theory of Action*” provides an aligned focus toward college and career readiness components, thus allowing all members of **TEAM74** to become empowered to reach future successes **BEYOND TEAM74**.

Our annual Career Day celebrates this belief. It is another collaborative initiative that allows staff, students and parents to provide a culminating full day of immersion into potential careers based upon student interest. This initiative involves all subjects and departments and it also includes our school-wide partnerships with the Urban Advantage Cultural Science Organizations, Saint Francis College, NYCDOE Office of School Wellness, alumni and our long term PENCIL “*Principal for a Day*” from Merrill Lynch/Bank of America.

These initiatives and beliefs, plus our ongoing partnerships help to maintain our status as a “*shining jewel*” within the community of Oakland Gardens, Queens, New York City and New York State.

## 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.

Progress of our English Language Learners is a priority within our school. Although nominated for a Blue Ribbon in 2009, our 2010 NYS Report Card indicated that our ELLs did not meet AYP. AYP has been met since 2010. English Language Learners on the 2014 NYS ELA Assessment are “approaching the target” for percentage of students in the 75<sup>th</sup> growth percentile (33.7%) as evidenced on the 2013-14 School Quality Guide. Quality Review Indicator 1.2 was indicated as the only “proficient” rating on the 2014 Quality Review. We recognize that extra academic and social-emotional supports are required to increase the achievement of our ELLs, including former English Language Learners.

### 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.

By June 2015, all students will complete rigorous performance tasks embedded in Common Core aligned units of study across all subjects. Tasks will reflect student diversity with a focus on student engagement, while achievement continues to improve as a result of engaging in such tasks, as measured through classroom observation reports, student work, utilizing the Danielson Framework, component 3c and rubric based performance tasks.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Our Staff Developer and ESL Teacher will work directly with members of our 6 <sup>th</sup> grade teaching staff, in order to ensure speaking and writing goals are established for our English Language Learners. This team of teachers will be referred to as our Excellence for ALL TEAM. This work will be extended to meeting the needs of our students with disabilities as well.	6 <sup>th</sup> Grade Teachers across all subjects	September 2014 – June 2015	Staff Developer, ESL Teacher, 6 <sup>th</sup> Grade ELA and Content Teachers, ELA Supervisor, Principal
Teacher programs will include common planning time. Teachers will be able to work with their colleagues in their subject area to help develop and refine the rigorous performance tasks that are part of CCLS aligned units of study	All Teachers	Weekly, September 2014- June 2015	Principal, Assistant Principals, Staff Developer, Teachers

Teachers will engage in professional development activities aimed at putting the data they obtain as classroom teachers “into action”. This data will include summative data from the previous school year and various forms of data obtained by the classroom teachers throughout the school year. Teachers will be asked to examine their own practices, based upon student impact, while utilizing our PLC book, <u>How Teachers Can Turn Data into Action</u> , by Daniel R. Venables and <u>Driven By Data, A Practical Guide to Improve Instruction</u> , by Paul Bambrick-Santoyo, as a resource for aligned conversations through Teacher facilitated Inquiry.	All Teachers	Weekly, September 2014 – June 2015	Principal, Assistant Principals, Staff Developer, Teachers
Performance tasks and Common Core aligned units will be evaluated and updated through school-wide system using Rubicon Atlas	All Teachers	September 2014 – June 2015	Principal, Assistant Principals, Staff Developer, Ambassadors, Teachers

**Part 4 – Resources Needed**

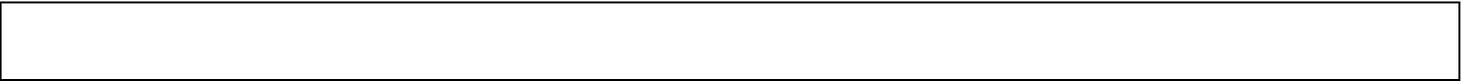
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Master schedule programming to allow for common planning time Funding for a Staff Developer Staff copies of <u>How Teachers Can Turn Data Into Action</u> , by Daniel Venables Monday Professional Development Conversations Tuesday Teacher Team Meetings Network Professional Development: Data-Specialist, Rubicon Atlas

**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
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
1. By January 2015, Administrative observations and teacher examination of student work that results in the implementation of rigorous CCLS aligned performance tasks, with rubrics will be analyzed for impact prior to mid-winter recess.				
2. By January 2015, Teacher Ambassadors will lead Teacher Teams through Cycles of Reflecting upon Units of Study that are Common Core aligned and include rigorous performance tasks.				
3. By January 2015, Excellence for ALL TEAM will design, implement and reflect upon speaking and writing goals for our English Language Learners through monthly articulation and congruence				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.  |

Based on the data from our learning environment survey with regards to school culture, our most recent Quality Review, current student cabinets, Student Organization and RFA Liaisons, students at TEAM74 feel safe and supported both in and around the school building. The work of our teachers, students, guidance counselors, social worker, psychologist, Dean and administration is centered on the belief that all middle school children can be successful when supported by a trusting environment that allows students to thrive in a challenging yet rewarding school setting. There is also the belief that all students should engage in rigorous common core aligned instruction that is geared towards our school goals and college and career readiness. Our major priority need for this school year would be that every student at TEAM74 has a staff member that they can trust and feel supported by. We can ensure the success of our students by learning more about who they are as individuals and making sure that they know that they are cared for.

