



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

DBN: (i.e. 01M001):

08X424

School Name:

THE HUNTS POINT MIDDLE SCHOOL

Principal:

MS. SONYA JOHNSON

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

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Section 2: School Leadership Team (SLT) Signature Page

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

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Section 5: Expanded Learning Time (ELT)

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

Section 1: School Information Page

School Information

School Name: The Hunts Point Middle School School Number (DBN): 08x424
School Level: Junior High School Grades Served: 6-8
School Address: 730 Bryant Avenue
Phone Number: 718-328-1972 Fax: 718-328-7330
School Contact Person: Sonya Johnson Email Address: Sjohnson4@schools.nyc.gov
Principal: Sonya Johnson
UFT Chapter Leader: Richard Sellati
Parents' Association President: Jennifer Hernandez
SLT Chairperson: Richard Sellati
Student Representative(s): _____

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-6707 Fax: 718-828-6398

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|---|-------------------------|
| Sonya Johnson | *Principal or Designee | |
| Richard Sellati | *UFT Chapter Leader or Designee | |
| Jennifer Hernandez | *PA/PTA President or Designated Co-President | |
| Rose DeLeon | 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> | |
| Michelle James | CBO Representative, if applicable | |
| Michael Lopez | Member/ | |
| Isabel Quinones | Member/ | |
| Maria Suazo | Member/ | |
| Javia Davis | Member/ | |
| Patricia Posada | Member/ | |
| Sarah English | Member/ | |
| Crystal Williams | Member/ | |
| N/A | Member/ | |

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

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

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

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

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

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

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

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

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

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

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

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

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

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

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|---|---|
| <p>English Language Arts (ELA)</p> | <p>State scores, MOSL, various assessments, course work</p> <p>Data driven decisions including both quantitative and qualitative measures which inform instructional planning</p> | <p>Blended learning, RTI</p> <p>Tier 1 – Strategies:</p> <ul style="list-style-type: none"> • Pre-teaching or re-teaching new or complicated information/concepts • Encouraging students to demonstrate their learning in multiple ways • CCLS aligned lessons and unit plans • Integrating technology into classrooms instruction <p>Tier 2- Strategies:</p> <ul style="list-style-type: none"> • Adapting and modifying classwork or homework • Clear, conceptually-oriented instruction that eases the learning challenge, while emphasizing the importance of drill, practice, and cumulative review • Motivators to help students regulate their attention and behavior • Sequence and integrated instruction to close the achievement gap • Teaching a set of foundational skills that students can apply across disciplines • Instructional | <p>Small group 1:1 tutoring</p> <p>Tier 1: Interventions for all learners that addresses the students’ diversity such as language and cultural backgrounds and learning styles. Flexible grouping that facilitates learning for struggling students (whole group, cooperative groups, heterogeneous groups)</p> <p>Tier 2- Target services to small groups facilitated by teachers</p> <p>Tier 3- intensive interventions provided by the special education teacher (SETSS) and Counseling in Schools</p> | <p>During the school day, after school, and Saturday</p> |

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| | | <p>explicitness, reinforcement, and repetition using multiple entry points</p> <p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Making a greater use of hands-on activities and assignments • Utilizing functional behavior analysis and behavioral intervention plans • Differentiated assignments and class work • Specialized reading materials (100 Book Challenge) • Bi-weekly progress monitoring • Data driven/target instruction • Counseling • Referral to outside mental health agencies for additional support for students and parents • Scaffolding to provide more intensive guided practice | | |
| <p>Mathematics</p> | <p>State scores, MOSL, various assessments, course work</p> <p>Data driven decisions including both quantitative and qualitative measures which inform instructional planning</p> | <p>Blended learning, RTI Tier 1 – Strategies:</p> <ul style="list-style-type: none"> • Pre-teaching or re-teaching new or complicated information/concepts • Encouraging students to demonstrate their learning in multiple ways • CCLS aligned lessons and unit plans • Integrating technology into classrooms instruction <p>Tier 2- Strategies:</p> <ul style="list-style-type: none"> • Adapting and modifying | <p>Small group, 1:1 tutoring Tier 1: Interventions for all learners that addresses the students' diversity such as language and cultural backgrounds and learning styles. Flexible grouping that facilitates learning for struggling students (whole group, cooperative groups, heterogeneous groups)</p> <p>Tier 2- Target services to small groups</p> | <p>During the school day, after school, and Saturday</p> |

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| | | <p>classwork or homework</p> <ul style="list-style-type: none"> • Clear, conceptually-oriented instruction that eases the learning challenge, while emphasizing the importance of drill, practice, and cumulative review • Motivators to help students regulate their attention and behavior • Sequence and integrated instruction to close the achievement gap • Teaching a set of foundational skills that students can apply across disciplines • Instructional explicitness, reinforcement, and repetition using multiple entry points <p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Making a greater use of hands-on activities and assignments • Utilizing functional behavior analysis and behavioral intervention plans • Differentiated assignments and class work • Specialized reading materials (100 Book Challenge) • Bi-weekly progress monitoring • Data driven/target instruction • Counseling • Referral to outside mental health agencies for additional support for students and parents • Scaffolding to provide more intensive guided practice | <p>facilitated by teachers</p> <p>Tier 3- intensive interventions provided by the special education teacher (SETSS) and Counseling in Schools</p> | |
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| <p>Science</p> | <p>State scores, MOSL, various assessments, course work</p> <p>Data driven decisions including both quantitative and qualitative measures which inform instructional planning</p> | <p>Blended learning, RTI</p> <p>Tier 1 – Strategies:</p> <ul style="list-style-type: none"> • Pre-teaching or re-teaching new or complicated information/concepts • Encouraging students to demonstrate their learning in multiple ways • CCLS aligned lessons and unit plans • Integrating technology into classrooms instruction <p>Tier 2- Strategies:</p> <ul style="list-style-type: none"> • Adapting and modifying classwork or homework • Clear, conceptually-oriented instruction that eases the learning challenge, while emphasizing the importance of drill, practice, and cumulative review • Motivators to help students regulate their attention and behavior • Sequence and integrated instruction to close the achievement gap • Teaching a set of foundational skills that students can apply across disciplines • Instructional explicitness, reinforcement, and repetition using multiple entry points <p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> • Making a greater use of hands-on activities and assignments • Utilizing functional behavior analysis and behavioral intervention | <p>Small group, 1:1 tutoring</p> <p>Tier 1: Interventions for all learners that addresses the students’ diversity such as language and cultural backgrounds and learning styles. Flexible grouping that facilitates learning for struggling students (whole group, cooperative groups, heterogeneous groups)</p> <p>Tier 2- Target services to small groups facilitated by teachers</p> <p>Tier 3- intensive interventions provided by the special education teacher (SETSS) and Counseling in Schools</p> | <p>During the school day and after school</p> |
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| | | <p>plans</p> <ul style="list-style-type: none"> • Differentiated assignments and class work • Specialized reading materials (100 Book Challenge) • Bi-weekly progress monitoring • Data driven/target instruction • Counseling • Referral to outside mental health agencies for additional support for students and parents • Scaffolding to provide more intensive guided practice | | |
| <p>Social Studies</p> | <p>ELA state scores, MOSL, various assessments, course work</p> <p>Data driven decisions including both quantitative and qualitative measures which inform instructional planning</p> | <p>Blended learning, RTI</p> <p>Tier 1 – Strategies:</p> <ul style="list-style-type: none"> • Pre-teaching or re-teaching new or complicated information/concepts • Encouraging students to demonstrate their learning in multiple ways • CCLS aligned lessons and unit plans • Integrating technology into classrooms instruction <p>Tier 2- Strategies:</p> <ul style="list-style-type: none"> • Adapting and modifying classwork or homework • Clear, conceptually-oriented instruction that eases the learning challenge, while emphasizing the importance of drill, practice, and cumulative review • Motivators to help students regulate their attention and behavior • Sequence and | <p>Small group, 1:1 tutoring</p> <p>Tier 1: Interventions for all learners that addresses the students’ diversity such as language and cultural backgrounds and learning styles. Flexible grouping that facilitates learning for struggling students (whole group, cooperative groups, heterogeneous groups)</p> <p>Tier 2- Target services to small groups facilitated by teachers</p> <p>Tier 3- intensive interventions provided by the special education teacher (SETSS) and Counseling in Schools</p> | <p>During the school day</p> |

