

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**32K562**

**School Name:**

**EVERGREEN MIDDLE SCHOOL FOR URBAN EXPLORATION**

**Principal:**

**LAUREN REISS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Evergreen Middle School for Urban Exploration School Number (DBN): 32K562  
Grades Served: 6-8  
School Address: 125 Covert Street, Brooklyn NY 11207  
Phone Number: 71845-0180 Fax: 7184554381  
School Contact Person: Lauren Reiss Email Address: lreiss@schools.nyc.gov  
Principal: Lauren Reiss  
UFT Chapter Leader: Erin Oats  
Parents' Association President: Samia Francis  
SLT Chairperson: Lauren Reiss  
Title I Parent Representative (or Parent Advisory Council Chairperson): Jazmine Diaz  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 32 Superintendent: Lillian Druck  
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, NY 11221  
Superintendent's Email Address: LDruck@schools.nyc.gov  
Phone Number: 718-574-1100 Fax: 718574-1245

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Room 501, Brooklyn, NY 11220  
Director's Email Address: **Bfitzge2@schools.nyc.gov**  
Phone Number: 718-225-5119 Fax: 718-935-4314

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Lauren Reiss	*Principal or Designee	
Erin Oates	*UFT Chapter Leader or Designee	
Samia Francis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jazmine Diaz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Lucilla Macias	Member/UFT	
Stephanie Velez	Member/UFT	
Jamel Brown	Member/UFT	
Marilyn Estrella	Member/Parent	
Christina Alejandro	Member/Parent	
Francisco Diaz	Member/Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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 Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Evergreen Middle School for Urban Exploration (EMS) is a professional learning environment where students, staff, parents and community work together respectfully to support student learning. We recognize the urgency of our work and support each other to persevere in achieving success for every student. (Mission Statement) Over the last few years, we have developed and sustained several strategic partnerships and collaborations. We have developed a partnership with Judith Hochman's team and use the Hochman Basic Writing Skills (BWS) program. The inclusion of this work in our ELA, science and social studies curricula is resulting in consistency in our school wide approach to writing. This year we are continuing our work on a strategic inquiry in partnership with Baruch College to further develop our skills and knowledge in the implementation of the BWS program. Several of our teachers are being supported by Teachers College in becoming experts in the co-teaching model. That work is being shared and implemented on the ground at Evergreen. We also have a partnership with Edible Schoolyards. Through a farm-to-table experiential education model, our students are learning how choosing to grow and cook sustainable, organic food can transform their health and the health of our planet. Students and parents have the opportunity to grow and cultivate a beautiful garden, and kitchen classrooms will be built to enable our students and their families to cook the food that they grow and take their health future into their own hands. Ever-environmentally-conscious-Evergreen also has partnered with Million Trees NYC, a citywide, public-private program with an ambitious goal: to plant and care for one million new trees across the City's five boroughs over the next decade. Our Champs program affords students the opportunity to come to school early and play basketball, flag football, volleyball and other team sports under the supervision of our physical education teachers. We also offer a host in enrichment activities including, cheerleading, male and female basketball teams, jewelry club, theater, Green Team, chorus, visual arts, entrepreneurship opportunities.

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EMS was very excited to receive the 2015 Framework for Great Schools Report. The report indicated that our school culture in the categories of Collaborative Teachers, Supportive Environment, Effective School Leadership and Trust all matched and/or in most cases exceeded the city average. Teacher-teacher trust and Teacher-principal trust both scored 99%. Parent-principal trust results were at 96%. We are extremely proud of these percentages since trust is located in the outer band of the framework, and it encompasses all the other elements

### **Challenges**

The average grade level reading level of our incoming 6<sup>th</sup> grade students this year was 3.5 grades. In addition 67% of our incoming students scored a level 1 on the State ELA Exam and 58% of our new 6<sup>th</sup> graders scored a 58% on their Mathematics exam. In addition, we 12% of our population resides in temporary housing. 15% of our population is comprised of Students with Disabilities and another 25% of our students are English Language Learners. This presents us with significant challenges which we strive tirelessly to overcome.

### **Key Focus 2015-2016**

The key focus for our school this year is to strengthen and refine the instruction associated with the implementation of our literacy instructional focus (Teachers will scaffold language and writing instruction to support the development of syntax and academic vocabulary.), and to refocus our work in reading to incorporate reciprocal teaching and strengthen independent reading. In addition, we are continuing to focus on making the CMP3 Curriculum accessible to students so that students will be able to make significant gains in their mathematical skills and have success in the application of the skills.



### 32K562 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	341	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	20	# SETSS	10	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	130.2%	% Attendance Rate			92.1%
% Free Lunch	89.4%	% Reduced Lunch			2.8%
% Limited English Proficient	23.5%	% Students with Disabilities			26.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			30.6%
% Hispanic or Latino	65.5%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	2.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.41	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	2.1%	Average Teacher Absences (2013-14)			6.06
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3.7%	Mathematics Performance at levels 3 & 4			1.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

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

**Strengths: Our Quality Review Stated that Quality Indicator 1.1 (Curriculum) was Well Developed. The report said that in the area of Mathematics:** " Many structures were put in place to ensure coherence throughout the grades and content areas and to support new teachers with planning. These structures promote rigor and are opportunities for all students, including English language learners and students with disabilities, to demonstrate their thinking. Some examples of these structures are ICE (illustrate, calculate and explain) in math. Posters and graphic organizers are posted in every math classroom asking students to illustrate with a diagram or drawing to help visualize the problem, calculate or put numbers and decide on the operations needed and finally, look back at the diagram and calculations to write a brief explanation of their thought process.

Needs: Based on the data below, we need to improve our performance in the area of mathematics.

<b>Criteria</b>	<b>Grade 6</b>	<b>Grade 7</b> <i>(2015)</i>	<b>Grade 8</b> <i>(2015)</i>	<b>School-wide</b> <i>(2015)</i>
Average Math Proficiency		<b>1.94</b> <i>(2014)</i>	<b>1.95</b> <i>(2014)</i>	<b>1.94</b> <i>(2014)</i>
# of Students in 1.5 or less Proficiency Range	<u>          </u> <i>(2015)</i>	<i>(2015)</i>	<i>(2015)</i>	
# of Students in 1.6 to 1.9 Proficiency Range	<b>36</b> <i>(2014)</i> <i>(2015)</i>	<b>50</b> <i>(2014)</i> <i>(2015)</i>	<b>46</b> <i>(2014)</i> <i>(2015)</i>	
	<b>13</b> <i>(2014)</i>	<b>7</b> <i>(2014)</i>	<b>10</b> <i>(2014)</i>	Far Below – 56%
Performance Series				At/Below – 37%
Average GLE (September Administration #1 2015)				Above – 5%
				Far Above – 2%

<b>Strengths</b>	<b>Needs</b>
Math department has regular weekly meeting time.	Focusing meeting times on sharing math instructional best practices modeled by the coach.

A math coach is available to model best practices and to mentor new math teachers.	Math meetings need to be broken down by grade teams to allow teacher collaboration with the coach on the grade level curriculum unit plans, lessons, performance tasks and student work samples.
Students are being exposed to mathematical concepts using the Common-Core aligned CMP3 curriculum.	AIS that is targeted to the group of students who are close to level 2.0 i.e. a proficiency between 1.80 and 1.99 as well as students who are currently at or above 2.50 proficiency.
Two ICT classes on each grade with two teachers who collaborate to meet the needs of individual students.	Discussing and modeling an effective co-teaching relationship that best meets the needs of our students.
	Intervisitation between teachers in the school and with our sister school CIS 303 so that teachers can make peer observations and have professional dialogue with other teachers who also use the CMP3 curriculum with similar students.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Math: By June 2016, the percentage of students achieving a level 3 or 4 on the New York State Mathematics Test will increase from 3% to 5%

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>			
Use the CCLS Aligned CMP3 Curriculum	All students	Sept. - June	Ms. Bruce, AP
After school intervention program - Accelerated Math	Focus on students in lowest third	Nov-June	Math teachers

<p>A targeted PD plan for the math department will be created starting with the weekly meeting schedule as follows:</p> <ul style="list-style-type: none"> <li>• 1st monthly meeting -6th grade team with coach / 7th and 8th grade team planning</li> <li>• 2nd monthly meeting - 7th grade team with coach / 6th and 8th grade team planning</li> <li>• 3rd monthly meeting -8th grade with coach / 6th and 7th grade team planning</li> <li>• 4th monthly meeting - whole department meeting where we establish protocols for team meetings and the foci for our PD sessions</li> </ul>	All Math Teachers		Math Coach, Admin
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>This goal is largely dependent on human resources and access to technology. We are using SIG funding to hire a technology/data person. We are purchasing the Accelerated Math program using SIG funding. We have a part time math coach as well.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will engage in progress monitoring throughout the year, but we will have a formal process in February where we hope to be at 50% progress towards meeting our goal.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

Based on the NYC School Survey, 13% of students felt that their teachers did not notice when they were upset or having emotional difficulty.