### 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, all students will know of at least one staff member that they can trust and be supported by. This will be evidenced through conversation and feedback from school cabinets, student organization, RFA liaisons, parent feedback through Pupil Path, learning environment survey and classroom observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
RFA liaisons from each class will meet on a monthly basis and discuss ways to encourage students and staff to treat people respectfully. The program runs from September to June and is overseen by the Dean. The RFA liaisons spearhead a mission to have a school signing of our “Champions of Respect Oath”, will help construct an RFA section in our library and are introducing a school wide “I am” project that will have students and staff thinking more about what they are all about on the inside and what makes each student special	All students, grades 6 through 8	September 2014 – June 2015 and BEYOND	Administration, RFA Liaisons, Dean, CST members

Homeroom teachers will hold weekly conversations with students in their homeroom to discuss concerns and areas of support, stemming from our Question of the Week. Students will be able to ask questions about all areas that they believe they need more support in at TEAM74. This will allow students to gain trust and support to meet their needs, while engaging in an atmosphere of mutual respect. Homeroom teachers will bring concerns for support to the Dean and the RFA liaisons.	All students, grades 6 through 8	September 2014 – June 2015 and BEYOND	Administration, RFA Liaisons, Dean, Homeroom Teachers
Peer Mediation Program; this program will continue to resolve issues for our students, thus avoiding suspensions. This support will help our students gain trust and allow them to feel safe within the school. Conflicts will be reported to our peer mediation advisors, in order to establish a student led peer mediation.	All students, grades 6 through 8	September 2014 – June 2015 and BEYOND	Administration, Peer Mediation Advisors, Student Peer Mediators
Using the book, <u>What Every Middle School Teacher Should Know</u> , by Brown & Knowles, PLC conversations will center on strategies to support our students and in turn be implemented across classrooms.	All Staff	September 2014 – June 2015 and BEYOND	Principal, Assistant Principals, Staff Developer, Teachers and (CST) Child Support Team

#### **Part 4 – Resources Needed**

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

Master schedule programming to allow for common planning time  
 Funding for a Staff Developer  
 Staff copies of What Every Middle School Teacher Should Know, by Brown & Knowles  
 Monday Professional Development Conversations  
 Tuesday Teacher Team Meetings

#### **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.

#### **Part 6 – Progress Monitoring**

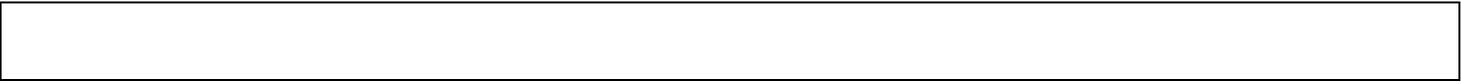
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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.

By January 2015, Monthly (CST) Child Support Team meetings and RFA Liaison meetings, in addition to weekly School Based Support Team meetings and Extended Cabinet meetings will provide an ongoing progress monitoring system in place all school year.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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 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

- |     |   |
|-----|---|
| 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.  |

Based on a professional development needs survey completed by the staff, the Learning Environment Survey, the CIE 2014 – 2015, and the Quality Review Report our school has created formative teams which lead department teacher teams in working collaboratively towards our school’s Instructional Focus. Teachers meet weekly to study pedagogical literature, share best practices, evaluate student work, create CCLS aligned tasks, refine curriculum and analyze multiple forms of data as a means to enhance instructional practice and to improve student outcomes.

### 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.

By June 2015, all teachers will engage in weekly inquiry meetings to look at multiple forms of data in order to recognize the individual needs of students, and to work together to better understand and support those diverse needs by creating a culture of reflection as a means to increase strong instruction and student achievement as evidenced by observation of classroom practice and student work.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
Research-based professional development including use of pedagogical book studies, ARIS Learn, CCLS, Engage NY, ASCD publications, CIE 2014-2015, the Learning Environment Survey, the school’s Report Card and the Quality Review Report.	All Teachers	Sept. 2014 - June 2015	Administration, Ambassadors, Teachers
Teacher Team Meetings: through use of protocols will analyze data, evaluate student work, create aligned tasks and assessments, meet to share findings and best practices both horizontally and vertically	All Teachers	Sept. 2014 - June 2015	Administration, Ambassadors, Teachers
Formative Teams focused around the school’s Instructional Focus and Theory of Action. Teacher initiated inter-visitations	All Teachers	Sept. 2014 - June 2015	Ambassadors, Staff Developer, Administration