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| | | <p>integrated instruction to close the achievement gap</p> <ul style="list-style-type: none"> •Teaching a set of foundational skills that students can apply across disciplines •Instructional explicitness, reinforcement, and repetition using multiple entry points <p>Tier 3 Strategies:</p> <ul style="list-style-type: none"> •Making a greater use of hands-on activities and assignments •Utilizing functional behavior analysis and behavioral intervention plans •Differentiated assignments and class work •Specialized reading materials (100 Book Challenge) •Bi-weekly progress monitoring •Data driven/target instruction •Counseling •Referral to outside mental health agencies for additional support for students and parents •Scaffolding to provide more intensive guided practice | | |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>Students who were previously held over, over-aged and under credited, mandated</p> <p>Data driven decisions including both quantitative and qualitative measures which inform instructional planning</p> | <p>Next Steps, Diamonds in the Rough, Advisory</p> | <p>Small group, 1:1 tutoring</p> | <p>During the school day and select Saturdays</p> |

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

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

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

Part 1 – ELT Program Goal(s)

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

As a result of our ELT work,

- By June 2015, the scholars at The Hunt’s Point Middle school will show a 20% performance increase in writing an argument, stating a claim and citing text-based evidence to support the claim, with clear reason and relevant evidence within written responses as evidenced by the Fall Predictive and MOSL yearend assessments.
- By June 2015, the scholars at the Hunts Point Middle school will show a 28% improvement with number systems using the four operations (rational numbers, fraction, integers, and whole numbers {single / multi-digit}) as evidenced by the Fall Predictive and MOSL yearend assessments.

Part 2 – ELT Program Description

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

Based on the initial data analysis of NYS 2013-14 SY summative and 2014-15 SY baseline assessments, the teachers of the school identified the following target populations for the ELT programs:

1. All students below grade level in ELA and Social Studies.
2. All students below grade level in Math and Science.
3. All English Language Learners.
4. Over aged, under credited, holdover and summer school students.

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

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

We have implemented a two tier Expanded Learning Time program offering educational and social-emotional development. Students are mandated to attend the first tier of the program strategically focused on the students' core deficiencies as measured by formative and summative assessment results. The second tier is optional providing students the opportunity to select a socio-emotional development program of their choice. The ELT program was offered to 100% of the student population.

Within the first tier of the ELT program, students are strategically placed based on a needs analysis in a flexible combination of blended and rote learning environments. The implementation of flexible learning environments targets the development of the students at each individual's learning ability. The second tier of the ELT program provides students with choice of after school clubs, programs and activities. The programs offered include sports, career skill development, enrichment, and the arts. The second tier of the program is optional, but attendance in a Tier-1 environment is mandated.

Tier-2 program offerings span a variety of interests and opportunities for development. All Tier-1 students were offered access to the program of their choosing. All Tier-2 programs commence after the Tier-1 core educational intervention programs. The information gathered within our student data repository provides coordinators with key indicators for individualizing students ELT programs as needed.

In addition to the above two tiered program, any student that is over aged, under credited, previously held over, or attended summer school are given at risk SETSS services. Counseling in Schools has returned to provide support programs for scholars in need. Three social workers support the social and emotional development of our scholars. Each professional has been assigned to a specific grade level. The social workers observe the scholars in a low stress environment to determine the interests and issues in order to create activity programs that will support scholars social-emotional and academic growth during the coming months.

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| Part 2c. Is the ELT program voluntary or compulsory? | | Voluntary | X | Compulsory |
|---|--|-----------|---|------------|

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

N/A

Part 3 – ELT Program Implementation and Oversight

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

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

The ELT program is supervised by the Assistant Principal and the Dean of Students. Each program offering involves 10 teachers throughout the week and 6 teachers for the Saturday Academy. In addition to school-based staff the following community partners are involved:

- The Learning through Expanded Arts Program (LEAP) partnership supports the Arts Program. LEAP offers programs in chorus, dance, musical theatre, playwriting, video production, and graphic arts. These programs take place during the regular school day, after school, and during Saturday Academy. These courses are offered by professionals in the field in collaboration with school-based staff.
- City Parks partners with the school to provide a Learning Gardens program that brings garden-based learning into the classroom using engaging interdisciplinary lessons in core subject areas in Grade 8. The scholars continue the effort through the Seedfolks Club offered after school. The scholars read *Seedfolks* and *The Lorax* as an enhancement to the work that they are doing to beautify the school garden. This initiative will expand to vacant, unattended lots in the Hunts Point community. A community wide Earth Day culminating event will be hosted at the school by the Seedfolks Club in collaboration with the City Parks Foundation.
- The Leadership Program partners with our teachers and staff developing and implementing a middle school advisory program. This mentoring program allows all of the 424 staff to connect with the scholars, while teaching them life coping skills. We have included school safety agents and the Custodian in our Advisory efforts. The Leadership Program also supports us with school murals, and after-school programming through girls and boys basketball, a spirit squad, and a dance program.

- The Stella Adler Group is working with our incoming Grade 6 scholars to develop diction and voice through theater. The program is closely aligned to the Scholastic Code X curriculum.
- Omni Learn and Urban Advantage are partners that offer state of the art science labs for grades seven and eight. Omni Learn has donated, through the Museum of Natural History, an aquarium that will be set up in the lobby and attended to by various scholars. We began the process of studying the animal kingdom beginning with “Pets in the Classroom”. Grade 7 is the host family of two guinea pigs and two hamsters. It is expected that each classroom will adopt a pet to study and nurture. Through Urban Advantage, our Parent Coordinator focuses on getting parents involved in science literacy. Urban Advantage offers free admission to museums, and parks for families and their scholars. The scholars take trips and engage in science standards-based activities applied to the real world. Scholars also create and present culminating projects.
- MS 424 also houses a Graham Windham Beacon Program, which is funded by DYCD. The 424 Beacon provides after school, weekend and summer services to approximately 125 of our scholars. Beacon offers daily tutoring, as well as a variety of programs, which include art, soccer, and martial arts. Beacon also partners with Rocking the Boat, where scholars work together to design and build a working vehicle to use on the water. The Beacon also provides services for the families of the Hunts Point community, including Christmas gifts, and trips throughout the New York City area. Scholars were invited to attend a Cirque di Soleil performance at the newly developed Barclay Center in Brooklyn, the Big Apple Circus at Lincoln Center, and the Discovery Channel Center in Times Square.
- We have renewed our partnership with The Hunts Point Alliance for Children. They work with families to support the educational progress of the children specifically from Hunts Point. Scholars from 424 are involved in HPAC’s Storefront and Shakespeare drama programs; we host the Shakespeare program in our building. Once a month administration participates in HPAC meetings with other educators and community partners to develop services and programs for the families of The Hunts Point community in an effort to stay abreast of community issues and celebrations.
- We have a computer science programming and technology club affiliated with the nationally recognized Mouse Organization. The Hunts Point Mouse Squad maintains and supports the buildings technology investment and all A/V productions. The squad has created several mini squads that focus on garage robotics, game theory programming, and help desk support. The team is made up of students from every subgroup.
- We offer Chess Club to our scholars.
- We offer a Crochet Club to our scholars.
- We offer Next Steps and Diamonds in the Rough socio-emotional support clubs to our scholars.
- We have received over \$4,000 of donated graphic novels and LEGOs. The scholars utilize these materials to work on literary skills and their own creative projects, individually and in groups. We have also partnered with performers from the Jim Henson Company and writers from Archie and DC Comics who have provided workshops for our scholars. Select scholars were chosen to attend the New York ComiCon this fall where they met, interviewed, and spoke with professionals in the field.
- The principal hosts Team Ink Heart, which is a book club that was formed last year to encourage scholars to read the common core novel study. They are currently reading Agatha Christie’s *Murder on the Orient Express*.