**Strengths Needs**

<ol style="list-style-type: none"> <li>1. We have a guidance counselor, a social worker, a social work intern and a guidance intern.</li> <li>2. The 2015-16 Principal's Performance Review areas of celebration included that fact the the school offers a safe environment for students and that student to student; student to teacher; and teacher to student interactions are warm and respectful.</li> <li>3. We have instituted an advisory program, so that every child has one adult that they feel connected to.</li> <li>4. Beacon after school program has an on site social worker as a resource for students.</li> <li>5. Formed a partnership with the Mobile Crisis Unit</li> </ol>	<ol style="list-style-type: none"> <li>1. Re-train teachers and students in the RULER protocol.</li> <li>2. Deescalation Training</li> </ol>
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**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in students reporting that their teachers notice when they were upset or having emotional difficulty as measured by the NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Re-train teachers and students in the RULER approach to social and emotional learning which uses the <i>Mood Meter</i> to identify feelings accurately in order to build self- and social awareness and develop a sophisticated emotion vocabulary.</p>	<p>Whole School</p>	<p>Sept-June</p>	<p>Admin. Guidance</p>
<p>Plan advisory lessons that support teachers in identifying students in crisis</p>	<p>staff</p>	<p>Sept - June</p>	<p>Admin</p>
<p>Continue the schoolwide anti-bullying campaign</p>	<p>All Students</p>	<p>Sep-June</p>	<p>All Staff</p>
<p>Provided staff with mandated trainings like Mandated Reporting and Suicide Preventions</p>	<p>Staff</p>	<p>November</p>	<p>Guidance</p>
<p>Implement an advisory program that addresses the needs of English language learners, students with disabilities, overage, SIFE and STH students</p>	<p>All Students</p>	<p>Sept- June</p>	<p>Admin, Advisory Teachers.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Admin and teachers creating lessons for advisory; Brooklyn Borough North PD for Deescalation; schedule adjustments.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p><b>Other</b></p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In February, we will administer a survey to monitor our progress. The mid-point benchmark percentage of students reporting that their teacher notices when they are upset or having emotional difficulty should be at 90%.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

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

#### Strengths Needs

Based on the 2014-15 Quality Review:

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. The majority of teachers meet regularly in structured professional collaborations. They meet for the inquiry team work, every teacher and paraprofessional supports students looked at during inquiry.</li><li>2. Teachers meet in department meetings, grade team meetings, in the student intervention team, and at retreats.</li><li>3. They participate in intervisitations which help strengthen teacher practice. They receive and offer professional development and continuously work on the Hochman Basic Writing program, the principles of Teach Like a Champion, Analyze Complex Text (ACT) protocol among other school-wide initiatives to build coherence throughout the school and align to the instructional shifts. These initiatives have also helped students build their literacy, especially writing skills. Students are writing more and better quality papers across the grades.</li><li>4. Teachers have led professional development especially to support their colleagues with meeting the needs of the subgroups. English as a second language and Special education teachers have provided professional development on ways to provide supports and scaffold for different learners. Some teachers mentor those new to the profession.</li></ol> | <ol style="list-style-type: none"><li>1. According to the Framework for Great Schools Report 2015, 82% of teacher responses for Quality of professional development were positive</li><li>2. Based on the end-of year staff survey, teachers wanted more input into developing PD.</li><li>3. PD Team meetings</li></ol> |
|---|--|

<p>5. Teachers offer ideas for school wide programs including clubs. Some of the initiatives lead by teachers are the newcomers' club for very beginner English language learners, the theater program, gardening (the green team), and morning phonics. Teachers spoke about their plans to lead more professional development opportunities in the future as they were planning for that around the time of the visit.</p>		
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**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</p>
<p>As measured by the Framework for Great Schools Report 2015, 90% of staff will report that they are satisfied with the quality of Professional Development.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD Team Meets Monthly</p>	<p>PD Team</p>	<p>Sept</p>	<p>PD Team/</p>
<ul style="list-style-type: none"> <li>• Cross-content Inquiry</li> <li>• Co-teaching Inquiry</li> </ul>	<p>All Staff</p>	<p>Sept - June</p>	<p>Staff Members</p>

<ul style="list-style-type: none"> <li>• ELA Inquiry</li> </ul> <p>As outlined Below:</p>			
<p>Inquiry Cycle 1 Begins: Organizing for Collaborative Work</p> <p>Goal: Create norms, protocols, Learning Targets, roles and responsibilities (</p>	Committee Members	Sept-Oct	All Staff/admin
<p>Inquiry Cycle 1: Create Data Overview/Dig into Student Data</p> <p>Goal: Continue to understand and interpret data. Continue to organize and create a data chart to enable the team to have a visual representation of the data to determine patterns and trends and log your questions and hypotheses</p>	All Staff	Oct	All Staff/admin
<p>Goal: Brainstorm what the root causes of the problem could be by creating a chart using the WHY-WHY-WHY Protocol (Refer to page 102). Then decide on your hypothesis statement and decide on your target group.</p>	All Staff	Oct	All Staff/admin
<p>Inquiry Cycle 1: Examine Instruction :</p> <p>Now that you have your Hypothesis Statement and your target group, and you think you know what the root cause is, look at what you are doing in the classroom (i.e. Lesson plans, videos, teachers assignments, etc...)</p> <p>Goal: Plan, map out, schedule classroom inter-visitations, and classroom data collection to bring to the next meeting - ongoing</p>	All Staff	Nov	All staff/admin
<p>Goal: Document what evidence/data you have tried in the class/collected and whether or not it's working. Is it or does it have the potential to increase student achievement? How do we know?</p>	All Staff	Nov	All staff/admin
<p>Goal: Continue to Document what evidence/data you have tried in the class/collected and whether or not it's working. Is it or does it have the potential to increase student achievement? How do we know. Prepare presentation of your inquiry thus far for Share Fair</p>	All Staff	Nov	All staff/admin
<p>Inquiry Share Fair</p>	All staff	Dec	All Staff/admin
<p>Inquiry Cycle 1: Plan to Assess Progress (Page 137 - Chapter 7)</p> <p>Goal: Determine and record what type of assessment is appropriate for determining the effectiveness of your strategy.</p>	All staff	Jan	All Staff/admin

Fine tune/Create a rubric or a measuring tool to measure your strategy.			
Inquiry Cycle Repeats	All staff	Jan-June	All staff/admin

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Mentor Text, Use of Monday PD time,											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will examine our inquiry findings in January 2016 and embark on Cycle 2 of Inquiry.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

According to the 2015 Framework for Great Schools Report, 88% of teachers feel that the principal's style of leadership is inclusive.

#### Strengths:

1. According to the 2015 Framework for Great Schools Report, 99% of teachers trust the principal which supports inclusive leadership.
2. Our teachers' positive responses on the 2015 Framework for Great Schools Report were higher than the city average in the areas of teacher Influence, program coherence, and principal instructional leadership under the Indicator of Effective School Leadership

#### Needs

1. Further involve all teachers in school-wide decision making.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 92% of teachers will have positive responses in the Inclusive principal leadership indicator of the 2015 Framework for Great Schools Report.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Principal participates in team meetings	All teachers	Sept-June	Principal
Principal creates opportunities for staff to engage in Inquiry learning resulting in an inclusive professional development model.	All staff	Sept-June	Principal
Principal and 6 staff members participate in the Teacher Leadership Program developing teacher leadership capacity	6 staff members	Sept-June	Principal
Principal invites teachers to collaborate on all school teams rather than assigning teams and projects	all staff	Sept-June	Principal
Conduct staff surveys to monitor the effectiveness of principal support	All staff	Sept- June	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Survey development site, human capital											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will survey staff in January of 2016 and expect to go from 88% positive responses to 90% positive responses regarding Inclusive Principal Leadership.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

#### **Strengths**

1. According to the 2015 Framework for Great Schools Report, 92% of our parents responded positively in area of Teacher outreach to parents.
2. According to the 2014-15 NYC School Survey, 89% of our parents took the survey.

#### **Needs**

1. According to the 2014-15 NYC School Survey, 39% of parents have been to the school once and 7% have never been to the school
2. According to the 2015 Framework for Great Schools Report, 34% of parents are not involved on the school.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

According to the 2015 Framework for Great Schools Report, 75% of parents will have positive responses in the indicator of Parent Involvement in School.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Form a committee of individuals (teachers, support staff, CBOs) whose work is to plan and execute one Family Learning Night for ELA/Social Studies and one for Math/Science. Tentatively, the first FLN will take place in February and the second in March both before the state exams in April.	Parents	Sept-June	Staff and Admin
Convene committee members to determine dates and times; prominent community organizations that can be involved; and members of public office in Bushwick.	Parents/Community Members	Sept-June	Staff and Admin
Create a school website so that parents and the community can be informed of all school events.	Entire school community	Sept-June	Staff, admin, Parent Coordinator and PA President.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator, Admin, Staff, students, technology											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By January 2016, we will have held two parent centered events with at least 75% parent participation.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Lowest Third	Phonics, afterschool, Hochman's/ Achieve 3000	Small group , tutoring, whole class, one-one	After school and during the day.
<b>Mathematics</b>	Lowest Third	Skill based interventions as well as the ICE strategy/Accelerated Math	Small group , tutoring, whole class, one-one	After school and during the day
<b>Science</b>	Lowest Third/8th Grade	After School Tutoring	Small group	After School
<b>Social Studies</b>	Lowest Third	After School Tutoring	small group	After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEPs, lowest third, ELL status	Counseling and intervention provided by guidance, social work, school psychologist, special education coordinator	Small group , tutoring, , one-one	After school and during the day

## Section 7: 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.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We maintain a positive school culture which largely contributes to teacher retention. In addition, administration maintains an open door policy. Many of our teachers are referred to us from current staff members who are happy at the school. We conduct frequent teacher observations and provide timely feedback to ensure that our staff is highly qualified. We offer differentiated PD as well as inquiry studies by grade,

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).		
Professional Development includes:		
Topics	Rationale	Impact
Judith Hochman Basic Writing Skills	<b>"Teaching Basic Writing Skills</b> provides teachers with instructional strategies for the development of written language. It offers specific techniques to add structure, coherence, and clarity to students' expository and narrative writing."	<ul style="list-style-type: none"> <li>• Teachers are better prepared to address students' writing deficiencies</li> <li>• Closing the gap between where students are and the prescribed Common Core level of writing skills</li> </ul>
Classroom Environment, School Culture, Systems and Structures	Need for a streamlined behavior systems. Need for consistent	A significant decrease in referrals and incidents

	systems schoolwide since in middle school students see at least 5 different teachers a day	
TLAC (Emotional Constancy, Narrating the Task, Positive Framing), On Your Mark Challenge	Research-based concrete, specific and actionable teaching techniques	<ul style="list-style-type: none"> <li>• Less negative teacher to student talk</li> <li>• Focus on the positive</li> <li>• Positive school culture</li> </ul>
Danielson Framework	State-required teacher practice monitoring framework	<ul style="list-style-type: none"> <li>• End result is improved student achievement</li> <li>• Clear foci for teacher observations</li> <li>• More actionable feedback</li> </ul>
Progress Monitoring of School-Wide Systems and Structures	Best practice for administration to evaluate implemented systems and structures	<ul style="list-style-type: none"> <li>• Smooth implementation of procedures and protocols</li> <li>• Ensure that short and long-term goals are met</li> <li>• Make adjustments that impact the school sooner</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers meet in content teams led by administrative content experts and collaboratively decide on the formative and summative assessments.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	272,663.00	X	X
Title II, Part A	Federal	0	X	X
Title III, Part A	Federal	11,200.00	X	X

Title III, Immigrant	Federal	0	X	X
Tax Levy (FSF)	Local	2,676,896.00	X	X

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

Your school's Title I Parent Advisory Council (PAC) 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) Template**

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. **Evergreen Middle School for Urban Exploration**, 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. **Evergreen Middle School for Urban Exploration** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]**, 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 on assessments.