Teachers will attend professional development sessions and turn key to staff.	Teachers	Sept. 2014 - June 2015	Administration, Staff Developer, Ambassadors, Teachers
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Master schedule programming to allow for common planning time Funding for a Staff Developer Staff copies of How Teachers Can Turn Data Into Action, by Daniel Venables Access to Technology and Internet Monday Professional Development Conversations Tuesday Teacher Team Meetings

**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
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, (use of teacher reflections, observation of teacher teams by administration, feedback from Ambassadors, evidenced in classroom practice and student work				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	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 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

- |     |  |
|-----|--|
| 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.   |

One of the Leadership Competencies, Personal Leadership, is a driving force behind everything that I do; it is my belief that I must model the expectations that are presented to **TEAM74**; lead by example. Using diverse forms of data that provide feedback to guide the schools mission to bring **TEAM74** to **BEYOND** allow all of us to grow and evolve.

Rating of 1.2 on the Quality Review from last year- need to provide multiple opportunities for meaningful engagement for all levels of learners

-Student Progress is a focus area of the School Quality Report including the progress of English Language Learners and Students with Disabilities in ELA and Math

-Distributive leadership is demonstrated through the Staff Developer and the Teacher Team Ambassador structure- they assist with the professional development opportunities provided for their colleagues

-100% of teachers agreed or strongly agreed that the Principal communicates a clear vision for the school as shown on last year’s School Survey. This vision includes doing what is needed to increase student engagement in order to increase student achievement.

### 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.

By June 2015, teachers and paraprofessionals will participate in professional development opportunities designed to build capacity with data-driven instruction, design and use of multiple entry points in lessons, and with questioning and discussion techniques. By implementing professional development centered on research-based strategies to improve in these areas, there will be an increase in student engagement, as evidenced through observations, student/staff reflections and feedback and lesson plans.

### 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:

- |     |  |  |   |  |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 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			
Staff members will participate in professional development utilizing the book, <i>Data into Action</i> . The staff will make connections of their teaching practices and the research-based examples presented in the book. In addition, staff members will write reflections demonstrating their understanding of the principles in the book and how these principles can help them improve their own teacher practice, as aligned with our Instructional Focus and Theory of Action.	Teachers, Paraprofessionals	September 2014-June 2015	Principal, Assistant Principal, Staff Developer, and Teacher Team Ambassadors
A needs assessment regarding professional development was created and issued to all staff members. Data was analyzed and activities were tailored to the needs of the staff.	Teachers	September 2014-June 2015	Principal, Assistant Principal, Staff Developer, and Teacher Team Ambassadors
Administrative team members participate in book studies with the staff developer and members of the teacher staff involving topics including important things every middle school teacher should know and data-driven instruction.	Teachers	September 2014-June 2015	Principal, Assistant Principals, Staff Developer, and members of the teaching staff
Principal, Assistant Principals, and staff members attend professional development opportunities focusing on the needs of all students facilitated by the district, network, and outside organizations. Information gathered will be shared in various ways with other staff members.	Administration, Teachers	September 2014-June 2015	Principal, Assistant Principals, Staff Developer, and members of the teaching staff

**Part 4 – Resources Needed**

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

- Staff Developer
- Teacher Team Ambassadors and Meetings, including Monday Conversations
- Utilization of Tuesday Inquiry time
- Books for staff members part of book studies

**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:

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.

By January 2015, additional needs assessments will be administered and completed by staff in order to determine if professional development activities are meeting the needs of the staff to determine needed adjustments, at this point in the year. Also, new needs identified by this assessment can be incorporated into future professional development activities.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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

- |     |   |
|-----|---|
| 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.  |

Strengths - According to the 2013-2014 School Survey Report, over 90% of parents agree or disagree with the fact that our school does the following:

- keeps parents informed about what my child is learning.
- makes parents feel welcome.
- communicates with parents in a language that I can understand.
- is responsive to parent feedback.
- has teachers who are interested and attentive when they discuss students.
- keeps parents informed about my child’s academic progress.

Priority needs to be addressed - According to the 2013-2014 School Survey Report, 44% of parents indicated that they were invited to an event at our school 2 or fewer times.

### 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.

By June 2015, all parents will be invited to more than 2 school events at our school (workshop, program, performance, etc.) as measured by a 5% increase in parents indicating as such on the 2014-2015 School Survey Report.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
All communication with school community regarding school events will emphasize the connection to student learning.	All parents and students	September 2014 – June 2015	Principal, assistant principal, teachers
All parents will be notified about school events through school messenger, backpack letter, school website and Facebook page.	All parents and students	September 2014 – June 2015	Principal, assistant principal, teachers, parent coordinator


**Part 4 – Resources Needed**

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

Monday Conversations, Supervisory Inquiry, Extended Cabinet, Meetings, Master Program/Common Planning, Parent Coordinator Budget Line,

**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:

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.