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

The school offers ELT programs Monday – Friday from 2:30 – 4:30 and Saturday Academy from 8:30am – 11:30am. The ELT programs provided during the week will offer one hour opportunity for students to engage in sports and club activities provided by teachers and CBO partnerships, followed by one hour of instructional time in ELA, Math, Social Studies and/or Science. The Saturday Academy will provide the intensive intervention programs for ELA, Math and Science, followed by a series of school wide activities for the students in attendance.

The ELT program is supervised by the Assistant Principal and the Dean of Students. Each program offering involves 14

teachers throughout the week, 6 teachers for the Saturday Academy, the Parent Coordinator, the Guidance Counselor, the Social Worker, and a Paraprofessional.

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

The ELT program commenced in October 2014 and will be offered out through June 2015.

Part 4 – Budget and Resource Alignment

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

| | | | | | | | | | | | |
|---|-----------------------------|---|-------------|---|---------------|---|------------|---|-------------------------|--|---------|
| X | 21 st Century | | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | X | Grants | | School Success Grant | | In Kind |

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

N/A

Part 5 – Progress Monitoring

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

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

The school developed its 2014-2015 Assessment Calendar comprised of all NYS, NYC and content area pre- and post-assessments. The mid-point Fall Benchmarks in ELA, math and Algebra is currently underway. Inquiry teams will analyze the student performance and progress data on assignments, class work, participation and the assessments loaded into our data repository. As students achieve milestones, recommendations will be made to move students between ELT programs.

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

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

Section 6: Title I Program Information

Directions:

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

Part 1: Title I Status

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

| | | | | | |
|----------|---------------------------------|--|---|--|--------------------|
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|----------|---------------------------------|--|---|--|--------------------|

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.

Since the inception of M.S. 424, we have enjoyed an extremely high retention rate of staff. To ensure staff retention we provide ongoing differentiated professional development opportunities in an effort to build capacity. We work closely with our Network to provide staff with avenues for leadership within the Department of Education.

In the event that we have to replace a staff member, we take the following steps:

- Current staff member recommendations
- The Principal's Secretary works closely with the network Human Resources point person to ensure that anyone who is not deemed highly qualified submits all required documentation and meets assessment deadlines.
- Mentors are assigned to support first year teachers in curriculum development, classroom management and professional enhancement.

Content Area Specialists are assigned to assist teachers with the implementation of new Department of Education curriculum mandates.

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).

To ensure that teachers' professional skills are current with the latest curriculum and instructional practices, the Cabinet works diligently with the Staff Development Committee to offer professional learning workshops facilitated by school-based staff, partners, and consultants to all staff members based on the results of our needs analysis.

School-based staff provides ongoing learning workshops on data-driven instruction, supporting diverse learners, Socratic seminars, best practices, Life Space Crisis Intervention (LSCI) and Positive Behavior Intervention Supports (PBIS), etc. Our partners from IDE, Generation Ready and the Leadership Program have been conducting coaching workshops on targeted instruction based on teacher practices observed in the classroom, such as Workshop Model, Language Objectives, unpacking standards, etc. Consultants provided targeted instruction on the vendors area of expertise as follows:

- Danielson Group: effective teacher practices focused on the NYC targeted components.
- Teq: instructional technology strategies, blended learning, Google Apps.
- Casenex(Datacation): online assignment, assessment and anecdotal portal.
- Scholastic: Code X and Achieve 3000 unit designs, modelling and targeting lessons to meet students needs.
- Pearson: CMP3 lesson performance tasks, diverse learners, using assessments, enhancing instruction using

technology, questioning strategies.

Additional professional learning workshops will be offered based on the Staff Development Committee analysis of student and teacher data, surveys and classroom observations.

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.

The school developed a Measurement of Student Learning Committee prior to the summer session. The committee's directive is making decisions about assessments and growth measurements that will be instituted throughout the coming year. The committee performs the research and analyzes the best fit for our students and the effective use of available human/systems resources. The final recommendations are reviewed by the teaching staff to obtain consensus and awareness. In addition an internal scoring committee was developed and normed to score all rubric based assessments and systematize the flow of item analysis data into various systems. The information gathered from the various assessments are consolidated in the school data repository.

The Staff Development Committee analyzed data from multiple sources to identify needs, instructional foci, and collaborated to plan professional learning support for our staff in support of those identified needs to improve instruction for all students.

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | 315,512 | X | 9-13 |
| Title I School Improvement 1003(a) | Federal | 979,999 | X | 8,15,19 |
| Title I Priority and Focus School Improvement Funds | Federal | 75,607 | X | 8,15,19 |
| Title II, Part A | Federal | N/A | | |
| Title III, Part A | Federal | 11,200 | X | 19 |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 2,180,530 | X | 8,15,19 |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events; including a Holiday Banquet and a Health Fair.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents; and open computer lab.

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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 as well as reduced class-size, and/or push-in services.
 - 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.

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.

| Part A: School Information | |
|--|-------------|
| Name of School: The Hunts Point M.S. | DBN: 08x424 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: specific allocated periods during the day. |
| Total # of ELLs to be served: 100 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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
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: The Title III Program is composed of two elements: The first component is blended learning which is technology based. The second component is to support ELLs with citing evidence from a text and building comprehension skills that will help them with CCLS demands. The program will run afterschool Wednesday thru Friday from 2:30pm till 4:30pm. Also on Saturdays during Saturday Academy from 9:00am till 12:00pm. This year's Title III program began in October 2014 and will end in June 2015. The 2014 - 2015 Title III grant will continue the existing program.

RATIONALE:

The blended learning component of the program consists of Educationcity.com and RosettaStone.com. These software programs are both based on individual progress and they monitor and increase Rigor level as the student moves from module to module. There is a component to print out progress and challenge points in real time. Both programs will be used to develop and advance the English Language Skills of our students. The weekly reader NEWSFORYOU is used to promote oracy skills as well as literacy skills through current events. High interest texts promote higher involvement and increased use of new vocabulary and grammatical structure in all ESL modalities: L/S/R/W. The NYSESLAT testing prep program ATTANASIO & ATTANASIO is to help those ELLs taking the NYSESLAT. The 2014 NYSESLAT scores showed an increase due to the use of this new protocol in our school. The ESL Certified and Bilingual teachers will monitor progress and inform instruction based on data provided by this program three days after school.

SUBGROUPS:

The Rosetta Stone will be used only by Beginner/Newcomer ELLs. The other programs will be used by some BEGINNER, and all INTERMEDIATE and ADVANCED level ELLs in school during afterschool sessions, and Saturday academy for small group instruction or for independent work during group time. Studies have shown that using internet interactive programs that are based on individual student pacing, help students achieve higher understanding and usage of the target curriculum. The students using these software programs will be monitored by the Bilingual Ed teachers and the ESL teacher.

RATIONALE:

An updated version of the Attanasio & Associates NYSESLAT testing expertise program will be purchased. This program consists of student workbooks, a teacher guide, and a CD for consumable

Part B: Direct Instruction Supplemental Program Information

production or for easy projection. The program is divided into grades and follows the structure of the State exam as well as the CCLS. Our school services 6th, 7th, and 8th grade which is included in the K – 12 programs. The protocols in the workbook can also be used to assess individual strong points and challenge areas that need to be reviewed. These testing expertise materials will be used by the licensed ESL teacher and the T.B.E. teacher during afterschool hours 2:30pm - 4:30pm, and during Saturday Academy. The 2014 NYSESLAT testing scores showed an increase due to the newly implemented use of this curriculum.

SUBGROUPS:

All of these programs would be implemented as supplemental to the Content areas and ESL program for our ELL population.

The software programs can also be at home in the evening and on weekends. They are student paced and work can be done independently and tracked via the programs report generators.

SCHEDULE AND DURATION:

The ATTANASIO NYSESLAT testing expertise materials are for after school programs and Saturday academy use.