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

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- 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 to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>I.S. 562</u>	DBN: <u>32K562</u>
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</u>
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
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

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: \_

-  
Many of our ELL students are struggling readers in both English and their native language. Based on their previous educational experiences or lack thereof, many of our ELLs have very little phonetic knowledge and need phonics instruction in order to decode single syllable and multisyllabic words. As phonics isn't typically standard middle school coursework, we would like to create a before school program to meet the needs of these struggling readers. Our Phonics Academy will be two-tiered, with a basic phonics group focusing on consonant and basic vowel sounds. Our second level group will be focused on decoding multisyllabic words, and will concentrate on more complicated vowel patterns and diagraphs. We will use the Core Phonics Assessment to determine the number of students eligible to participate in each group, but we are prepared to offer the program to 50 students (25 in each level). We will assess all of our ELL students using the CORE Phonics assessment. Students who receive scores below 50% will be placed in our Level I Phonics Group and students who score between a 50%-85% will be placed in our Level II Phonics Group. Students with scores above 85% will not be participating in the Phonics Program. We have ELL students across all proficiency levels who could benefit from this program, so our primary deciding factor will be the students' scores on the Core Phonics Assessment.

-  
The program will take place before school, from 7:30-8:15, three mornings per week: Tuesday, Wednesday, and Thursday. The program will begin as soon as possible and will last for as long as funding allows. The course will be taught entirely in English.

-  
The course will be taught by two certified ESL teachers or special education teachers, each with special training in phonics. We will need binders, dividers, and paper in order to create phonics binders. In the Level I Phonics course, teachers will be using a mix of Wilson and REWARDS curriculums to meet the needs of early readers. The Level II Phonics course will use the REWARDS curriculum for multisyllabic decoding. We will need to purchase one teachers manual, as well as 30 student editions.

-  
We would also like to purchase 20-30 Rosetta Stone subscriptions for our newcomer ELLs. This interactive software program will be used as a supplementary activity in classroom instruction, as well as during free time, lunch, and after school.

## 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: \_\_\_\_\_ This year, our ELLs have been mainstreamed into many general education classrooms (with the continued ESL support from a certified ESL teacher). We believe that integrating these students is extremely important for their social as well as English and academic

### Part C: Professional Development

development. As a result, many content area teachers are teaching ELL students of all levels for the first time and having difficulties making their content accessible to the ELL students. We will create a monthly professional development to address the needs of these students and help support their teachers. Content area teachers will receive support and training from the bilingual and ESL teachers in order to apply ESL strategies in their teaching and also to make their content accessible and engaging for ELL students. We will schedule one afterschool PD (2:35-4:00) per month on alternating Wednesdays and Thursdays to learn about, practice, and incorporate new ELL strategies into our teaching. Topics to be covered will range from differentiating texts, to incorporating language objectives into lessons, to fairly assessing ELLs. We will also derive suggestions from the teachers in terms of where the biggest areas of struggle lie.

The PD series will be developed by Megan Cancila, ELL Coordinator and ESL teacher, along with Rosalind Cooper, the school's literacy and professional development coach. Ms. Cancila and Ms. Cooper will be using strategies and materials prepared by the Center for Applied Linguistics (CAL).

### 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: \_\_\_\_\_ Newcomer ELL students come to Evergreen Middle School and are immediately caught up in the day to day life of being a middle schooler. As they are acclimating to our school, we'd also like for them to have hands-on cultural experiences in New York City. We would like to do four cultural excursions through out the school year with our newcomer ELLs, their parents/family members, and the ESL/Bilingual teachers. These trips and activities will be designed to be hands on and provide ample opportunities for practicing oral language. We will spend 4 Saturdays over the course of the school year visiting museums and sites in New York City. Newcomer students and their parents will be invited through a paper invitation sent home in their native language along with follow-up phone calls. Our newcomer ELLs and their families struggle to make connection to the school and staff early on. They need these additional experiences to feel a part of the school community right away.

### Part E: Budget

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>	_____	_____

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

Allocation Amount: \$0

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>562</b>
School Name <b>Evergreen Middle School for Urban Explor</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Lauren Reiss</b>	Assistant Principal <b>Claudia Harris</b>
Coach <b>Ros Cooper</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Megan Cancila</b>	School Counselor <b>Lucila Macias</b>
Teacher/Subject Area <b>Gesai Abadia/Bilingual Math</b>	Parent <b>Claudio Sanchez</b>
Teacher/Subject Area <b>Lina Asca/Home Language Arts</b>	Parent Coordinator <b>Nancy Soto</b>
Related-Service Provider <b>E. Dipietro/SpEd Coordinator</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>1</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>307</b>	Total number of ELLs	<b>67</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							4	12	11					0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	67	<b>Newcomers</b> (ELLs receiving service 0-3 years)	28	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	30	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	19	2		8	3	1				0
<b>DL</b>										0
<b>ENL</b>	9	2	2	22	1	4	9		4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish							4	12	11					0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

Freestanding English as a New 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							10	12	13					0
Chinese														0
Russian														0
Bengali									1					0
Urdu														0
Arabic							1	1						0
Haitian							1							0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							3	12	6					0
<b>Emerging</b> (Low Intermediate)							0	1	5					0
<b>Transitioning</b> (High Intermediate)							1	1	4					0
<b>Expanding</b> (Advanced)							12	11	11					0
<b>Commanding</b> (Proficient)							5	2	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	1	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							8	4	6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	2			0
7	16	1			0
8	19	5			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	10	2	2	2					0
7		22		1					0
8		24	1	1					0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses several measures to assess the literary skills of our ELL students. We conduct Fountas and Pinnell assessments 3 times per year (both in English and Spanish). We use these levels to determine and support our curriculum and instruction. The majority of our ELL students are reading below grade level. In the previous school year, a total of 78 ELLs were tested across grades 6-8. During the baseline assessment, the average reading level was approximately at the 3.9 grade level. As a result, we use students' Fountas and Pinnel levels to group our students into small groups with students at similar levels. We use guided reading and the Language Literacy Intervention (LLI) as a means of supporting students at the 1-2 grade level. Additionally, we use the CORE phonics assessment to determine which ELL students need more support with basic phonics. Students who fall below 80% on these assessments (approximately 50 students) are invited to participate in a before school Phonics Intervention Program which we run using our Title III funds. In this program, we offer students two levels of intervention. For students who have scored higher on the CORE assessment, we offer a Phonics Program using the REWARDS system. For students who score lower, we offer a program based on WILSON principles.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 We saw a great increase in proficiency level of our students in 8<sup>th</sup> grade. We believe this can be attributed to three years of solid instruction and coherent ENL/ELA curriculum which builds on itself. We also saw many of our 6<sup>th</sup> graders remain at the entering level. We attribute this to a number of issues. We had many newcomers in our 6<sup>th</sup> grade class, arriving mid-year or later. While these students made significant progress in their classes, this progress couldn't accurately be measured by the NYSESLAT. We will continue to support these entering students through self-contained ENL instruction as well as exposure to ENL/ELA.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 In the past, we've used the AMAO to determine which modalities of English proficiency our students were struggling with. We looked at students who had plateaued at the advanced level for multiple years. We found that most of the students were scoring as proficient in reading, writing, and speaking, but were missing proficiency in listening by a few points. As a result, before the NYSESLAT we practiced listening strategies and notetaking to support our students. Our school prides itself on scaffolding instruction

and differentiating materials, so that all of our students can be successful. As a result, it is rare that our students listen to lengthy lectures without any sort of visual or written support. Therefore, it became apparent that in order for our students to be successful with the listening portion of the NYSESLAT, we would have to recreate these test-like experiences in order to practice and prepare them for that section of the exam and potentially lecture-style instruction which they will likely experience in high school and college. With this additional practice, many of these targeted long-term ELLs did receive a proficient score in the following year. Our AMAO 2 scores have not met for the past two years; however, we are extremely close to meeting. For example, during the 2013-2014 school year, we were .01% away and this past year we were .7% away from meeting. We will continue working closely with our expanding ELLs to bridge the gaps that exist between where they currently are and the commanding level.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - a. Typically, our newcomer ELL students do not score as well on assessments in ELA/ENL or Math as their ELL peers who have been in the country for 4-6 years. Generally, our highest performing students are students who have been in the country for 4-6 years. We find that these students have been exposed to curriculum with more continuity and have received access to both remediation (either for language development or skill development) as well as access to rigorous and challenging grade-level curriculum. Our long-term ELLs have seemed to plateau in their language or may have a learning disability which is impeding their ability to score higher on performance assessments. We do not have any long-term ELLs in our TBE program, so it is difficult to compare the long-term ELLs (who have all been in standalone ENL programs for years) to this population. Students in our TBE program are assessed in Spanish. However, this is the first year that our bilingual program has been streamlined and entirely taught in Spanish. Therefore, we will be eager to see how students who are instructed in their native language perform on assessments in their native language. Typically students who take the math performance series, which is conducted multiple times each year to assess math growth, perform better on native language exams than on the English exam. For our State Math Exams, and city-wide MOSLs, our ELL students receive a native language exam as well as an English exam. We do not have any concrete data as to which students used the English exam rather than the Spanish. Since all of our students receive a native language exam, with the exception of exams not printed in the students' native language, e.g. Bengali, it's impossible to tell whether or not this accommodation actually helped students achieve higher or lower scores.
    - b. School leadership and teachers use school-wide assessments (unit and benchmark writing assignments, F&P reading assessments, Math Performance Series, etc.) to determine the success or failure of programs for ELLs. This data has been very helpful in forming RTI practices and additional support programs such as ANA (Achieve Now Academy after school program) and our morning phonics program. We have not used the ELL periodic assessments for a few years, although we plan to do so this year in order to have assessments more closely aligned to the NYSESLAT.
    - c. We hope to use the periodic assessments to better assess students' language proficiencies in each modality. If we receive more targeted data about students' struggles, e.g. listening and comprehending long, unscaffolded lectures, we can plan activities and curriculum to help support the students language development in those areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
n/a
6. How do you make sure that a student's new language development is considered in instructional decisions?