1. By January 2015, Midyear survey given to parents through Google Forms to gauge parent acknowledgement of invitations to school events.
2. By January 2015, Increased attendance by parents at school events.

Increased awareness of school events by members of S.L.T., P.T.A. executive board, parents that attend monthly P.T. A. meetings and student cabinet.

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

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

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**Section 6: 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA Proficiency Ratings from Prior Year, Teacher Recommendation- 172 students	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>Mathematics</b>	NYS Math Proficiency Ratings from Prior Year, Teacher Recommendation, First Quarter Averages Students in Accelerated Courses – 199 students	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>Science</b>	Teacher recommendations and quarterly monitoring of subject grades	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>Social Studies</b>	Teacher recommendations and quarterly monitoring of subject grades	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselors, Social Worker, SAPIS Worker, Speech, OT, PT, SETSS	Meetings a certain amount of times each week according to student needs	Small group, one-to-one	During the school day

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

**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.
<p>In our efforts to recruit highly qualified teachers, the administrative team organizes a hiring committee to provide input into the hiring process. This includes posting vacancies through the New Teacher Finder and through Open Market. It is our practice to hire only certified teachers that demonstrate effective practices, aligned with the Danielson Framework. In order to retain highly qualified teachers, we ensure that supports are in place to provide differentiated professional development for all teachers. We provide professional development opportunities to all teachers on current topics, in addition to promoting self-directed professional growth.</p> <p>Our (PLC) Professional Learning Community reads research based books together as well as share best practices, in order to promote growth. Teachers teaching teachers are also a shared philosophy that our school uses, to turn-key and collaborate upon using best practices.</p> <p>We have a Staff Developer that teaches and provides opportunities for one on one PD for less than effective teachers in addition to using the classroom as a model for best practices.</p> <p>We believe in individualized professional development plans that are designed to focus on each teacher's area for improvement, needs and or interest. Our Ambassadors lead Teacher TEAMS in order to empower individual growth. All professional development is research and evidence based; Inter-visitations and school visits are utilized to provide hands-on learning.</p>

**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).
<p>Our Ambassadors/Professional Development TEAM conducted a needs assessment for all teachers. Individualized Professional Learning Plans are developed for teachers with less than effective practices. The NYC Chancellor's Professional Learning Handbook is used to guide the ongoing development of the staff. All observations and professional development are aligned with the Danielson Framework. ARIS Learn is used to promote individual learning opportunities for staff. All untenured staff members participate in monthly meetings with the Principal, in addition to Subject Supervisor, Staff Developer and Buddy Teacher. Utilization of Network Support and Workshops.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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.).

N/A

**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.

N/A

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal			
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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### 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. **The Nathaniel Hawthorne Middle School 74**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Nathaniel Hawthorne Middle School 74** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC)

**The Nathaniel Hawthorne Middle School 74**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

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

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: Nathaniel Hawthorne M.S. 74	DBN: 26Q074
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 27 one hour after school sessions will be held for targeted ELL students to provide literacy support. Sessions are taught by a certified ESL teacher. Sessions will be held on Wednesdays, Thursdays and Fridays after school from 2:30 - 3:30 P.M. beginning in January until April. Per session for the ESL teacher amounts to \$1,493.79 (including two hours per session for planning).

The Saturday program is a language acquisition program using graphic art and design to complement the literacy units of study centered around the theme "Photographing the American Dream". Students will engage in activities designed to foster reading, writing and speaking skills through the "lense" of photography, as it relates to the topics of immigration and their real life experiences in America. Students will analyze existing photographs and take their own photographs. There will be 14 two and a half hour sessions and three 5 hour trips. Trips will be planned to support the themes of the units and to bring the learning outside the classroom, for reflective writing, as students make connections to themselves and the units of study. Travel costs will include buses and admission (\$1000.00). Classes will be taught by a certified ESL teacher and an art teacher. The program runs from January through May on Saturdays from 9 - 11:30 A.M. (until 2PM on trip days). There are two groups of students, which include general education ELL students and ELL students who are SWDs. One group is made up of beginner ESL students and the other is made up of intermediate and advanced. Each group spends 75 minutes with the ESL teacher and 75 minutes with the art teacher. All ESL students are invited to attend the program through a distributed letter, which is translated according to home language surveys. Per session for the two teachers amounts to \$5,151.00. Teachers will be given planning time to create rich units of study and prepare test preparation materials (\$206.04). We will hire an on-site supervisor for the Saturday program to oversee the instructional components, make trip arrangements and make parental contact (\$2,642.00). Materials include ink, paper, supplies for creation of student work, and supplemental texts (\$446.07).