Students will be able to independently work on these programs to supplement the after school curriculum with the supervision and sometimes assistance of the ESL teacher. Time allotted to work will be based on the schedule of each after school class. It is recommended for at least 3 sessions at home 20minutes each as well.

Saturday Academy will be able to utilize all programs: two software, one reader, and one test prep. Saturday's schedule is 9:00am till 12:00pm. There is one self contained TBE/ELL group set up. These students will have a curriculum integrated of Math, Science, and ELA arts. In addition they will have software time on Educationcity and Rosetta Stone to improve their English Language skills. Attanasio test prep for the NYSESLAT will be included for apx 30mins each Saturday as well. The NEWSFORYOU weekly reader will be integrated into the ELA and/or Social Studies in afterschool and on Saturdays as well.

There will be 1 ESL Certified teacher, 2 Bilingual Education teachers and 1 Special Ed teacher involved with this grant. The 1 Special Ed teacher and 1 Bilingual. Ed teachers will be working on Saturday and using ESL strategies, the software, the weekly reader, and the testing prep curriculum to build up the content area skills of our ELL population. The Special Ed and the Bilingual Ed teacher co-teach at the Saturday Academy. There are 30 students in the Saturday Academy program. They are in a self contained classroom with the Bilingual Ed and the Special Ed teacher. Each teacher practices flexible grouping to maximize contact time. The afterschool program consists of 1 ESL teacher and 1 Bilingual Ed teacher.

Part B: Direct Instruction Supplemental Program Information

LANGUAGE OF INSTRUCTION:

All programs are in English. However, Educationcity.com does have a Math component in Spanish for new arrivals struggling in the new target language of English.

TYPES OF MATERIALS:

Educationcity.com = -> blended learning, adaptive targeted instruction

Rosettastone.com = -> blended learning, adaptive targeted instruction

ATTANASIO Texts = -> consumable textbook materials

NEWSFOR YOU = -> leveled current events reader

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

Begin description here:

RATIONALE:

Professional Learning Sessions:

- *TEQ SMART software training for creating ESL lessons and applications for ELLs. - Outside Consultants
- *Danielson Group linking CCLS to ESL instruction - Outside consultants
- *Generation Ready lessons that include Language goals for ELLs - Outside consultant
- * UFT sponsored Middle School Conference on Feb 28

These professional learning opportunities for Title III teachers will be scheduled on Wednesday afternoons and Saturday mornings once a month starting in January 2015 and will continue until June 2015. The above mentioned outside consultants will be paid under the Title III P.D. funds. Except for the UFT conference which will be held on Saturday Feb 28th at an alternative location.

Due to the fact MS 424 has apx 158 ELLs (both proficient and active) the whole school would benefit from PLC on current ESL methodologies as well as incorporating updated and new concepts on ESL instruction. I.E. Finding links in the CCLS and instruction of ELLs, how does RTI effect the ELL?, how can Socratic Circles be used in the ESL environment to increase oracy?. Professional Learning Circles are conducted in-house by jobbed in professionals or by a staff member receiving training off-site and returning and acting as a turn-key facilitator. The off-site professional development requires registration fees and sometimes travel (minimum) reimbursement if far from school. Also, paying for professional developers to come into our school sometimes comes with a fee.

Part C: Professional Development

TEACHERS TO RECEIVE TRAINING:

All professional training offered by the outside consultants will be offered to the 4 teachers under the Title III program.

TEQ SMART Equipment Training with trainers coming to M.S. 424 on Wednesdays and on Saturdays. This training would be to assist the teachers to utilize the many applications of the SMART board and how to incorporate educationcity.com and rosettastone.com into a interactive lesson.

Generation Ready Trainers offering Wednesday and Saturday work shops. These sessions would be to assist teachers to differentiate instruction for the ELLs in all classrooms and how to incorporate the use of the NEWSFORYOU and NYSESLAT testing expertise curriculum.

Educationcity.com, Rosettastone.com, NEWSFORYOU, and the ATTANASIO & ATTANASIO curriculums do not incur any expenses for training on how to implement or use these supplemental educational materials, but they should be scheduled into the professional learning circles. Any training that would be required for these, are included with the program fees and can be turnkeyed by the ESL Coordinator who is well versed in all the above.

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:

RATIONALE:

The grant funding would be used to help facilitate monthly parent meetings that would focus on the ESL component. Each month these meetings have a language section due to the high number of current ELLs and former ELLs at our schools. In addition, there is a HIGH percentage of limited English speaking parents and/or guardians in our learning community. Therefore an afterschool ESL workshop on Tuesdays and Wednesdays will be offered to parents.

Part D: Parental Engagement Activities

SCHEDULE AND DURATION:

The ESL parent workshops would take place after school on Tuesday 3:50pm - 4:40pm and on Wednesdays from 2:35pm - 4:30pm. They will start January 2015 and run through June 2015.

TOPICS TO BE COVERED (but not limited to):

Basic English conversation skills, how to talk to your child and their teachers, reviewing of basic English structures, basic computer skills, and some English Language instruction using ESL software.

MATERIALS/PROVIDER(S)

The materials that would be needed for this type of workshop are books, pens, refreshments, possible videos, and sign in codes for usage with Educationcity.com for on line English language instruction. The Technology Lab will be opened after school based on the facilitators' schedule. Parent educational trips can be scheduled taking into budgetary and time constraints. (museums, art exhibits, etc) Also, per diem rate of pay for the ESL Coordinator to facilitate these workshops is needed.

NOTIFICATION OF PARENTS:

A monthly school newsletter is produced and is distributed to each student to bring home to their parent/guardian. The school Parent Coordinator and Parents' Association maintains a mailing list as well as an email blast list for advisement. There is a school bulletin board designated for Parent Information. There is a monthly parent meeting held in our school as well. The ESL Coordinator is currently also creating an email string of parents/guardians of current students who are designated as ELLs. Also automated phone call system is in use to advise parents of any upcoming events or workshops. In addition there is a monthly morning Parent Meeting. All parental engagement regarding the Title III grant program will be announced at these morning monthly meetings as well.

Part E: Budget

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

Allocation Amount: \$ _____

| 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 fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

**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 08 | Borough Bronx | School Number 424 |
| School Name Hunts Point Middle School / M.S. 424 | | |

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 Sonya Johnson | Assistant Principal Michael Lopez |
| Coach | Coach |
| ESL Teacher Alan Reiff | Guidance Counselor Jeanette Rivera |
| Teacher/Subject Area Juana Jaime/Bilingual Math | Parent |
| Teacher/Subject Area Isabel Quinones/IEP Teacher | Parent Coordinator Wanda Cabrera |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) Elmer Myers | Other |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 362 | Total number of ELLs | 75 | ELLs as share of total student population (%) | 20.72% |
|--|------------|----------------------|-----------|---|---------------|

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-in | | | | | | | 2 | 0 | 1 | | | | | 3 |
| Pull-out | | | | | | | 4 | 3 | 4 | | | | | 11 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 6 | 0 | 0 | 0 | 0 | 17 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 75 | Newcomers (ELLs receiving service 0-3 years) | 42 | ELL Students with Disabilities | 17 |
| SIFE | 4 | ELLs receiving service 4-6 years | 16 | Long-Term (completed 6+ years) | 17 |

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 | 15 | 2 | 0 | 1 | | | 2 | | 1 | 18 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 27 | 1 | 3 | 15 | | 6 | 15 | | 8 | 57 |

| ELLs by Subgroups | | | | | | | | | | |
|--|-----------|----------|------------------|-----------|----------|------------------------------------|-----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 42 | 3 | 3 | 16 | 0 | 6 | 17 | 0 | 9 | 75 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 3 | 4 | 11 | | | | | 18 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 11 | 0 | 0 | 0 | 0 | 18 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Spanish | | | | | | | 15 | 11 | 21 | | | | | 47 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | 3 | 1 | | | | | 4 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 1 | | 1 | | | | | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | 2 | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 14 | 25 | 0 | 0 | 0 | 0 | 55 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Beginner(B) | | | | | | | 2 | 6 | 18 | | | | | 26 |
| Intermediate(I) | | | | | | | 4 | 3 | 9 | | | | | 16 |
| Advanced (A) | | | | | | | 13 | 9 | 8 | | | | | 30 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 18 | 35 | 0 | 0 | 0 | 0 | 72 |

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 12 | 5 | 0 | 0 | 17 |
| 7 | 14 | 0 | 0 | 0 | 14 |
| 8 | 26 | 1 | 0 | 0 | 27 |
| 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 | 16 | | 3 | | 0 | | 0 | | 19 |
| 7 | 13 | | 3 | | 0 | | 0 | | 16 |
| 8 | 28 | | 2 | | 1 | | 0 | | 31 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 25 | | 25 | | 25 | | 3 | | 78 |

| 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.