This year, we plan to hold a PD for all teachers in the school on using language objectives along with content objectives in their daily lesson plans. We hope that this effort will encourage all teachers to think of themselves as language teachers and to work toward developing all of our ELL students' language abilities. In addition, our school's instructional focus is on developing syntax and academic vocabulary. Across all of the content areas, we use the same sentence, paragraph, and essay level strategies (Hochman Basic Writing Skills) to support students' written and oral language development. While these strategies are used school-wide for ELLs and non-ELLs, they are especially helpful and supportive to ELL students who may struggle to form complex academic language independently.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?  
n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We use a number of data pieces to evaluate the success of our ELL programs. We use large summative assessments such as the NYSESLAT and state test scores to determine if our ELL students are making progress. This past school year, many of our students did not increase in their overall performance level on the State ELA and Math Exams (e.g. students who scored 2 remained at a 2, or students who scored advanced remained expanding); however, with close analysis, our students had huge levels of growth based on

their cut scores and growth percentages. The AMAO tool has been helpful in terms of seeing this smaller incremental growth. We also use baseline, midline and endline writing assessments from ELA class which we develop in our school. Students are given an argument style text with two clearly defined sides to an issue. Students must write an argumentative essay with text evidence that chooses one side of the argument. Students are then assessed on a Common Core Aligned Grade Level Rubric, which was created by our literacy coach, Ros Cooper. On average, ELLs grew 2 writing grade levels in their writing from September through June. We assess students' reading through the Fountas and Pinnell running records assessments. We also saw great growth in F & P scores, with ELLs on average increasing their score by an entire grade band. These assessments have demonstrated significant progress in reading and writing for our ELL students. We will work to include more assessments of spoken language and listening to support the instruction of those modalities.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.  
Our ELL Coordinator, Megan Cancila, or another member of the ENL teaching team interviews the student and parent to determine the home language and then administers the HLIS to all incoming students and their parents. All members of the ENL team are fluent Spanish speakers, so complete the interview and survey in Spanish or English. In the rare occasion that we've had a speaker of another language, we've utilized the DOE's interpretation services. We use the interview and the HLIS to determine if the student is eligible for the NYSITELL. If he/she is eligible, within ten days of the student's admission, the ENL team assesses the new student using the NYSITELL exam as well as the Spanish LAB if the student is a native Spanish speaker. Once the student has been identified as an ELL, Ms. Cancila meets with the student and their parents to discuss program options and to complete the parent choice surveys. All members of the ENL team are certified pedagogues who have been trained in the ELL intake process. They are Megan Cancila, Kendra Miller, Tamara DelRosario, and Ruben Martinez.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
During the oral interview at admission, an ELL Team Member gathers more information on the student's past schooling. We use this initial information to start our investigation into SIFE status, e.g. if a parent discloses right away that the student's prior education has been limited or interrupted. Within 30 days of enrollment, we also look at student work products and assessments in both their native language and in English to determine how closely the students are performing to grade level. Besides the Fountas and Pinnell reading assessments, we may also use the LENS assesment to determine a student's native language literacy. Within 30 days of enrollment in our school, members of the Language Proficiency Team meet to examine the previously mentioned data sources. If a student appears to be two years below grade level or more in their native language literacy or mathematics skills, the team will then recommend that the student be identified as SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section).  
When a newly enrolled student with an IEP comes to the school, we first complete the oral interview and HLIS survey with the student and their family. Then the teacher who completed these intake processes would bring the student before the Language Proficiency Team. Our Language Proficiency Team is comprised of our ELL Coordinator/ESL Teacher, Megan Cancila; our Special Education Coordinator/Director of Special Education, Elizabeth Dipietro; Assistant Principal, Claudia Harris, and the student's parent or guardian. If no members of the LPT speak the same language as the parent, interpretation services in the parent's native language will be provided. Together, this team will review evidence of the student's language proficiency through student interviews, history of the student's language use at home and in school, assessments done as part of the Special Education evaluation in the student's native language and in English, work samples, anecdotal assessments, and information provided by the Special Education Committee, etc. and make a recommendation as to whether or not the student will be given the NYSITELL. If the LPT determines that the student has language acquisition needs, it will recommend giving the student the NYSITELL, and the student will be tested. If the LPT determines that the student does not have language acquisition needs, it will send a recommendation to the principal that the student should not be tested. If the principal also determines that the student should not take the NYSITELL, her decision is sent to the superintendent for review. The whole process described above will be completed within 20 days of the student's admission to our school. The parent or guardian will be notified within three days of the school's decision whether or not to test the child. The superintendent will ultimately decide if the student is tested or not, and will have ten days to make her decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
All NYSITELL testing is done by members of the ENL team with the ELL Coordinator, Megan Cancila, acting as the primary point person for the exams. Once the exams are completed and scanned, and a score is determined, Ms. Cancila is responsible for distributing parent notification letters informing parents of entitlement or non-entitlement. All letters are copied and stored in a binder in the ELL Office for future verification. This entire process is completed within 5 days of ELL status determination.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
In the initial entitlement or non-entitlement letter, which parents receive within 5 days of ELL status verification, parents are informed in their written language of choice of their right to appeal ELL status within 45 days of enrollment. This letter explains the regulations are and what options a parent has to pursue if they are unhappy with the results. In addition, parents are invited to call Ms. Cancila, the ELL Coordinator, or Ms. Soto, the parent coordinator, to discuss any questions or concerns. While both Ms. Cancila and Ms. Soto speak Spanish, interpreters may be utilized to contact non-Spanish speaking families.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Ms. Cancila, the ELL Coordinator, meets with all new parents once a child's ELL status has been determined. This orientation meeting typically happens within five days of determining the child's ELL status. We typically have individual parent orientation meetings as we typically don't have large numbers of students enrolling at one time. During this orientation, Ms. Cancila shows the DOE's video which outlines the three program choices available in the NYC Department of Education. Ms. Cancila then explains the specifics of the TBE program and the freestanding ENL Program within our school and answers any questions or concerns that parents may have. When a parent is unable to attend an orientation meeting or does not complete the parent survey, his/her son or daughter would automatically be placed in the TBE Program, which is the default program for all students whose parents have not chosen either the freestanding ENL Program or the TBE Program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parent Surveys and Program selection are completed at the Parent Orientation Meeting. We have never had a parent not able to attend the parent orientation meeting, but in the event that this occurred, we would make multiple attempts to contact the parents, send the parent survey home with the student, etc. If we weren't able to speak with a family member or didn't receive any information back from the student's family, we would place them in the TBE program, assuming that their home language was Spanish.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
While most of these forms are completed in person during our Parent Orientation Meeting so that we are able to monitor their completion and return, some forms occasionally are sent home to be completed at home with the child's family. Since both forms are copied and maintained in both the student's cumulative folder and the ELL Compliance Binders, we meticulously track who has returned slips and who has not. We make every effort possible to receive these forms back.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once a program selection has been made, the placement parent notification letters are distributed to applicable students during their ENL class. Parents are encouraged to contact the ELL Coordinator should they have any additional questions or concerns.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All correspondence and surveys completed for ELL compliance purposes are copied and stored in compliance binders in the ELL Office. Additionally, the original HLIS and parent program selection form are both kept in the student's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We first determine which students are eligible to take the NYSESLAT by using the RLER, the ATS report. We inform parents in writing of the NYSESLAT testing schedule and encourage the families to ensure that students get enough sleep, eat a solid breakfast, and are on time and present during the testing days. We also use a spreadsheet which includes the names of all of our ELL students (as determined by the RLER). The spreadsheet has columns for the 4 separately administrated portions of the NYSESLAT exam. We update this spreadsheet online and on paper each day to ensure that all students have completed all the sessions of the exam and also to ensure that any students who were absent are scheduled to make-up the exam. We've used this system for the past two years and have had all of our ELL students complete all sections of the NYSESLAT exam without any issues.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
By the second week of the school year (typically prior to September 15), we distribute continued entitlement and transitional support parent notification letters to all ELL and former ELL students (with 2 years of receiving commanding/proficient score) during ELA class. This was the first year that these letters were asked to be returned to the school. We have copies of all these notifications stored in the Entitlement Binder in the ELL Office.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

During the past two years, we have admitted approximately twenty newcomer ELLs. All native Spanish speakers (approximately 16 students) chose our Transitional Bilingual Education Program. We had 4 non-Spanish speaking ELLs who were admitted into our Freestanding ENL Programs. Although their parents received information on TBE and DL programs in other schools that supported their native language (e.g. Arabic, French, and Chinese), all of the families opted to keep their students enrolled in our school for closer proximity to their homes. Our program offerings are completely aligned with parent choice in our community. Most of our newcomer ELL students and their parents prefer a program that supports the students transition to English through the use instruction in the native language and English. Most of the students enrolled in our Freestanding ENL Program are developing or long-term ELLs who have been enrolled in that model program for many years before reaching middle school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