**Part C: Professional Development**

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

### Part C: Professional Development

Begin description here: A certified ESL teacher will attend "Translating Research to Practice: Beyond Foundational Skill" at the Manhattan UFT located at 52 Broadway. This 2-day institute (8:30 A.M. - 3:00 P.M.), for secondary school ESL specialists, is designed to address linguistically and academically diverse populations: how to ensure that classrooms and instruction are designed to develop students' foundational and advanced literacy skills. The institute will draw on the latest research to build participants' core knowledge about ELLs' literacy development as well as the design and implementation of literacy instruction to advance ELLs' academic achievement, focusing especially on advancements in three key domains of literacy development and instruction: 1) conversational and academic language 2) sources of reading difficulties for secondary ELLs 3) leveraging native language skills to simultaneously promote bilingualism and their growth in English. Participants will learn high-impact instructional strategies in each of these domains to promote their classroom practice. The sessions are being conducted by Rachel Hoff, Director of SIFE Programs for the Department of English Language Learners and Student Support. This directly relates to the goals of the after school program and the Saturday academy. The teacher attending will then turnkey the information to the other Title III teachers during 2 Monday P.D. sessions in January (2:20 PM - 3:40 PM). They will work together to integrate strategies in designing activities for both the after school program and Saturday Academy. No Title III funds will be used to support this.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of targeted students for after school support program will be invited to a one hour workshop to inform them of strategies to help their children at home. Parents will also be invited to an introductory workshop to inform them of the language acquisition skills that students will be exposed to during the Saturday program. Parents will be notified through notices and through the school phone messenger (translated by the DOE translation unit and by school's phone messenger service). Both workshops will be lead by certified ESL teachers. Workshops will be one hour sessions offered on Saturday mornings. Anticipated dates for the workshops are in January and March. Per session will be used (\$103.02).

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$9,753.93	- After school teacher per session:

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		\$1,493.79 (including 2 hours planning time)  - Saturday teacher per session:  \$5,151.00 (including 4 hours planning time)  - Saturday supervisor per session:  \$2,642.00  - Per session for parent workshops: (\$103.02)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	604.15	ink, paper, supplies for creation of student work and supplemental texts
Educational Software (Object Code 199)	_____	_____
Travel	1,000	Buses Admissions
Other	_____	_____
<b>TOTAL</b>	11,200	_____

**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 <b>26</b>	Borough <b>Queens</b>	School Number <b>074</b>
School Name <b>Nathaniel Hawthorne Middle School</b>		

### 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 <b>Anthony Armstrong</b>	Assistant Principal <b>Lisa Perlstein</b>
Coach	Coach
ESL Teacher <b>Joyce Narciso-Raikos</b>	Guidance Counselor
Teacher/Subject Area <b>Monica Leon</b>	Parent <b>Peter Wong</b>
Teacher/Subject Area <b>Kathy Cooley</b>	Parent Coordinator <b>Christine Spagnolo</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>4</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1051</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>3.04%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							9	12	11					32
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	9	12	11	0	0	0	0	32

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)
				1

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	29	0	0	2	0	0	1	0	0	32

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		
<b>Total</b>	29	0	0	2	0	0	1	0	0	32
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese							7	9	9					25
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							1	2	2					5
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

## 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)							1	4	1					6
Intermediate(I)							2	4	3					9
Advanced (A)							6	4	7					17
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

**NYSESLAT Modality Analysis**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		6		1		9
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

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

**Paste response to question here:**

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

**Paste response to questions here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

By utilizing the LAB-R, Spanish LAB and the NYSESLAT, we assess early literacy skills of our ELLs. We also use observations of student work and language use to assess the growth and progress of our ELLs' language and literacy skills. We administer the ELL periodic assessments based on INSIDE by National Geographic. By using this data, we help inform our school's instructional plan by observing strengths and areas in need of support for our ELLs, ensuring help for all content teachers to differentiate lessons in order to reach our students. The data patterns reveal that almost half of the students are advanced, about 28% are intermediate, and about 19 % are beginners. The majority of our students are at the advanced or proficient level in listening and speaking. Our classroom practices reflect teacher awareness and utilization of available data. Teachers are encouraged to use student performance data from different assessments to plan instruction and differentiate teaching and learning. We have noticed as we examine the data that students across all grade levels acquire proficiency in the areas of listening and speaking at a more rapid rate than in reading and writing. Our ELL teachers and other staff members, who service our ELLs plan lessons to increase the amount of reading and writing in their classrooms, incorporate scaffolding techniques to support ELLs, stress academic vocabulary, and engage students in meaningful reading and writing activities. Our ELL teachers plan differentiated instruction using available data from the ELL periodic assessments. The majority of our ELLs are on or above grade level in math; however, need more support in language skills as indicated from the results of the ELA exam. We are providing students with classroom as well as after school support in the areas of reading and writing for the ELA exam. We measure success of our program by looking at how our students move through the proficiency levels while they attend MS 74. As students enter and are tested, we make every effort to move them along the continuum to proficiency.