The school has mainly used the American Reading: 100 Book Challenge color-coded assessment to assess the early literacy skills of our ELLs. Students are informally tested using this assessment. The cards used to assess are color-coded, meaning each color represents a

grade level in literacy (for example Red is equivalent to a 2nd grade reading level). The information gleaned from this assessment helps our teachers with ELLs when they are creating lesson plans, choosing texts, grouping students and differentiating instruction. It also can help indicate which students need AIS: literacy skills. We are currently contemplating other assessment tools that can be used in all grades.

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

The data patterns across proficiency levels on the LAB-R and the NYSESLAT show that the majority of new arrival students appear to come with lower skills in L1 literacy. This impacts their ability to be proficient in English: the target language (L2). The data analysis of our ELL population also shows that of the 53 ELLs who are in monolingual classes, 17 have IEPs (about 30%). Therefore one of our priorities is to focus attention on these ELLs with an emphasis on the lowest modality area. Also, 31 of the 53 ELLs in monolingual classes have been serviced for more than four years- many over 6 years of service. Therefore, we need to address why these students are unable to place in the proficient level on the NYSESLAT. We need to ask ourselves is it a language issue, a cognitive issue, or effectiveness of ESL curriculum up to now? What can we do to increase English language support outside of school? The data shows there are more ELL beginners (26) and intermediates (16) than there are advanced ELLs (30). Eighth grade has the greatest number of beginner ELLs (18) as well as the greatest number of intermediate ELLs (9). There are only 8 advanced ELLs in the eighth grade. The sixth grade has the largest number of advanced level ELLs (13). Speaking and listening proficiencies, even among the majority of the beginning students, are advanced or proficient across all grade levels. NYSESLAT scores show that reading and writing are the most difficult modalities for our ELLs, particularly writing.

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](#))

As a result of these patterns and findings, vocabulary and reading comprehension, and the development of writing through graphic organizers and other methodologies are the focus in ELL instruction for Intermediate and Advanced level ELLs. New arrivals and Beginner level students receive more foundation skills as well as reading and writing strategies. The 100 Book Challenge tailors a vocabulary and reading program for each individual student, enabling them to progress in reading. Writing workshops are implemented to improve ELLs' writing fluency in English. Use of NEWS FOR YOU (an ESL newspaper) is used as a non-fiction text to improve all ESL skills in a real environment. AIS during and after school as well as Saturday programs are available to these students to improve reading and writing skills. In addition, NYSESLAT testing expertise curriculum I.E. Attanasio Workbooks and NY State practice NYSESLAT exams provided on the NYC DOE website are used as baseline, and pre-testing assessments. Results on the baseline and pre-testing measurements help drive instruction to focus on challenge areas.

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

Out of 58 ELLs tested, no ELLs scored a 3 or 4 on the ELA exam last year and only five scored a 2. The majority of ELL students (52) scored a 1 on the ELA exam. We only had 6 ELLs score a level 2. Last year, 66 ELLs took the math exam. ELL students were able to take the Math and Science assessments in Spanish. If applicable, other language students were offered translation services if available. According to the data, a higher percentage of students who took the test in Spanish scored a 1 on the math exam. No ELLs scored a 4 on the math exam (in any language). Students in the TBE class are scoring lower on English periodic assessments than students in free-standing ESL. The data from periodic assessments helps to determine AIS groups, which are pulled out by a variety of content teachers to focus on certain strands that are highlighted as weaknesses on these assessments. The school is getting the reading levels of our ELLs, as well as their strengths and weaknesses on different strands in math and ELA through periodic assessments. The data shows that ELLs are lower in math and ELA than the rest of the school population, especially ELLs in the TBE class. According to the ELL periodic assessments, we know which modalities each student needs to work on (reading, writing, listening). As a result, the ESL, bilingual, and AIS teachers can focus on certain strategies and create appropriate groupings based on the data. Periodic assessments are available in Spanish for the TBE class, but they are not available in native languages other than English or Spanish. Programs for ELLs are evaluated based on data, i.e. performance on scaffolded class assignments, individual conferencing with students to increase metacognition of actual abilities and goals, as well as parent and content area teacher feedback.

Finally, where-ever possible in the T.B.E. classroom, Spanish is used to explain the instruction and routines that occur in English. This reduces the stress level of learning the target language, but may delay the advancement speed of ELLs. The amount should be reduced over time as prescribed in the T.B.E. classroom protocols. As a result of low scores in math and ELA for the TBE program, we know that we must use specific resources and interventions to help these students more. The current ESL Coordinator is able to function in three of the language groups of our students: English, Spanish and French. In the ESL free standing program, these languages are sometimes used to explain lessons - only when the "rigor level" causes a student to shut down. In addition, the ESL coordinator can use these three languages to

better communicate with the parents directly to assure support occurs out of the school environment.

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](#).)

Response to Intervention (RTI) framework has begun to be incorporated in all classes at all grade levels. Additional Professional development is needed to assure correct implementation. However, presently all teachers/pedagogues who have contact with students are operating in the Tier I arena. After 6 - 8 weeks of assessment recommendations are made to move students into a Tier II environment: be it AIS, ESL, Speech, Counseling, etc etc. After a period of evaluation the student can repeat Tier II for another 6 - 8 weeks, or moved to a Tier III level based on assessment. They can also be taken out of Tier II programming if they have mastered or shown increased understanding of the Tier II focus. If the student does NOT show improvement after Tier II or Tier III interventions, all the data is presented to the committee and the parent(s). Parent involvement has been included from the start. At this point a request for evaluation can be made. In regard to ELLs: RTI is followed with the same accumen. New arrivals are placed in T.B.E. or ESL free standing programs based on the Tier I assessment. The entire time they are in these programs (TBE or ESL) it constitutes Tier II. If an ELL shows no increase of skills after a period of evaluation, they receive Tier III one on one OR two to one assistance in language acquisition during extended day time (apx 40mins Tues, Wed, and Thurs) or during home room period (20minutes). Students' scores on the formalized tests: primarily the ELA and NYSESLAT will also help determine interventions/placement for the following year.

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

Classroom instruction, regardless of the environment: general education, special education, T.B.E., or ESL free standing, is differentiated in all cases. Groupings take into consideration the language level of the students as well as overall educational level. Instructional decisions can be made based on evaluation of each students. For example, a student in the general education program may have Spanish as their Native Language. If they are having difficulty in math, they may be placed in the T.B.E. classroom for math only. In addition, language level does not correlate with grade level or age. Therefore our school tries to create ESL groupings based on actual English level. Groups therefore take language development into instructional decisions at most levels. In regard to the T.B.E. classroom, there is an unusually high number of students starting with no exposure to English. Students' background information, and parental interviews support the observations of educational deficits in their native language schools prior to coming to M.S. 424. Also, the T.B.E. classroom is a bridge program: combining 6th, 7th, and 8th grader students together due to parent choice. This is an extremely challenging structure for all involved: administration, teachers, and students. The transition from L1 (Spanish) to L2 (English) is based on progress and mastery of the content taught in the classroom. The classroom teacher focuses on building foundation skills in L1 so that the students CAN progress and increase usage in L2. The TBE students are also seen by a bilingual Music teacher and the ESL coordinator. Both out of classroom teachers use English as the language of instruction. Spanish is used ONLY to assist and reinforce when student frustration levels are reached. As the year progresses the students in the TBE classroom independently increase their English usage. All teachers with contact confer regularly and agree to decrease L1 usage. The classroom teacher maintains observations, quizzes and exams to base transitioning levels. In addition, the software ACHIEVE3000 has been incorporated into the TBE program. Students who have not mastered enough English are working in Spanish to improve basic literacy which will enable them to transition into English easier if they can "transfer literacy skills from L1 to L2." Students at the intermediate level and advanced level are working in English. This software assesses individual student lexile levels and automatically assigns reading and comprehension work based on that. As the student's comprehension increases, ACHIEVE3000 automatically increases their rigor level. Reports are generated and assessed. This assists with transitioning as well. It is the goal of this school to increase the number of TBE classrooms in the future pending budgetary confinements, and remove the need to have a TBE bridge program.