Students in our freestanding ENL program receive ENL minutes and instruction through their English Language Arts classes using an integrated ENL model. ELL students are spread through out 4 different co-horts in each grade. We have ELL students in our Freestanding ENL program in our self-contained special education classes. These students are at mixed proficiency levels and also with non ELLs. They receive ENL services through 360 minutes of push-in integrated ENL instruction. In 6<sup>th</sup> grade 12:1 class, the ENL push-in teacher works with the students for eight 45-minute ELA periods per week. In the 7-8<sup>th</sup> grade 12:1 class, ENL teachers push-in to support the students in five 45-minute ELA periods and 3 45-minute Science periods. In our general education classes we have an ENL teacher pushing in with one heterogeneous co-hort (of ELLs and non-ELL students) where the ELLs are at the expanding level or recently proficient commanding level. With this co-hort the ENL teacher pushes in to their ELA class 5 periods a week for 45 minutes which gives the students 180 minutes of integrated ENL support per week. Lastly, when it is time for ELA, ELL students in our last two co-horts come together to make one ELA class entirely comprised of ELL students and students with IEPs for ICT/ENL/ELA. In 6<sup>th</sup> -7<sup>th</sup> grade, this class is co-taught by three teachers (one ENL teacher, one Special Education teacher, and one general education ELA teacher). In 8<sup>th</sup> grade, the class is taught by two teachers (one ENL/ELA teacher and one Special Education teacher). Students in these classes receive ENL instruction in integrated co-taught classes for 9 periods per week which gives them a total of 405 minutes of ENL support per week. This cohort includes ENL students at all proficiency levels including students who are in our TBE cohort. Students at the entering level are pulled out for a separate standalone ENL and ELA class. They receive 5 periods per week of standalone ENL instruction with an ENL teacher and 4 periods per week of integrated ENL/ELA with an ENL/ELA teacher. As a result, students at the entering ENL level receive a total of 405 ENL minutes per week.

b. TBE program. *If applicable.*

Students in our TBE program receive bilingual Spanish instruction through Math, Science, and Home Language Arts. We have a 6<sup>th</sup> -7<sup>th</sup> bridge class comprised of ELLs at varying English proficiency levels and an 8<sup>th</sup> grade class comprised of ELLs at various proficiency levels. Students at the entering and emerging proficiency levels receive bilingual instruction during Math, Science, and HLA. Students at the transitioning and expanding levels receive bilingual instruction for Math and HLA. Students in the TBE program also receive ENL instruction based on their proficiency levels. ENL instruction is provided through ELA classes, and the bilingual cohorts in 6-8<sup>th</sup> grade, join their ELL peers in the Freestanding ENL program for ENL instruction as is outlined above.

c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In the Freestanding ENL Program, students receive their ENL instructional minutes by proficiency according to the following break down:

Entering ELLs: 225 minutes of standalone ENL per week and 180 minutes of integrated ENL/ELA per week.

Emerging ELLs: 405 minutes of integrated ENL/ELA per week. ENL minutes are given during co-taught ELA classes.

Transitioning ELLs: 405 minutes of integrated ENL/ELA per week. ENL minutes are given during co-taught ELA classes.

Expanding ELLs: 225 minutes of integrated ENL/ELA per week. Depending on the cohort or grade of the expanding ELL, the student may receive up to 405 minutes of integrated ENL/ELA per week. The minimum number of minutes provided to students at this proficiency level is 225.

Commanding ELLs: 90 minutes of integrated ENL/ELA per week. Depending on the cohort or grade, some of the commanding students receive 225 minutes of integrated ENL/ELA per week.

In the Transitional Bilingual Education Program, students receive the following services:

Entering ELLs: 225 minutes of standalone ENL per week and 180 minutes of integrated ENL/ELA per week, at least 180 minutes of HLA instruction per week. Entering ELLs in 6-7 TBE cohort receive 225 minutes of HLA per week, 405 minutes of bilingual Math instruction, and 180 minutes of bilingual Science instruction.

Emerging ELLs: 405 minutes of integrated ENL/ELA per week. ENL minutes are given during co-taught ELA classes. 180 minutes of integrated ENL/ELA per week, at least 180 minutes of HLA instruction per week. Entering ELLs in 6-7 TBE cohort receive 225 minutes of HLA per week, 405 minutes of bilingual Math instruction, and 180 minutes of bilingual Science instruction.

Transitioning ELLs: 405 minutes of integrated ENL/ELA per week. ENL minutes are given during co-taught ELA classes. At least 180 minutes of HLA instruction per week. Transitioning ELLs in 6-7 TBE cohort receive 225 minutes of HLA per week and 405 minutes of bilingual Math instruction.

Expanding ELLs: 225 minutes of integrated ENL/ELA per week. Depending on the cohort or grade of the expanding ELL, the student may receive up to 405 minutes of integrated ENL/ELA per week. The minimum number of minutes provided to students at this proficiency level is 225. At least 180 minutes of HLA instruction per week. Expanding ELLs in 6-7 TBE cohort receive 225 minutes of HLA per week and 405 minutes of bilingual Math instruction.

Commanding ELLs: 90 minutes of integrated ENL/ELA per week. Depending on the cohort or grade, some of the commanding students receive 225 minutes of integrated ENL/ELA per week.

3. Describe how core content is delivered in each program model. 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 the Freestanding ENL Program, core content is delivered through rigorous and engaging Common Core aligned curriculum. Teachers collaborate with one another to ensure that their instruction is engaging and accessible. We use the Hochman Basic Writing Skills (BWS) program to teach and scaffold academic writing. This program is taught through ELA/ENL, but is then practiced in Social Studies and Science as well. Content area teams and grade teams meet weekly to discuss instruction, inquiry, curriculum, and student needs. ELL students are often at the forefront of these discussions and efforts. In our TBE program, core content in Math and Science is delivered in rich Spanish instruction. Our bilingual teachers use the same curriculum and practices used in our grade-level general education core classes to ensure that all students, regardless of the language of instruction, have access to the same high-quality instruction and curriculum. Our Math department uses CMP3 which is a common core aligned, standards based program. Math teachers support students in gaining a deep understanding through their use of the Brain Stretch/ICE Strategy (Illustrate, Calculate, Explain). This format requires students to initially illustrate their understanding of a word problem. The next step is for students to show their calculations, and finally students are asked to explain their thinking. This process ensures that student work across grades is coherent and that students are thinking deeply about how to apply the skills and knowledge they are acquiring as opposed to performing rote calculations in isolation. Our Math Department has seen students demonstrate significant gains on their performance series assessments with the help and support of these strategies. Our Science Department is currently undergoing a comprehensive revision of the science curriculum with a clear focus on developing vertical coherence and the use of the specific Hochman BWS strategies that support science learning (syntax development, text annotation, note taking, explanatory and informational paragraphs, and writing lab reports). This will take place over the next two years, with the expectation that by the end of 2015-2016 a draft of each unit will have been written, implemented and annotated for revision the following year.

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

ELL students are evaluated in their home language for major assessments when appropriate to the task and content area. For example, subject area MOSLs are provided to the student in their home language when available. Students are also able to complete performance series assessments for math in their home language. All assessments in our TBE classes are given in Spanish. In the past we have used Fountas and Pinnell (Levels A-N) and Achieve 3000 software to assess students literacy levels in Spanish. We are currently researching other methods for assessing students' literacy in Spanish as neither of the previously mentioned assessments were appropriate with students at our grade levels. All assessments for ELA/ENL are completed in English as is appropriate to measuring the students' English language proficiency and progress.

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

Our school completes numerous evaluations of ELL students in reading and writing throughout the school year. For diagnostic purposes, all students complete a reading performance series exam which gives the teachers a lexile level for each student. We also use the Fountas and Pinnell Running Records as a benchmark diagnostic reading exam. Students complete a diagnostic writing benchmark assessment three times per year. This assessment is school-created and is based off of a high interest argument article. Students must plan and write an argument essay taking one side of the argument. The assessment is graded on a school-created Common Core aligned grade level writing rubric. In addition, in ELA class, students write 3-4 substantial formative writing assignments that are completed during each marking period. Additionally, we formatively evaluate students reading levels through additional performance series assessments throughout the school year twice, and we complete F & P assessments three times per year to measure their progress in English reading. Students are frequently assessed informally on their verbal skills in English through in-class group work and presentations. They are frequently measured on rubrics tied to the Common Core's Speaking and Listening standards. The ENL team is currently working to develop more formative listening assessments to support students' listening instruction and the development of listening skills. We believe that strong instruction of ELLs involves scaffolds such as visuals or text to accompany any sort of teacher lecture. As a result, our students have not always performed as well on the listening subsection of the NYSESLAT which assesses students on their ability to listen to long lectures or texts without any supports or scaffolds. We realize that this is an area that we need to support students in, and will work to develop assessments to track our work in this modality. Students are frequently exposed to read alouds and then must complete comprehension activities and use text evidence as a follow-up. This is one way that we support and measure students' progress in listening activities.