## Part IV: ELL Identification Process

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

- 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](#).)  
W
- 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.

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 [\[see tool kit\]](#).)
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.
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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
Upon first time registration into the NYC school system parents receive the Home Language Identification Survey (HLIS) to determine Lab-R eligibility and potential identification as an English Language Learner (ELL). When appropriate, the HLIS is given to the parent in their native language, when available. Based on the answers on the HLIS, it is determined if the student is eligible to be administered the LAB-R. One of our fully certified ESL teachers or other trained licensed pedagogues gives an informal interview to the student and parent, and determines the OTELE code for the HLIS. The code is then entered into the City database system and the student, if deemed eligible, is tested by one of our ESL teachers or a fully certified pedagogue within 10 days of registration to determine initial placement in our ESL program. Any Spanish speaking student who is administered the English LAB-R and does not pass is administered the Spanish LAB to determine the level of native language literacy. Also within 10 days of registration parents are invited to a parent orientation meeting where they are informed of the three models of second language programs offered in the NYC school system (Freestanding ESL; Transitional Bilingual Education [TBE]; Dual Language [DL]). Parents watch and listen to a video in their native language, as available to understand the options available to them and their children. If a parent's native language is not available as video, we make all necessary arrangements to have a translator available. At all parent orientations a certified ESL teacher or other licensed and trained pedagogue is available. Once the video is viewed and all parent questions are answered, the parent is asked to fill out the parent choice survey form. All attempts are made to place the student in the first choice program as indicated by the parent. As per the Aspira Consent decree, if 15 parents of the same language group whose children are in one or on two contiguous grades indicate a TBE program as first choice, we will create such a program. If the first choice program is not available in our school, we assist the parent in finding an appropriate program for their child. The parent can then make an informed decision. If a parent does not come to the orientation, a second request is mailed to the parent. If the parent still does not attend the orientation, then a third request is made sent by certified mail. Upon scoring of the LAB-R parents are sent a notification letter informing them of the determination of their child: either Entitled for ESL services or Non-Entitled for services, if the child passes the LAB-R. Each year we assess the language growth and progress of our ELLs by administering the NYSESLAT. Following the release of the LAT scores we are able to place the students accordingly based on their new proficiency levels. Inasmuch as we are a Middle School, we place our students based on parent choice surveys from their elementary programs. The parent choice trend for those students who enter the school system in grades 6-8 is and has been for Freestanding ESL. The placement of students is aligned with parent requests. As stated above, we will follow mandates of the Aspira Consent decree in creating appropriate programs when and if deemed necessary by parent choice surveys.

## 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])?

**Paste response to questions here:**

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

**Paste response to questions here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

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).

**Paste response to questions here:**

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?

**Paste response to question here:**

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 ELL program at Nathaniel Hawthorne Middle School 74 supports the efforts of all English Language Learners in acquiring English language skills and achieving English language proficiency in a requisite time frame. At Middle School 74, we have a freestanding ESL Program incorporating a pullout model. ELL students spend the entire day in all English content area instruction. The instructional program implemented in MS 74 ensures continued language development by combining the workshop model, content area instruction, and thematic units through the components of a balanced literacy model.

Our ELL program services students in grades 6 through 8. The ESL teachers take the students from various elective classes and bring them together for small group English instruction, with a 12-15 students per group ratio. Instructional time as per CR 154 is based on their proficiency level. Our beginners and intermediate students receive at least 360 minutes of instruction per week, while the advanced level students receive at least 180 minutes of instruction per week. Our fully licensed and certified teachers

conduct the pullout program with English being the language of instruction. Our ELLs receive 25% of their instruction minutes in native language literacy by virtue of bilingual glossaries in content areas, classroom library books in native languages, as well as word to word native language to English, English to native language dictionaries. Students receive chapter summaries in their native languages through the INSIDE program by National Geographic, which covers science, social studies, and various literacy genres. Through INSIDE we can provide students Common Core standard driven instruction with multiple points of entry. INSIDE is designed to build literacy and move students through the stages of language acquisition. Reading selections reflect a diversity of cultures, perspectives, topics and genres and are filled with colorful visuals and academic rich vocabulary. A digital library is also used to launch reading selections to build student interest. Grammar and writing lessons are incorporated in each unit.

We differentiate instruction for ELLs in content classrooms. A Balanced Literacy approach is used to foster rapid growth of academic language along with English language acquisition. In the Reading Workshop, students develop language and academic skills through Read Aloud, Shared Reading, Guided Reading, Independent reading, word recognition, and vocabulary strategies. These activities serve to reinforce and address the state ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression. In the writing workshop, teachers model and demonstrate Common Core standards based writing, and students are responsible for writing narrative accounts, narrative essays, and responding to text, writing for information and other forms of grade level writing according to their proficiency level.