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.).

Our programs for ELLs are evaluated in a few ways. 1- student attendance factors in. Students will not go to a program they do not feel they are going to learn something from or if they don't perceive enjoyment in the learning process. 2 - parent satisfaction. If requests to change student programming, are low, parents feel their children are increasing English Language skills. 3- students' production skills. If ELLs are observed using English outside of the classroom (hallways, lunchtime, P.E., sports practices, etc) it is a clear informal assessment that language acquisition is happening. 4- scores on informal assessment. Classroom work should show an increase of usage and incorporation of L2 language skills as well as all strategies shown. 5- scores on formal assessment. The NYSESLAT scores for each student should increase each year until proficient level is reached. ELL performance trends on the ELA, Math, Science (8th grade) should show increased understanding of English each year. The NYC baseline assessment should show higher scores each year an ELL takes it after being in an ESL or the T.B.E. program. 6- Time in ESL/TBE program. A fewer number of students should show up in the long term category of ELL status (6+ years).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls their child in our school, they sit down with the ESL coordinator (licensed pedagogue in charge of the LAB-R test) and the parent coordinator. The parent coordinator is used as a translator to make sure that the parent or guardian understands how to fill out the HLIS. The ESL coordinator also assists and is present. The ESL coordinator can act as a Spanish and French translator as well. If the parent or guardian cannot speak English, Spanish, or French, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of their admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the ISC. Spanish-speaking students, who are tested but are unable to answer any questions, or score below the advanced level, are placed in the bilingual class unless the parent chooses a different program. Students who score at the advanced level on the LAB-R are encouraged to be placed in a monolingual class with ESL services, but ultimately it is the decision of the parent. The Spanish LAB is administered to students whose home language was identified as Spanish on the HLIS within ten days of entry into the school. Also, students who appear unable to answer questions on the LAB-R due to "no prior English exposure" or possible SIFE status, whose first language is listed as Spanish take the Spanish LAB to help evaluate language ability. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are invited to information sessions on the different ELL programs available in the school, hosted by the ESL coordinator. The sessions are available in English, Spanish, and French. Parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language (if this language is not one of 7 NYC DOE listed, the documents are sent in English) by mail. The parent coordinator and ESL coordinator make sure that parents return the parent surveys and program selection forms and that they attend information sessions. At the information sessions, parents are able to read brochures in their native language which describe the different programs available (TBE or free-standing ESL). They also can watch an information DVD describing the program choices in English and their native language. The parent then completes and turns in their completed parent survey and program selection form to the ESL coordinator or the parent coordinator. The ESL coordinator keeps the original copy and the parent coordinator keeps a copy of these forms as well as the placement letters and entitlement letters. The ESL coordinator and parent coordinator also notify parents when a student could be transitioned from bilingual to monolingual classes with ESL. This is usually based on a student's test scores on the NYSESLAT. The final decision is up to the parent. These meetings and conversations with parents are usually translated by the parent coordinator (for Spanish-speaking parents) and other translation services are available if necessary for other languages. The ESL coordinator can assist with Spanish and French language requirements. Spanish-speaking students who do not return the parent choice form are placed in the bilingual class as per their LAB-R scores. Our school does not have a dual language program. Although a trend has begun, in which parents want to move their students out of the

bilingual program mid-year, there has been no decision to dissolve the program because there are enough parents who request a bilingual setting for their children. Nevertheless, if more parents start to choose self-contained ESL for their children, we might accommodate them by creating self-contained ESL classes in each grade. In addition, consideration has begun to increasing the number of licenses ESL teachers in the building to ensure ELL needs are being met in the Free standing ESL program and to achieve compliance wherever possible.

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 [\[see tool kit\]](#).)

The letters are given to the students to bring home to the parents. Also, letters are mailed if the student tends to demonstrate "low reliability" to bring it home. At the 1st parent teacher conference parents/guardians are asked if they got the letter(s). Copies can be issued at that time. If the student's enrollment coincides with parent teacher conferences, then the documents are hand delivered to the parent. They can also be stapled to the report card which must be picked up in person if the issuance of letters coincides with first report cards. Copies are kept with both the ESL coordinator and the parent coordinator.

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.

The NYC DOE has set procedures and instructions that all schools must follow regarding placement of ELLs. All procedures are followed to the best of our abilities. Parent involvement is of the utmost importance at our school as well as actual student ability. Question 2 delves into answering question 4 already. See above.

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.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they score PROFICIENT. The ESL teacher, bilingual teacher, and other licensed pedagogues administer the exam. Only the students who show up on the ATSLER are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and testing coordinator group students according to grade/test level and testing modification. The speaking portion of the test is entirely administered by the ESL coordinator, one student at a time, unless otherwise stated or not allowed due to testing instruction. The remaining three portions of the test are administered by the ESL coordinator, bilingual teacher and other licensed pedagogues, chosen based on scheduling flexibility. A norming session for all NYSESLAT administrators is conducted to assure equality and fairness in scoring. The ESL coordinator makes a final perusal of all NYSESLAT testing scoring sheets for expemporaneous marks and incomplete erasures. The ESL coordinator facilitates the final count, boxing, and mailing of the completed documents.

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. 

Paste response to question here: The trend in program choices that parents have requested align to what our school offers at this time. The majority of our population is Spanish dominant and the T.B.E. program satisfies our parents. In addition, ELLs with intermediate or advanced level English skills function very well in our monolingual program with ESL push-in or pull-out free standing services, and the parents are happy with this program as well. Currently we have 18 students in a bridge 6 - 7- 8 grade TBE classroom. We have 57 registered in the ESL free standing program. If budgetary restraints allowed, and available teachers could be found, additional TBE classes as well as an addition ESL teacher would enhance our program. However, student enrollment does not support this choice for the TBE program at this time, and ESL licensed teachers are very hard to find for free standing programs.

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])?

TBE (heterogeneous, ungraded): At our school there are two ELL instructional models in place. There is one transitional bridge 6 - 8 grade bilingual class (TBE) for beginner and intermediate students.. Students in this program receive some content area instruction from other teachers in English (i.e. ESL, health, music, technology), but math is taught by their homeroom teacher in Spanish and supplemented by AIS. Students are taught math in both Spanish and English (as well as science and social studies). Spanish is used to help transfer knowledge from the first language to the second language (English). The school year begins with students receiving the majority of their instruction in Spanish (approximately 75%) and ending with students receiving a smaller percentage of their instruction in their native language. (ESL 360 min/wk; NLA 90 min/day).