6. How do you differentiate instruction for each of the following ELL subgroups?
- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. SIFE students typically have very few literacy skills in either English or their native language. We support these students by providing phonics instruction (using a modified WILSON curriculum). Students are invited to participate in a before school phonics program, and also receive Phonics intervention during reading instruction in their ENL/ELA class. In addition, writing instruction is adapted to meet the needs of students at their language level, e.g. we provide sentence level scaffolds, complete shared writing activities, and work on adding sight words into their writing. Often SIFE students are not yet able to complete assignments at grade-level. As a result, we need to modify activities greatly to meet their needs and also provide a great deal of intervention. Although these students may not have a disability, we often place them in an ICT class or a class that receives additional teacher support. This allows our teachers to provide more individualized instruction to meet the needs of these students.
- b. Newcomer ELLs also often score at an entering level on the NYSITELL. As a result, this group receives one unit of study each week in standalone ENL instruction. This course focuses on students survival-level English vocabulary acquisition and is focused on developing students' oral English skills. The class is also typically much smaller than a standard ELA class, which gives our newcomer students more teacher attention and support. Newcomer Spanish speakers typically choose to participate in our TBE program where they will also receive the rich native language instruction to support their language learning in English.
- c. We have found that the needs and abilities of the Developing subgroup of ELLs are extremely varied. One way that we are able to tailor the instruction for this group is through small group guided reading instruction. At this level, we may still have students struggling with basic phonics. We also have students who are reading much closer to grade level, and for them we may support their literacy through tier two and three vocabulary support or guided reading to support deeper comprehension. We use an academic vocabulary curriculum with all of our students (ELLs and non-ELLs), that is written to support the acquisition of frequently appearing Tier II vocabulary words, such as evaluate, assess and differentiate. This vocabulary instruction is very supportive to students at the developing level who have typically acquired proficient basic interpersonal communication skills, but still need support in acquiring academic language. Students are introduced to three new words per week, and these words are practiced in each content area, so that students receive constant exposure and practice with the words of the week.
- d. Long-term ELLs in our school are also instructed in the academic vocabulary curriculum as described above. For this subgroup, the instruction in academic vocabulary is also essential to their development of English proficiency. This group also receives guided reading support to continue to support their English reading. Students receive scaffolding and support through the BWS program to enhance their academic writing. Students at this level are often expanding ELLs who are very close to passing the NYSESLAT. With this subgroup, we plan to offer more listening practice to their enhance ability to listen to long sections of text or lecture without scaffolding. Many members of this subgroup also have IEPs, and therefore receive additional extra support as mandated by their IEPs.
- e. Former ELLs receive 90 minutes of push-in ENL support in their ELA classes. ENL teachers assess and monitor the work of these students in order to provide targeted support to meet their needs. ENL teachers may scaffold assignments, provide

sentence starters when necessary or help students to self-correct work based on subject verb errors. Work with this subgroup is completely tailored to the individual student's needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Although this has never happened in our school, the protocol that we will implement is outlined in the sentences that follow. Within 6–12 months from the date of the superintendent's notification to the principal, parent, and/or student, the principal will review the Re-identification Process decision to ensure that the student's academic progress is not being adversely affected by the re-identification determination. The principal will consult with the student's ENL teacher and other applicable content area teachers, the parent/guardian, and the student. After consulting with the aforementioned individuals, if the principal believes that the student may have been adversely affected by the determination, the principal must provide additional support services.

8. 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 ELA/ENL, Social Studies, and Science teachers of ELL-SWDs use the Hochman BWS program that provides a program for annotation, scaffolds for improving sentence and paragraph level writing as well as plans and graphic organizers for writing essays. These language and writing scaffolds have been extremely successful in accelerating English language development for our ELL-SWDs. Multiple exposures to the same strategies have led to our students using BWS techniques with ease and independence.

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

The school program this year was created around optimization for our ELLs and SWD. Over the summer Ms. Harris, Assistant Principal, along with our ELL coordinator, Ms. Cancila and our Special Education coordinator, Ms. Dipietro, worked tirelessly on creating a unique schedule to address the needs of our students, which meant creating a program that provided all students (including our high ELL and SWD populations) with opportunities to be educated in the most appropriate, supportive, and responsive environment. The result of their work was a schedule that allows all ELL students to be fully integrated into our classes, rather than being separated off into their own class as had been done previously. As a result, according to our self-created school survey results, we have seen that our ELL population feels more welcomed and integrated into our school community. In addition, the program has a unique ELA flip, which means that the ELL students are able to receive 100% of their ESL minutes without missing any of their core subjects. During this flip the ESL students are swapped into one class, resulting in a class with two or three teachers, one ESL/ELA, one Special Ed and one ELA, dedicated to ensuring that these students receive extra support in this very important core subject. Using this structure, our ELL-SWDs are able to achieve their IEP goals and progress in their English proficiency within the least restrictive environment. As a result of this unique program, we have seen that there has been an increase in our ELL students reading levels, .5 years reading level growth in 3 months and .6 years writing level growth in 3 months. Our ELL-SWDs in the self-contained special education receive ENL support through ENL push-in teachers.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

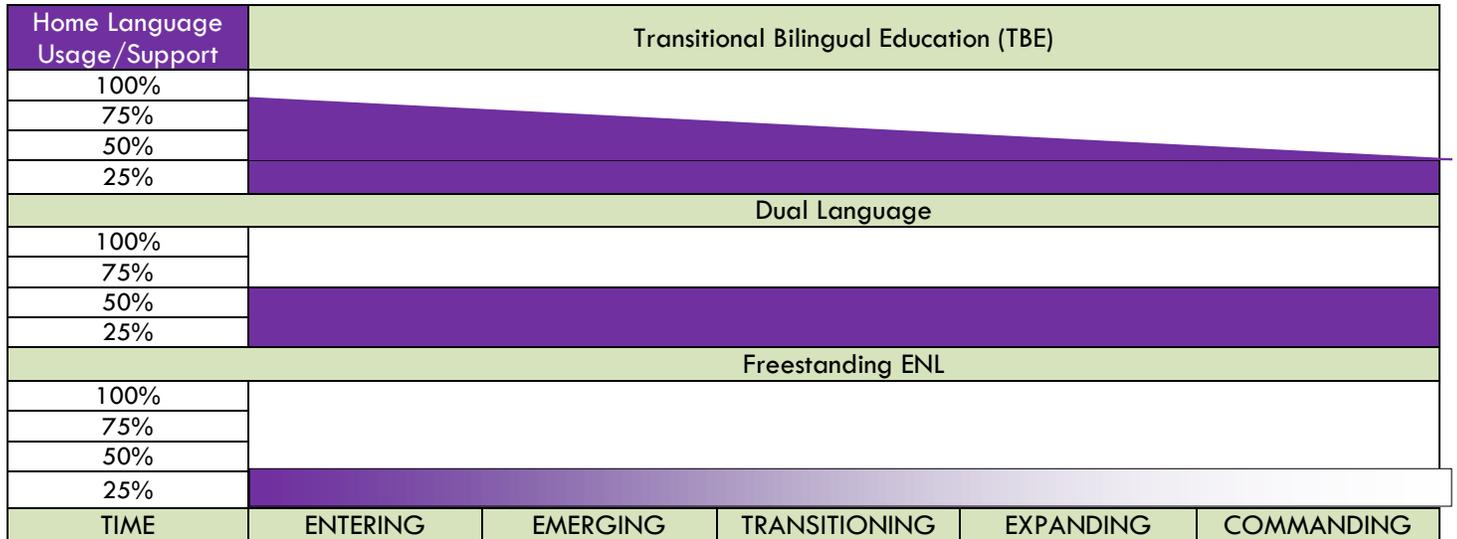


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
In ELA, we use a variety of targeted interventions for our ELL students. All ELL and FELL students who were reading below an F&P level N (approximately 3<sup>rd</sup> grade) were mandated to attend our before school Phonics Program. We had students from each of our ELL subgroups enrolled in the program (ranging from newcomer to FELL). We saw significant growth from students attending the Phonics Program, with students growing at least four F&P levels on average. We also have an afterschool program, Achieve Now Academy, where ELL students from all subgroups received tutoring in Math and ELA, participated in book clubs, 8<sup>th</sup> grade Science Exam support, and had their first exposures to Shakespeare. In addition, this year, teachers who had free teaching periods in their schedule are now pushing-in to provide small group intervention to students who may need it, including ELL students at all proficiency levels. Teachers push-in to ELA, Math, Science and Social Studies to help support struggling students. Through these interventions, ELLs have demonstrated at least one year of growth in writing according to the Common Core aligned grade level rubric, and many have also made steady gains in Math as demonstrated by the performance series assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is highly effective in meeting the needs of our ELLs because it was developed around their needs. As a school, our goal was to have ELL students fully integrated into the community by dispersing them throughout the cohorts in each grade. We did this, because socially, we believe that all students need to interact with more of their peers and that our school community is richer when students are engaging with peers who are different from them. Thus even students in our TBE program travel with a cohort on their grade level, and participate in electives, ELA, lunch, and breakfast with this group of students. Our program is such that we have all math classes with ELL students aligned so that ELL students may travel to either TBE Math, general education Math, or ICT Math with flexibility. We also have our TBE Science class programmed so that it aligns with the grade-level Science courses. Because of this careful programming, students in our TBE program are not pulled out of classes in order to also receive their bilingual services; they are able to participate in these courses at the same time as their non-TBE peers take classes in the same content area. Our TBE teachers co-plan with our non-TBE teachers and attend content area team meetings in order to ensure that their curriculum matches that which the non-TBE students are using. This ensures that students' content and language needs are being met. Our ENL classes are also scheduled at the same time across grade levels, so that students have flexibility around which class they participate in based on their proficiency level. Students at the entering level receive the additional support of one unit of ENL in addition to one unit of ELA.
12. What new programs or improvements will be considered for the upcoming school year?  
Using our baseline benchmark data (reading, writing, and math) we may create targeted intervention groups for our ELL students within the Achieve Now Academy afterschool program. For example, if we identify a major subset of students all struggling with organizing their writing on a paragraph and essay level, we may hold an intervention group to meet the needs of those students. We may also work with Beacon, the after school program in our school building, to develop additional enrichment and support for our newcomer ELLs.
13. What programs/services for ELLs will be discontinued and why?  
At this point, we do not plan to discontinue any programs or services for our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs in our school building are invited to take part in any and all school programs. We had several ELLs enrolled in our after school Achieve Now Academy and our before school Phonics Program. Additionally, we have a Beacon program in our school building which offers homework help, classes, enrichment, and sports to all of the students in our school building from 2:35-8:00PM each night, on Saturdays and during school vacations.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
In Science, Social Studies, ELA, and HLA we use the Hochman BWS method and strategies. The notetaking devices, scaffolds, and graphic organizers are widely utilized across these content areas. We also use a school-wide academic vocabulary program which is taught and practiced in all of our school's content areas. In Math, we use CMP3 in English and Spanish along with the ICE strategy. We are going to be using Achieve 3000 this year to support literacy in English and Spanish. We have also used Rosetta Stone for our newcomer students in the past, and may look into this technology again as a resource for our newcomers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In the ENL program model, home language is used to support students in their core content classes through the use of native language dictionaries/glossaries when available. When a teacher who speaks the student's native language is present, this teacher may also preview, summarize or clarify a concept or text in the student's native language as needed or as is appropriate to the task or activity.  
In the TBE program model, Spanish is used as the primary language of instruction for both Math and Science. Students' lessons are conducted in Spanish and the work, activities, and projects that they complete are all done in Spanish. In HLA, students are

continuing their Spanish literacy and writing. Students complete tasks in Spanish that are more challenging versions of activities and strategies that are used in ELA. This strategy has helped support their comprehension when they come to ENL/ELA.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All students are in the class or grade that is appropriate for their age group. Although many of our ELLs are reading far below grade level, we make sure that they have texts and materials that are high interest for their age group and engaging for them to read while also being appropriate to their reading level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELL students meet with the ELL Coordinator, Ms. Cancila, for a basic school orientation. Ms. Cancila gives the students a tour of the building, guides them to class their first day and ensures that they have met up with their parents or been sent home independently during their first few days in the building. Ms. Cancila and the the parent coordinator, Ms. Soto, act as point people for the new students in their first few days by fielding any questions and helping the students to get acclimated. In addition, newly enrolled ELLs are paired with an ELL buddy who travels in their co-hort. This student helps ensure that the the new ELL knows where to go and can ask for help if they need anything. All students participate in a small group advisory called "CREW" three times per week. Our newcomer ELLs are typically enrolled in a CREW with a CREW leader who speaks their native language. This person also becomes a support and point person for the new student and their family. Through our Title III funding, we plan to host other programs or trips specifically for newcomer studnets.
19. What language electives are offered to ELLs?  
All 8<sup>th</sup> grade students, including ELLs, participate in a Spanish language elective. Our Spanish teacher adjusts the curriculum and instruction for native Spanish speaking ELLs in order to support their literacy rather than their basic vocabulary development like their non-ELL peers.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ENL teachers meet weekly as a content team to discuss curriculum, strategies and share best practices. TBE teachers also meet weekly to discuss curriculum and strategies and are supported by our school's literacy coach, Ros Cooper. Additionally, this year, two of our ELL teachers, Ms. Cancila and Ms. Abadia, will be participating in the Brooklyn North Instructional Practice Series: Differentiating Instruction for ELLs and SWDs in the Content Area Classroom. Both teachers will be tasked with turn-keying their findings to their respective ENL and TBE teams.

Additionally, content area teachers will be participating in ELL-related PDs once a month on Tuesdays during our afterschool PD. These PDs will be developed by our ELL Coordinator, Ms. Cancila, who will be observing in content area teachers' classrooms and providing feedback on how to support ELL students. The PDs will involve some modeling and demonstration of different ELL strategies and will also include time for collaborative co-planning where teachers will plan how they will utilize and integrate the ELL strategies in their upcoming lessons. These PDs will be developed by the ENL and TBE teams for the whole school community.

Mon. Sept. 21st Introduce the PD Plan/Resource Overview & Grade Team

Tues. Sept. 22 Grade Team: Check-in behavior System; Admin update

Mon. Sept. 28th Inquiry Cycle 1 Begins: Organizing for Collaborative Work

Goal: Create norms, protocols, Learning Targets, roles and responsibilities (Refer to pages 23-27)

Tues. Sept. 29 Grade Team: ELL Student Strategies

Mon. Oct. 5th Inquiry Cycle 1: Create Data Overview/Dig into Student Data

Goal: Understand and interpret data. Organize and create a data chart to enable the team to have a visual representation of the data to determine patterns and trends (Day 1) Refer to page 75

Tues. Oct 6 Grade Team: ELL Student Strategies

Tues. Oct. 13 Grade Team:

Mon. Oct. 19th Inquiry Cycle 1: Create Data Overview/Dig into Student Data

Goal: Continue to understand and interpret data. Continue to organize and create a data chart to enable the team to have a visual representation of the data to determine patterns and trends and log your questions and hypotheses (Day 2) Refer to page 75

Tues. Oct. 20 Sub-group Meeting (Blood Born Pathogen Training)

Mon. Oct. 26th Inquiry Cycle 1: Create Data Overview/Dig into Student Data

Goal: Continue to understand and interpret data. Continue to organize and create a data chart to enable the team to have a visual representation of the data to determine patterns and trends and log your questions and hypotheses (Day 2) Refer to page 75

Tues. Oct 27 Grade Team

Mon. Nov. 2nd Inquiry Cycle 1: Dig into Student Data:

Goal: Brainstorm what the root causes of the problem could be by creating a chart using the WHY-WHY-WHY Protocol (Refer to page 102). Then decide on your hypothesis statement and decide on your target group.

Tues. Nov. 3rd Election Day: Chancellor's Conference Day: Retreat

Mon. Nov. 9th Inquiry Cycle 1: Examine Instruction (Pages 103-115)/Start Your Action Plan (Pgs. 119-135

Now that you have your Hypothesis Statement and your target group, and you think you know what the root cause is, look at what you are doing in the classroom (i.e. Lesson plans, videos, teachers assignments, etc...)

Goal: Plan, map out, schedule classroom inter-visitations, and classroom data collection to bring to the next meeting - ongoing (Refer to pages 103-115)

Tues. Nov 10 Classroom Environment Maintenance

Mon. Nov. 16th Inquiry Cycle 1: Examine Instruction/Develop Action Plan (Refer to Page 120)

Goal: Document what evidence/data you have tried in the class/collected and whether or not it's working. Is it or does it have the potential to increase student achievement? How do we know?

Mon. Nov. 23rd Inquiry Cycle 1: Examine Instruction/Develop Action Plan (Refer to Page 120)

Goal: Document what evidence/data you have tried in the class/collected and whether or not it's working. Is it or does it have the potential to increase student achievement? How do we know. Prepare presentation of your inquiry thus far for Share Fair (15 minutes)

Tues. Nov. 24 Sub-group Meeting (ELL- Science & Social Studies teams)

Mon. Nov. 30th Inquiry Share Fair

Tues. Dec 1 Grade Team: ELL Strategies

Mon. Dec. 7th Inquiry Cycle 1: Plan to Assess Progress (Page 137 - Chapter 7)

Goal: Determine and record what type of assessment is appropriate for determining the effectiveness of your strategy. Fine tune/Create a rubric or a measuring tool to measure your strategy.

Following Winter break, we will be starting a new inquiry cycle, and will be adjusting and repeating the process as needed based

on our experiences in our first round of inquiry.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Two of our ELL teachers, Ms. Cancila and Ms. Abadia, will be participating in the Brooklyn North Instructional Practice Series: Differentiating Instruction for ELLs and SWDs in the Content Area Classroom. Both teachers will be tasked with turn-keying their findings to their respective ENL and TBE teams. Additionally, content area teachers will be participating in ELL-related PDs once a month on Tuesdays during our afterschool PD time (as described above). Teachers are also notified of PDs through the DELLSS Office, and have attended many of the PDs on developing curriculum aligned with 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?  
Our incoming 6<sup>th</sup> grade ELLs are placed in a CREW with an ENL teacher or a teacher who speaks their native language. This person becomes a point person for the student and their family as they navigate the start of middle school. The curriculum in CREW is also based around being successful in middle school and challenges in adjusting to a new school. We also have a bilingual guidance counselor, Lucila Macias, and social worker, Michelle Jerry, who regularly meet with nearly all our new 6<sup>th</sup> graders for a one to one session during this transitional period. Our 8<sup>th</sup> grade ELLs receive ample support in the high school search and application process during CREW and from their CREW leaders. The 8<sup>th</sup> grade CREW curriculum was developed to support students in the search, selection, and application process for high school in New York City. Our bilingual guidance counselor regularly meets with students and their parents to ensure that students are transitioning to high schools that are supportive of their language needs. Both the guidance counselor and school social work regularly attend professional development to support their efforts within the school. They have attended numerous trainings through the New York City Department of Education, the UFT, and often additional trainings provided by universities in the New York City area.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Since these numbers are based on a 5 year schedule, our teachers will have no problem completing the mandated PD hours for ELL-specific professional development. We keep records of agendas, minutes, and attendance from all of our team meetings and PDs. ENL and TBE teachers meet weekly. At these meetings, we co-plan and share best practices and strategies that we are having success with. We are currently working to develop a PD for the whole staff on using language objectives. We use our planning time for our own professional development and growth and for planning professional learning activities for the rest of the staff to be taught during our once a month meetings. During the meetings that include all teachers, we share one or two strategies for helping ELL students access the curriculum and also make progress in their English proficiency. Then the teachers have time co-plan with the ENL teachers and TBE teachers to ensure that they are adapting or adding to their curriculum as needed.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Since this is a new provision, we plan to hold an ELL Parent Workshop Event in the fall or spring. At this meeting we can provide parents with support for helping their ELL students stay on track in school and make progress in their language development. We can also survey parents regarding their interests in continuing education, job counseling, and ESL classes which we can help arrange for them. During this event, we will also make ENL teachers available for individualized meetings to discuss the progress of individual students with their parents. Our meetings will be conducted in Spanish and led by one of the bilingual members of the TBE/ENL Team. All members of the ENL team and the TBE team are bilingual Spanish/English, so individual parent meetings can also be conducted in the parent's language of choice. If we have non-Spanish speaking parents in attendance, we will use the DOE's translation and interpretation hotline to ensure that this parent has equal access. We may schedule an individual one on one meeting with these parents, so that we can meet during a time when the interpretation hotline is open and focus solely on their needs and questions.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We will keep a sign-in sheet for all individual meetings that take place with ELL parents in order to track participation in such meetings. We will also send notifications home regarding meetings in the parents' native language. We will also utilize our phone messaging system to remind parents before the event, and will make every attempt to call parents individually to invite them over the phone. If the parent is Spanish-speaking, we will have a bilingual staff member call them so that the conversation can take place in their language of choice. If the parent is not Spanish or English speaking, we will use the translation and interpretation hotline in order to communicate with the parent in their language of choice.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents often participate in PA meetings and family events that we hold at school such as holiday family dinners and dances. All of these meetings are conducted bilingually in Spanish and English. At our yearly parent orientation meeting, we tend to get low parent turn out (usually 25% of all ELL parents are present). We hope to use our Title III funding to develop more programs which bring parents into the school, perhaps by offering ENL classes or other job support programs in house.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through our partnership with Beacon, and their parent organization, Ridgewood Bushwick Senior Citizens Council, we are able to offer parents workshops and classes for working toward High School Equivalency and GEDs. Most Beacon staff members are bilingual Spanish/English and can communicate with parents in their language of choice. There are also staff members who speak French and Haitian Creole should those translation needs arise. We also have ESL classes and job workshops for parents to attend. We are also partnering with Edible Schoolyard, who will be hosting outreach and parent events around healthy eating and cooking practices. These events are conducted bilingually where a member of our school team translates in Spanish. We have also partnered with Urban Advantage, a middle school Science initiative CBO, which leads students and their families on Science related field trips. Many of our ELL parents have attended these trips, and the trips are attended by Ms. Soto, our bilingual parent coordinator who can translate for parents if needed.
5. How do you evaluate the needs of the parents?