Instruction is aligned with the Common Core State Standards and the core curriculum for English language Learners. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. There is a strong emphasis in the content areas of mathematics, science and social studies to develop critical thinking skills, problem-solving skills, to understand academic and content language and vocabulary, and to communicate effectively in English. Classroom notes in content classes are translated into student's native language when necessary. We have also provided content teachers with alternate texts for English language learners such as Prentice Hall Literature Reader's Notebook adapted to help support ELLs in the content classrooms.

Other than the Spanish LAB-R, administered when appropriate, we do not assess in NL

Data driven instruction uses the Lab R, NYSESLAT scores, state test results and the Pearson periodic assessment for English Language Learners, to help form appropriate differentiation of instruction. Additionally, the ESL teachers collaborate with the content teachers to keep up to date with core subject curricula and timelines in the content classrooms. ELL students are given the opportunity to utilize the computer lab and library computers to improve literacy, writing and research skills. Our inquiry teams focus on ESL methodologies and techniques to enhance learning for our ELLs in every classroom, all the time.

Classroom and ESL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles strength in language modalities into consideration. Our newcomer students are provided with bi-lingual (picture) dictionaries, and bi-lingual book choices (libraries) in classrooms. Individual and group projects, oral presentations, and writing samples are all used to assess the development of student progress.

Our afternoon program addresses the needs of our beginner, intermediate and advanced students helping them with content area subject material, study skills and specific ELA reading strategies to prepare our students for the NY State reading exam in May. Our Saturday program has benefited beginning, intermediate and advanced ELL students with cultural enrichment as well as extra language support and skills they need to move along the continuum to the level of proficiency.

Our ESL and content area teachers collaborate to use strategies to support the needs of our ELLs receiving 4 to 6 years. Since many remain in ESL because they have not yet become proficient in writing, special emphasis is placed on helping students develop this skill.

### 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

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

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

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

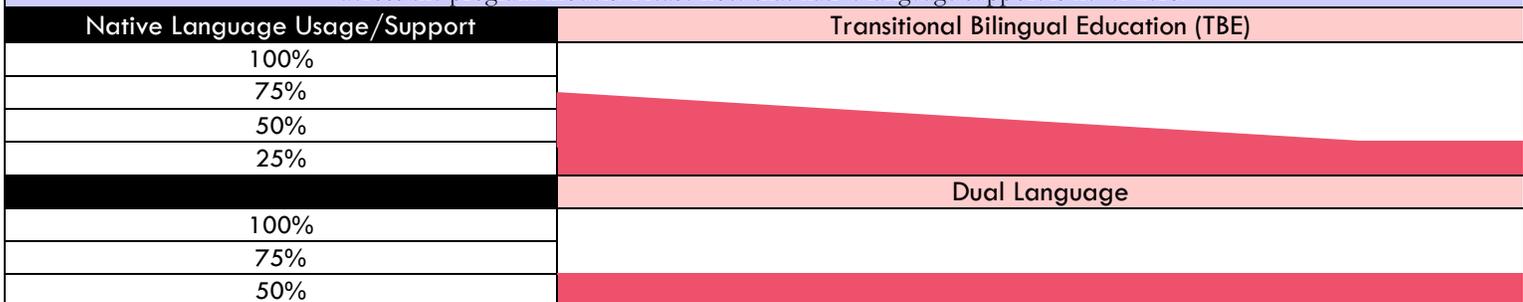
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
**Paste response to question here:**
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
11. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
12. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
**Paste response to question here:**
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
**Paste response to question here:**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
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.  
**Paste response to question here:**
18. What language electives are offered to ELLs?  
**Paste response to question here:**
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)?

We utilize various graphic organizers, translations of texts and notes, word to word content glossaries and dictionaries. We scaffold instruction and group ELLs with proficient students of the same language background. ELLs are included in all our school intervention services, as appropriate. All services are offered in English. Recently designated proficient students (as per the NYSESLAT 2012 and 2013) receive extended time, (as deemed appropriate by school administration and teachers), on classroom and state exams. This year, 7 proficient 8<sup>th</sup> graders are being serviced five times per week for transitional English support. At this time, ELLs are not offered language electives. We feel that learning English should be priority.

Our ELLs have access to all school programs as well as any and all after school support programs. Native language support is provided through translated notes and library material in student's native language. Translators can be found throughout our school and the staff is informed about these translators via email at the beginning of every school year. (see attachment)

Support services and resources correspond to ELL's age, grade, and language proficiency levels. All stakeholders work together to insure that ELL students are welcomed and feel comfortable in taking the necessary risks that will enable them to achieve success. All classroom teachers, specialty teachers, and paraprofessionals are informed and knowledgeable about the specific services and instruction that ELL students are mandated to receive. These polices are included in our school's Comprehensive Education Plan and shared with the school faculty.