ESL Pull-out (heterogeneous, ungraded): There is one ESL teacher who provides services for all ELLs not in the T.B.E. program in the school: currently 57. ESL is programmed into their schedule when their homeroom classes are receiving other content area instruction. Groups were arranged around the school's program schedule. Students miss varied classes to attend ESL groups. However, a great effort is made to vary the actual pull out so students do not miss any one subject more than another. There are 7 scheduled groups that meet each week, each with approximately 5 to 10 students. Due to scheduling issues, some groups are mixed language levels. Groups are labeled as "teams" and each team has a color. The Blue Team consists of 9 students - 5 eighth graders, and 4 sixth graders. Blue Team is a beginner/intermediate group. The Red Team consists of 8 students - all seventh graders who are beginner and intermediate level. The Green Team consists of 10 eighth graders - intermediate and advanced level. The Brown Team consists of 5 sixth graders and 2 eighth graders - intermediate and advanced. One of the Brown Team sessions is a PUSH-IN to the sixth grade classroom. The Yellow Team consists of 4 students - 2 sixth graders and 2 seventh graders. One the Yellow Team session is a PUSH-IN to the sixth grade classroom. The Orange Team consists of 5 sixth graders - intermediate and advanced. The Purple Team consists of 10 students - 5 seventh graders and 5 eighth graders. This group is an intermediate and advanced level mixture as well. Two periods a week are dedicated to PUSH-IN to the T.B.E. program to work with the ELLs that will be taking the ELA and the NYSESLAT. This push-in group instruction includes writing organization, and ways to better reply verbally in English. The native language is only used in order to provide one-on-one support. The general pull-out program has an emphasis on improving vocabulary, reading and writing fluency due to the data showing that reading comprehension and writing skills are the challenge points. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and the writing process are present in all program models to enrich language development. (ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

Students in the bilingual class receive the mandated 360 minutes per week of ESL instruction per week for beginning and intermediate ELLs. They receive ESL instruction from the bilingual teacher each day, and also receive direct English instruction from the ESL teacher 2 times per week in a push-in program setting or if needed the ESL room. In addition to writing strategy improvement, they use interactive websites and software to improve language fluency. The bilingual class has explicit NLA instruction daily. They receive science, social studies and math instruction in Spanish and English from the bilingual teacher as well as puch-in instruction from other teachers in the building.

Every effort is made to ensure All ELLs receive at least 180 minutes of ESL instruction per week, which fulfills the advanced students' mandate for ESL. Beginner and intermediate students who have less than 3 years of ESL services are given priority for additional ESL instruction as per State mandates. A small portion of students, mainly long-term ELLs who have previously tested as advanced, are not currently being fully serviced. This is because of a high student-teacher ratio, spatial constraints and scheduling issues. There is only one licensed ESL teacher in the entire school to deliver all ESL licensed/recognized instruction to the 57 ELLs not in the T.B.E. program. Although this puts our school in a non-compliant situation, unless the NYC DOE increased funding to hire more ESL teachers, or our ELL enrollment reduces, the situation will remain status-quo. All ELLs outside of the bilingual class, receive direct ELA instruction, and all ELLs in all programs, grade levels, and proficiencies receive the required amount of instructional time in all content areas wherever possible due to other special pull out programs I.E. AIS, speech, counseling, etc.

SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Specific programs, based on the TBE teacher's choice, are used to advance literacy. ELLs placed in monolingual classes are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve a higher score than the previous year on the ELA and a higher score than the previous year or an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. All students with ESL services indicated on their IEPs are served as per their IEP. Some students who have bilingual instruction indicated on their IEPs are assigned alternate placement paraprofessionals. All of our ELLs with special needs are placed in ESL groups with general education students.

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)?
(see above reply.)
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
In addition to the above stated, CCLS are applied in every classroom in every lesson plan. A school wide initiative has been in place for the past two years.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The TBE teacher designs content area specific assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Communicative Approach to teaching ESL is followed in the ESL free standing program. This method links all modalities in the instruction. The majority of our ELLs are proficient in speaking and listening (except for the new arrivals and SIFEs) and the focus is generally geared to reading comprehension and writing skills. The ESL free standing program has incorporated some of the CODE X procedures (scaffolding them) to help students better understand what is going in the ELA content area classroom.
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).

SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Specific programs, based on the TBE teacher's choice, are used to advance literacy. ELLs placed in monolingual classes are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve a higher score than the previous year on the ELA and a higher score than the previous year or an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT

scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. All students with ESL services indicated on their IEPs are served as per their IEP. Some students who have bilingual instruction indicated on their IEPs are assigned alternate placement paraprofessionals. All of our ELLs with special needs are placed in ESL groups with general education students.

As far as former ELLs, they have the choice to remain in the ESL program for an additional two years or to be mainstreamed. Due to the fact many of our long-term ELLs are ONLY ELLs cause they could not score a PROFICIENT on the NYSESLAT, once they due achieve a proficient, their parents opt them out of ESL.

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?

In the Special education classroom as well as in the ESL free standing program, work is scaffolded and instruction is done in multi-entry ways. Many opportunities are provided for individual expression are made available to foster motivation and self-worth of each student.

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

Our S.E. classrooms are all monolingual program. Therefore, all ELLs are seen in either a pull out or push in structure for ESL instruction with the one ESL certified teacher in the building. There are seven students who are ELL-SWDs. While they are in their self contained classrooms, their respective teachers incorporate various strategies to ensure they are included and their ELL needs are being addressed. ELL pairs or groupings are maintained in each classroom. Teachers spend additional time scaffolding and facilitating at their groups. Key vocabulary is introduced prior to lessons so ELLs are able to have a higher understanding of content. Multi-entries are used to introduce topics to the whole classroom and this also helps the ELL students I.E. short videos, photographs, Spanish cognate words, etc. Where push in occurs in the S.E. classroom, the ESL teacher sits with a small group and reiterates the subject and content in different ways. I.E. rephrasing the question, re-reading passages at a slower rate. Asking less complex comprehension questions that will build self-confidence and ease students into more rigorous questioning styles. The seven students that are pullout also are given time in the ESL room to work on class work and homework. Graphic organizers are used to help S.E. students refer back to repeated patterns used in the various graphs and charts. Repetition enables these students to recall and incorporate more of the English content as well as other content area work. There is flexibility in time constraints in all allocations given to each content area.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

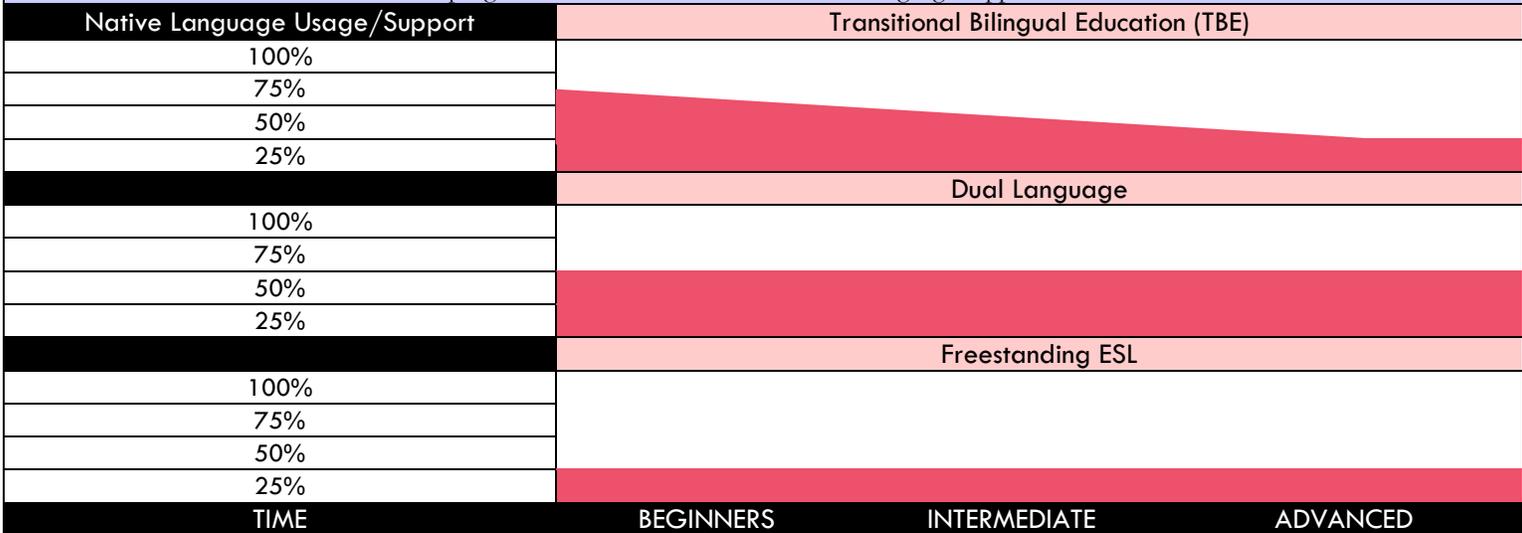
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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.
- ESL small group instruction - mixed level groups = TIER II English
ESL one on one instruction - special needs = TIER III English
AIS Literacy and AIS Math small group instruction = TIER II English
Counseling Services = TIER II and TIER III English and Spanish
ALC (alternative learning center) room = TIER II
City Year Educational Assistants throughout the school = TIER I, TIER II, and TIER III English and Spanish
Small group extended day assistance = TIER II English and Spanish
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is the first full year with the new principal and assistant principal. New ELA and Math programs have been introduced, increases in professional development opportunities, higher expectations for both students and educators, new technological educational tools are being implemented, stronger more effective after school programs are in place, a new scaffolded ESL program has been introduced, CTT classrooms have been implemented, and a higher level of team work has been seen amongst the entire staff. All of this will prove to be effective not just for our ELLs, but for all of our students.
11. What new programs or improvements will be considered for the upcoming school year?
- In the 2013- 2014 school year the following improvements will be considered (or have already been purchased and are about to be implemented): Achieve 3000 software, educationcity.com software, Rosetta Stone on-line licenses.
The CCLS offers extensions and guidelines for ELL support in instruction.
Extended Day after school support is being offered in small groups to ELLs from City Year Volunteers.
12. What programs/services for ELLs will be discontinued and why?
- At the time of filing this document, no programs have yet been discontinued. However, further assessment is being done and based on new ESL programming and funding further changes may occur.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELLs in our school are offered the exact same program choices and supplemental services as the rest of our school population. Although only 20.72% are official ELLs, there is a much higher percentage of ELLs who scored a proficient on the NYSESLAT.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- NEWS FOR YOU - an ESL newspaper,
ATTANASIO text NYSESLAT testing expertise workbook,
A mobil cart complete with 10 laptops and 10 Ipads.
A smart board and projector for whole class instruction and individual hands on application
An ELMO projector to share work and model work
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support occurs in the content areas in the TBE classroom. We do not have a Dual Language program. In the ESL program, native language support can only be given in Spanish and French. It occurs only to explain instruction when the student's frustration level causes a "shut down" or after group time when one on one instruction can take place in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We offer 6th, 7th, and 8th grade in our school. Due to a high rate of repeating students, "normal" age and grade level do not always correlate in our school. Therefore, services are based on language level, maturity level, scheduling of all content area classes and IEP requirements.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There are no activities currently for ELLs before the beginning of the school year in our school. New ELLs are included in all school activities in our school. These activities enhance their English skills.
18. What language electives are offered to ELLs?
- not applicable
19. For schools with dual language programs:
- 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)?

not applicable

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.

The following narrative/data responds to C1 - 4. The ELL staff is included in all PD in the building I.E. - Danielson Protocol understanding and connections to ELLs

Using the CODE X program, Using the CMP3 program, Technology Training on lap tops and Ipads, Using SKEDULA.com for all recording and data accessing, Understanding and applying the CCLS, Defining RIGOR on a school level.

Specific P.D. pertaining to the ELL personnel:

New ESL Coordinators Workshop

ELL Symposium Friday Series

Connections between the CCLS and ESL curriculum

Staff members participate in school wide inquiry teams. The ESL Coordinator attends these inquiries and offers suggestions and models on how to incorporate and plan for the ELLs in the content area classroom environment. I.E. Inquiry Team ELAled - all ELA teachers, Inquiry Team SPEed - all special education teachers.

Monthly staff conferences will include general best practices for teaching ELLs as the year progresses. Each school year, there are specific 1/2 days designated for teacher P.D. These P.D. 1/2 days always include a partial lesson on ELL strategies. In addition there are 2 Chancellor P.D. days each year. Teachers are designated to attend off site sessions on ESL and then turn key the information.

The 7.5 hours of ELL training are recorded and maintained on individual teacher P.D. recording charts. By the end of each school year, each teacher must accumulate a specific number of P.D. hours: a minimum of 7.5 hours are targeted for ELL training.

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?

The following narrative responds to D1 - 4 in one paragraph. All parents now have access to student work on SKEDULA via the parent portal. 108 families have now joined. The Parent coordinator is constantly in communication with parents of ELLs as well as all parents. The Parents' Association meets regularly and often has mini workshops geared to parents of ELLs who are ELLs themselves. The Parents' Association also holds general meetings and discussions regarding general education questions and specific needs for ELLs. We partner with Grand Windom Group for varied support services. Also the implementation of SKEDULA.com has increased direct real time communication with parents.

Parent need is evaluated based on their direct questioning and their expressing desires and needs. We have an open door policy and with the use of emails we are constantly receiving their input. In 2014, monthly ESL workshops will be offered to the parents of ELLs as well as to the general population of parents.

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.

- 1- data on the 2013 - 2014 6th grade class would not be available in SKEDULA for use on this document.
- 2- the data on scores for last year's 8th grade is not in our system and not available on SKEDULA any longer
- 3- the numbers of NLA Math assessments taken in 2013 are not available at this time.
- 4- There were no NYSAA ELLs last year.
- 5- NY State did not post the modality scores for the 2013 NYSESLAT so they are not included.
- 6- There is a new ESL Coordinator the 2013-2014 school year. Many of the past practices are being evaluated. Access to data to compile this new format is also not readily available.
- 7- due to miscommunication on actual filing requirements and dates, this document did not have the proper preparation time nor access to research fully the data needed. We are presenting our best efforts.

Part VI: LAP Assurances

| School Name: <u>Hunts Point Middle School</u> | | School DBN: <u>08x424</u> | |
|--|----------------------|----------------------------------|------------------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Sonya Johnson | Principal | | 1/7/14 |
| Michael Lopez | Assistant Principal | | 1/7/14 |
| Wanda Cabrera | Parent Coordinator | | 1/7/14 |
| Alan Reiff | ESL Teacher | | 1/7/14 |
| | Parent | | |
| Juana Jaime/Bilingual Math | Teacher/Subject Area | | 1/7/14 |
| Isabel Quinones/ IEP Teacher | Teacher/Subject Area | | 1/7/14 |
| | Coach | | |
| | Coach | | |
| Jeanette Rivera | Guidance Counselor | | 1/7/14 |
| Elmer Myers | Network Leader | | 1/7/14 |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

| | | | |
|--|-------------|--|--|
| | Other _____ | | |
|--|-------------|--|--|

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X424 **School Name:** Hunts Point Middle School 424

Cluster: _____ **Network:** _____

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

Part A: Needs Assessment Findings

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

Translation and interpretation services are provided to the parents based on the languages reported through the home language survey, registration paperwork, blue emergency cards, and the ATS report RHLA (home language aggregation report.) Upon entering the school building there is a Language Poster posted on the wall by the sign in desk. If needed, the parent can point out their native language on the poster. While registering their children parents fill out the Home Language Survey indicating the language spoken at home. In addition, when parents fill the Blue Address Cards they check off which language they want to receive information in. There is also a copy of the Language Identification Card in each registration packet in case it is needed. The information compiled is used to identify the languages needing translation services. We will also use L.I.S Interpretation.

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.

In our school's population, Spanish is the major language in need of translation. We also have one family of each of the following languages: French, Wolof, Fulani and one Twi speaking family. We also have three Arabic speaking families. Data compiled is disseminated to the staff via memo and e-mail format. Each administrator and teacher were advised on the language spoken at home in case contact was required during the school year.

Part B: Strategies and Activities

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. A Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

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.

The school will provide oral interpretation via school staff (e.g. teacher, secretary, school aides and parent coordinator.) When an appointment is set up, translation is also set up for the parent. If the parent walks in there is enough staff that can provide the translation services. If needed, oral interpretation can be conducted via the phone from the Translation & Interpretation Unit.

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>.

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.