At ELL Parent Orientation Meetings, we survey the parents about their interests in needs using surveys created in house and translated into the parent's native language. In the past, parents have expressed interest in GED and ESL Classes. As a result, our parent coordinator has provided them with information about free opportunities for these classes. We also regularly invite parents to a variety of meetings and events (e.g. Take your Father to School Day, Job Training Workshops, Family Dinners, etc.), and we use these events as a chance to speak one on one with parents about how we as a school may support them and their families. This information is written down anecdotally and provided to our Parent Coordinator, Ms. Soto. We also conduct all of these meetings and events bilingually in English and Spanish.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of the parents because we offer so many different opportunities for engagement with the school and the community. Our parent coordinator works tirelessly on behalf of our students and their families, and through these close personal relationships she has addressed the needs of many families from helping to secure temporary housing, to providing school supplies or food pantry items to families in need, to hosting job workshops for parents to work on their resumes. We also look to our school survey for data on parent engagement. For example, 92 % of parents surveyed feel that the teachers and staff work hard to build trusting relationships with parents like them. Additionally, 89 % of parents surveyed indicated that the school staff regularly communicates with parents/guardians on what the staff can do to help students learn.

#### **D. Additional Information**

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

School Name: **Evergreen Middle School**

School DBN: **32K562**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Reiss	Principal		10/30/15
Claudia Harris	Assistant Principal		10/30/15
Nancy Soto	Parent Coordinator		10/30/15
Megan Cancila	ENL/Bilingual Teacher		10/30/15
Claudio Sanchez	Parent		10/30/15
Gesai Abadia	Teacher/Subject Area		10/30/15
Lina Asca	Teacher/Subject Area		10/30/15
Rosalind Cooper	Coach		10/30/15
	Coach		
Lucila Macias	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Elizabeth DiPietro	Other <u>SpEd Coordinator</u>		10/30/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **32K562** School Name: **Evergreen Middle School for Urban..**  
Superintendent: **Lillian Druck**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When parents register their children at I.S. 562K, they fill out their emergency blue card which indicates the language in which they'd like to receive written and oral communication from the school. Parents registering within the DOE for the first time also complete the HLIS survey which indicates their preference for oral and written communication with the school. Our community is largely Spanish speaking, and when going over blue cards, and following student orientation meetings, we have recognized that a large percentage (approximately 40%) of our parents prefer and need written and verbal communication from the school in Spanish.

In addition, we have a few families who speak Bengali, Arabic, French, and Haitian Creole at home. We're aware of these families as the students are ELLs, and through the home language identification reports in ATS. With this knowledge, we make every attempt to provide these families with translations of written materials in their native language, and if necessary, a translator.

Lastly, all of our students have an advisory/CREW teacher. These teachers are a primary point of contact for the students' families. If a family is unable to understand oral or written communication from the school, the student can speak with their advisor, and let them know that their parent or guardian needs a written translation or an interpreter present for any sort of school meeting or event.

We currently have a school-wide phone log where school staff log all of their interactions with parents/guardians. We will add a page to this log that includes a report of the students organized by class and grade which includes the languages that the parents' preferred language for communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on knowledge of our school's community, the blue cards, HILs forms, and anecdotal information from staff and families, we're aware of those who needs translated materials or interpretation services. Our staff has been notified in email and in school-wide meetings, that many of our students' parents are Spanish-speaking, and that there are many staff members, teachers, and volunteers who can translate for meetings, phone calls, or written communication.

For our families who speak languages other than English and Spanish, all staff members have been provided with the translation hotline number, and have been made aware of google translation services, and are encouraged to make every attempt to communicate with a family in the language that is most comfortable for them.

Our Parent Coordinator, Nancy Soto, is also bilingual (English/Spanish), and assists staff members and families in communicating in their preferred language.

Additionally, we have families in our school community who speak the following languages other than English at home: Arabic, French, Haitian Creole, and Bengali. We provide these families with written notifications in their language of choice by using DOE provided letter templates or google translate, which we recognize is not a perfect translation. We also use the Translation and Interpretation Hotline when calling families or for in person meetings as needed. Often, families that are not English or Spanish speaking bring another friend or relative to help assist in interpretation.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that the school disseminates every year requiring translation are as followed:

School calendars (monthly)

Notification of parent meetings, events, awards ceremonies, reminders about days off, etc. (at least twice per month)

Notification/Invitation for special programs: before school phonics, Achieve Now Academy after school program, clubs, sports, etc. (once or twice per year)

Notification of state testing and NYSESLAT dates

Syllabi and letters regarding curriculum from individual teachers

Any correspondance the administration sends out throughout the school year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal and informal face-to-face meeting that typically take place with parents throughout the school year are as follows:

6<sup>th</sup> grade Welcome Night/Middle School Orientation (once per year)

Parent Teacher Conferences (four times per year)

ELL Parent Orientation (once per year)

ELL Parent Night and Workshop (once or twice per year)

IEP Orientation Night (once per year)

Our school has an open door policy, therefore, we have parents in for informal meetings multiple times per week. Often these meetings occur in Spanish, with the help of teacher, dean, guidance counselor or parent coordinator interpretation.

We also make phone calls home every day for a variety of reasons, thus numerous parent phone calls are made each day by our school staff.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will provide any and all written communication in the preferred language of the family. School-wide invitations to events or notifications are always printed in both English and Spanish. We provide every family with notifications in both languages, so that we are inclusive to the needs of all families in our school. In addition, if any personal correspondances are going home, we provide the letter in the language that the parent has identified for preferred written communication. All translations are done before notifications are distributed to the school community, thus there is no time lag in providing translations. Written translations from English to Spanish are done by the Parent Coordinator, a school aide, parent volunteer, or other staff member.

For non-Spanish or English speakers, we can provide translations using google translate. Individual written correspondances in Arabic, Bengali, French, and Haitian Creole are done by using NYC DOE pre-translated forms such as those provided by the Division of English Language Learners and Student Support(DELSS), or by translating with google translate.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As we have such a large Spanish speaking population, all schoolwide parent or family meetings are conducted in English and Spanish, with a interpreter working alongside the English speaker. We use many different individuals as interpreters, ranging from school staff and teachers to parent volunteers. We will create a roster of all bilingual staff members, so that non-Spanish speaking members of the staff may easily be advised of who can assist them in language translation needs. Our Spanish-speaking families are then able to participate fully in our school's events and meetings. Additionally, our Parent

Coordinator speaks Spanish and English, and conducts all of her meetings and committees in both languages. We have bilingual parents serving in our PTA and on our Learning Leaders committee. In addition, bilingual parents and grandparents regularly volunteer in our school to assist in whatever capacity is needed.

In the past, our Arabic, Bengali, French, and Haitian Creole families have brought English speaking friends or family members to serve as interpreters during school meetings or events. We have also have parent volunteers who assist in interpreting. If there is no person present who is able to interpret, we use the DOE's translation/interpretation hotline.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our staff have been notified in email and in school-wide meetings, that many of our students' parents are Spanish-speaking, and that there are many staff members, teachers, and volunteers who can translate for meetings, phone calls, or written communication. We have advised staff of this through emails and our weekly school newsletter, but will also embed some discussion around translation and interpretation during a PD this year. Copies of the "I speak..." card will be made and distributed to all staff in the building.

For our families who speak languages other than English and Spanish, all staff members have been provided with the translation hotline number, and have been made aware of google translation services, and are encouraged to make every attempt to communicate with a family in the language that is most comfortable for them.

Our Parent Coordinator, Nancy Soto, our guidance counselor, Lucila Macias, and our dean, Lina Asca are also bilingual (English/Spanish), and regularly assist staff members and families in communicating in their preferred language.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We have the Welcome Poster prominently displayed in our school lobby. We also have a language ID guide at the security desk, the main office, the school secretary's office, and the ELL Coordinator's office. The Parents' Bill of Rights is distributed to parents annually.

Our school safety plan includes procedures for notifying parents who speak other languages than English of any issues within the school. In addition, parents have received the DOE Discipline Code translated in the language which they speak. Notifications regarding the school's safety and evacuation plans as well as preparedness drills have been sent home in English and Spanish as well.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are surveyed in their specified home language. We also survey parents of ELLs on their needs and additional services that are available to them. These surveys are printed in multiple languages. We will also organize a focus group comprised of parents from different language and cultural backgrounds that are represented in our school to gather feedback on how we may better support and serve them.