### 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.

There are many ways that our staff collaborates to help drive curriculum for our ELL population. Our staff developer provides ongoing professional development workshops within the school day in our efforts to support all educators of ELLs in developing appropriate best practices and ESL strategies. During faculty conferences, grade conferences, department meetings and citywide professional development days, our staff further explores strategies and techniques with ELL experts from within or outside our school building. All educators participate in weekly inquiry department meetings at which student and teacher work is examined to align curriculum with rigor and CCLS when designing ESL lesson plans. In addition, certified ESL teachers, content teachers, and administrators attend ongoing off-site conferences throughout the year. Our network ESL support provides staff development both within our building and off-site.

Our ESL teachers help content teachers support their ELLs with exit projects. Our ESL staff facilitates professional development focused on helping our ELLs understand the differences between middle school and high school. Further, our school administration guides our teachers toward the CCLS for high school to help our 8th grade ELLs prepare for the rigor of 9th grade curriculum and demands.

As per Jose P, we ensure all teachers of ELLs receive the minimum of 7.5 hours for general ed teachers and 10 hours for special ed teachers of ESL methodology and technique. All staff members receive training in compliance issues regarding ESL students. Then, throughout the year, workshops are held to provide staff with best practices in our endeavour to assist our ELLs attain proficiency. Our network ESL support specialist invites all new teachers to attend our monthly ESL meetings; also our ESL staff turnkeys information to our general teaching staff to ensure all mandated training minutes are met. An agenda is given and attendance is taken.

### D. Parental Involvement

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

Our ELL parents are an integral and welcomed part of our school community. Parents of ELL students are informed about ELL instruction, policies, and student progress throughout the year. Every effort is made to communicate with parents in their native language using translated letters and translators. At our workshops, we ask parents how we can best support them and address any concerns they may have.

In the Fall, parents are invited for Curriculum Night where the ESL teacher explains the curriculum that the ESL students will be following, gives an overview of the NYSESLAT and explains expectations. The teacher answers parents' questions and concerns. Translators are available at this meeting upon request.

In the Spring, NYSESLAT information sessions are held to inform parents about the assessment and are provided strategies to help their child attain English proficiency. These presentations are shown via PowerPoint and are printed out in translated form when requested.

Throughout the year, parents receive notices regarding a variety of services and workshops provided by community based organizations. These include classes in English, workshops on how to access services, and cultural activities that they and their children can participate in.

The administration, teacher, and parent coordinator collaborate with the ESL teachers to ensure parents are welcomed, informed, and involved in their children's education. As part of our parent outreach, student performance reports and other crucial communication are provided in the native language (Chinese, Korean, Russian and Spanish) to parents. Translators are hired to assist during Parent-Teacher conferences and prior to the high school application process. During workshops, parents are given surveys to try to ascertain their needs and concerns. Planning for future workshops is based on the parents' responses.

### **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.

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Armstrong	Principal		
Lisa Perlstein	Assistant Principal		
Christine Spagnolo	Parent Coordinator		
Joyce Narciso-Raikos	ESL Teacher		
Peter Wong	Parent		
Monica Leon	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Ellen Padva	Network Leader		
	Other _____		

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

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

DBN: 26Q074 School Name: Nathaniel Hawthorne

Cluster: 5 Network: 535

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

**Part A: Needs Assessment Findings**

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

Our school retrieves information from multiple sources, in order to assess the written translation and oral interpretation needs of our parents. These sources include: ATS Home Language Report, Home Language Survey for New Admits, Emergency Contact Card Information, discussion with ESL Teacher, in addition to other personnel. In addition, parents are empowered to request translated materials in their native language.

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.

Working together with our ESL teacher, members of the school community are informed as to who needs notices sent home in their native language. Through the use of our internal "staff list of languages spoken", we utilize key staff members to provide translation services for our parents. Using the NYCDOE translation unit, we provide translated written communication for our parents; in addition, our schoolwide web based data system (SKEDULA) translates information via email to parents according to information in ATS.

## Part B: Strategies and Activities

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

Letters sent home from the administration, including parent-teacher conferences, student handbook, Title III Saturday/after-school Academy and other letters are translated using the NYCDOE Translation Unit and kept on file for future use. The high school application information is provided in the home language, according to ATS.

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

We offer interpretation services using the NYCDOE Translation Unit for all of our parent-teacher conferences, parent workshops and parent meetings. In addition, we utilize bilingual school based staff to provide translation services during parent meetings with teachers/administration. We request translators for all state assessments.

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>.

During enrollment, the initial screening is completed by a trained pedagogue who presents a Home Language Identification Survey (HLIS) to parents in order to determine what language the child speaks at home. This process also includes an interview in the parents' home language. The ESL Teacher invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the mandated video is shown, in addition to the following: school web site, www.MS74.com, curriculum materials, SKEDULA sign-in, ARIS and we discuss the importance of content glossaries and word to word dictionaries. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter.