

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K654

School Name:

VAN SICLEN COMMUNITY MIDDLE SCHOOL

Principal:

ADONNA MCFARLAND

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: VAN SICLEN COMMUNITY MIDDLE SCHOOL School Number (DBN): 19K654
Grades Served: 6-8
School Address: 800 VAN SICLEN AVENUE
Phone Number: 718-927-4701 Fax: 718-927-4707
School Contact Person: KIESHA KEMP Email Address: KKEMP3@SCHOOLS.NYC.GOV
Principal: ADONNA MCFARLAND
UFT Chapter Leader: MATTHEW DUNNE
Parents' Association President: ZAYNAB HAMIN
SLT Chairperson: O. FASHUSI
Title I Parent Representative (or Parent Advisory Council Chairperson): Melerwiese Barden
Student Representative(s):

District Information

District: 19 Superintendent: JOYCE STALLINGS-HARTE
Superintendent's Office Address: 557 PENNSYLVANIA AVENUE BROOKLYN NY 11207
Superintendent's Email Address: JSTALLI@SCHOOLS.NYC.GOV
Phone Number: 718 - 240-2741 Fax: 718-240-2747

Borough Field Support Center (BFSC)

BFSC: BROOKLYN NORTH Director: BERNADETTE FITZGERALD
Director's Office Address: 131 Livingston Street Brooklyn NY 11201

BFITZGE2@SCHOOLS.NYC.GOV

Director's Email Address:

(718) 935-3954

718-935-3444

Phone Number:

Fax:

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)
Adonna McFarland	*Principal or Designee	
Matthew Dunne	*UFT Chapter Leader or Designee	
Zaynab Hamin	*PA/PTA President or Designated Co-President	
Kendu Lalanne	DC 37 Representative (staff), if applicable	
Melerwiese Barden	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>	
WESNER PIERRE	CBO Representative, if applicable	
TSHIKA BEERRAM-STEPHEN	Member/ PARENT	
OLENTHIA NELSON	Member/ PARENT	
MICHELLE MORILLO	Member/ PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MELERWEISE BARDEN	Member/ PARENT	
	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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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.

Van Siclén Community Middle School is located in the East New York section of Brooklyn. The mission of Van Siclén Community Middle School is to empower and inspire all students to apply the knowledge and skills necessary to become problem solvers, achieve academic and personal success and to be college and career ready. As part of this process students will acquire the skills to become self-directed learners. Technology will be infused throughout the program to support student development of 21st Century skills.

Our instructional philosophy is designed to put students in the driver's seat as it pertains to their development. Students learn best when they are driven by purpose and the learning is meaningful. Research shows that when students participate in the decision-making and the outcomes, motivation for the task improves. Also students become empowered and emotionally invested in the work they do.

The Project/Problem Based Learning approach provides meaning and purpose to the work students are doing and the skills they are acquiring by performing the task. We are a community of caring adults who want to challenge and empower students academically and socially. All teachers have opted into the Teaching Excellence Network to further their skills reflectively to improve their pedagogy.

We have been able to establish a positive school culture evident by the positive feedback given by students in the Learning environment survey. Many teachers have demonstrated a willingness to help student become more proficient in their core competencies, and also work with them to develop extracurricular skills as well. This allows students to develop and apply their core skills in activities such as drama, poetry, robotics, coding, etc.

We have identified values of the teachers who align themselves with the philosophy of the school. Teachers who are passionate about teaching and kids, and have the humility to collaborate with others to work towards a challenging goal. The school has a mix of knowledge and experienced teachers who are willing to grow a school culture. The school has established many norms and events that have begun to define who we are as a school community.

While we have established many components for a supportive learning environment, we recognize the need to continue that work and provide additional academic supports for our students who have exhibited major deficits as it pertains to meeting the expectations of the Common Core Learning Standards.

19K654 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	214	SIG Recipient	N/A
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	11	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	6	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		160.2%	% Attendance Rate		90.7%
% Free Lunch		89.0%	% Reduced Lunch		0.9%
% Limited English Proficient		16.1%	% Students with Disabilities		33.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		63.6%
% Hispanic or Latino		34.7%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		1.7%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		30.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		2.17
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		2.7%	Mathematics Performance at levels 3 & 4		5.2%
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			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		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 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.

- Of the 214 students assessed students in ELA during 2014-2015:
 - 73% Level 1
 - 23% Level 2
 - 4%Level 3

- Of the 215 students assessed students in Math during 2014-2015:
 - 72% Level 1
 - 26%Level 2
 - 2% Level 3/4
- Quality Review Findings:
 - Proficient-Though pedagogy, anchored in common beliefs, provides consistent instructional supports, including scaffolds and questioning, the use of strategic extensions that foster higher order thinking demonstrated in rigorous student work and discussions varies across classrooms.
 - Proficient-All curricula are aligned to the Common Core Learning Standards (CCLS). Curricula and academic tasks are revised using student work and data to support diverse student needs.
- Impact
 - Proficient-The school uses common assessments in all subject areas, tracks student progress, and consistently checks for understanding.

However despite our Quality review Findings our students continue to under perform other schools within our cohort. We are in our 3rd year of existence with a clear understanding that we must continue to ensure that our units of study incorporate multiple entry points and be simultaneously aligned to the Common Core Standards.

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all units of study will incorporate multiple entry points and be aligned to the Common Core Standards as evidenced by curriculum mapping, culminating activities and/or portfolio pieces.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers participated in three professional development sessions facilitated by Teachers College, Rubicon, Genready, NTN and administration around creating Common Core aligned units of study in all curricula areas. Professional development focused on the following: writing units of study, enduring, essential questions, academic vocabulary, performance tasks and materials/resources.</p>	<p>All staff</p>	<p>August 2015- June 2016</p>	<p>Principal/A.P.</p>
<p>Weekly common planning meetings for content area teams to collaboratively plan lessons and tasks for CCLS aligned units of study</p> <p>Weekly common planning focused on revising and further aligning the 6th/7th grade units of study to the CCLS</p>	<p>Teachers</p>	<p>August 2015- May 2016</p>	<p>Principal/A.P./\ Teacher Leads</p>
<p>School-wide analysis of literacy assessment (Achievement Network/periodic assessment) results to surface the gaps in students understanding.</p>	<p>All staff</p>	<p>November January April June</p>	<p>A.P.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • 1.5 hours of congruent staff meeting programmed into the school day (Wednesdays) • Per session planning for curriculum development. • Per session planning for Professional Development • Per Session Inquiry Teams/Looking at student work • Use of teacher teams, coaches and administration for development of common core aligned units • Collaboration with Teachers College, Genready and NTN

Part 4b. 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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

By January 2016 Curricula units 1 and 2 incorporate multiple entry points and be aligned to the Common Core Standards as evidenced by curriculum mapping, culminating activities and/or portfolio pieces. Teachers will utilize our unit design rubric to give feedback to their peers. They will also make revisions on Rubicon Atlas.

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 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.

We regularly seek to engage key stakeholders to get their input on issues of concern to them. In our school community, it is important to maintain good communications with all stakeholders in order to identify and address the concerns they may have. Maintaining open communications with students is a priority to keeping ourselves accessible to students to be a source of support. Developing trust with students is a key to having them fully engage in the learning experiences designed for them. We have Morning Meet with students, where administrators address students about school, community or current events in order to reinforce values and hear student concerns. Student and teachers also meet in “Circles” three times per week, where life skills are discussed and students have a forum to problem solve with an experienced adult. Staff use the curriculum “Overcoming Obstacles” to facilitate discussion around important life skills and topics. The following data supports the effectiveness of these programs and show that students’ perception of the support they receive at VSC.

Based on the school environment survey for 2014-2015:

- 93% of students agree or strongly agree that teachers give extra help when I need it.
- 80% of students agree or strongly agree that there is at least one adult in the school that I can confide in.
- 95% of students agree or strongly agree that the school offers a wide enough variety of programs, classes, and activities to keep me interested in school.
- 92% of students agree or strongly agree that they feel safe and comfortable with teachers at our school.
- 91% of students agree or strongly agree that teachers treat them with respect.

Based on the school environment survey for 2014-2015:

- 93% of students agree or strongly agree that teachers give extra help when I need it.
- 80% of students agree or strongly agree that there is at least one adult in the school that I can confide in.
- 95% of students agree or strongly agree that the school offers a wide enough variety of programs, classes, and activities to keep me interested in school.
- 92% of students agree or strongly agree that they feel safe and comfortable with teachers at our school.

91% of students agree or strongly agree that teachers treat them with respect.

At VSC we have several structures in place to encourage collaboration between students in the classroom. We have a Problem and Project based philosophy where our core classes place emphasis on group work. Our approach to conflict resolution has demonstrated the ability to impact how students relate to and respect each other. However

students do still not perceive their peers as being as supportive as the staff in the building. This is indicated by some of the following data.

Based on the school environment survey for 2014-2015:

- Only 67% of students agree or strongly agree that they are safe outside the school building.
- 84% of students agree or strongly agree that they are safe in the hallways, bathrooms, locker rooms, and cafeteria.
- 71% of students believe that at this school students harass or bully other students all of the time, most of the time or some of the time.

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 over 90% of our student population will feel that there is an adult they can trust and go to for help with a problem and 70% of our students will agree or strongly agree that most students at their school treat each other with respect as evidenced by our 2014-2015 learning environment survey results.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Our Project/ Problem Based Learning encourages students to work collaboratively and has teachers explicitly teach social skills as part of the learning outcomes.	All students	Sept 2015 to June 2016	Teachers/A.P.
Students will develop academic and social skills in diverse t arts and sciences by way of clubs and activities. This allows students to build trusting relationships with adults outside of the regular curriculum. Also, students have a context to cultivate meaningful and positive relationships with their peers.	All students	Sept 2015 to June 2016	Teachers

Teachers will continue to attain feedback from students and parents regarding their interactions with students. This fosters reflective teachers that continue to improve upon the ways they support students.	All students	Sept 2015 to June 2016	Lead Teacher/Admin
During our Circle Advisory, students are mentored by a teacher using the Overcoming Obstacles Curriculum. The curriculum emphasizes strategies for success and life skills. This gives a forum for teachers and students to converse freely about things that impact them daily. We will reinforce the values of VSC during morning meet and use it to highlight encouraging acts as examples of exemplary student acts of respect. Morning meet will also be used to condemn and explain why acts of disrespect are not beneficial.	All students	Sept 2015 to June 2016	Teachers/ Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development- Curriculum Planning											
Online Curriculum Tool- Rubicon Atlas											
Personnel to facilitate activities and clubs											
Daily Morning Meet on Schedule											
Scheduling Advisory for grade level at the same time											
Lead teacher to facilitate TEN learning seminars											
Funding to attend TEN/ASCD conference											
Collaboration with Camba and Pride Family Services											
Part 4b. 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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.
By February 2016 over 80% of our student population will feel that there is an adult they can trust and go to for help with a problem and 70% of our students will agree or strongly agree that most students at their school treat each other with respect as evidenced by our 2015-2016 Teacher Effectiveness survey results.
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.

Quality Review Area of Focus-(Although we received a rating of(PROFICIENT)

Though pedagogy, anchored in common beliefs, provides consistent instructional supports, including scaffolds and questioning, the use of strategic extensions that foster higher order thinking demonstrated in rigorous student work and discussions varies across classrooms.

Learning Environment Survey 2014-2015

100% of our teachers believe that their professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.

100% of our teachers agree that professional development included opportunities to work productively with colleagues in my school.

100% of our teachers believe that their professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas.

We are in our third year of existence and realize the need to continue building a collaborative environment with a focus on having our new staff actively engage in professional development in a respectful and safe environment.

We understand the importance of having a common language around teacher effectiveness to impact teacher and student outcomes.

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–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.

By June 2016 all teachers will develop a common language and understanding of teacher effectiveness as measured by observation reports, inter-visitations and classroom visits using Danielson’s Framework for Teaching and TEN (Teacher Excellence Network) as a tool to facilitate the process.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Engage in learning seminars to deepen our understanding of effective teacher qualities as per the Teaching Excellence Network.	All staff	October 2015-June 2016	Teachers/Admin
Professional Development with a focus on Danielson’s Framework for teaching components.	All staff	August 2015-June 2016	Teachers/Admin
Teachers led discussions on student work using NSRF(<i>National School Reform Faculty</i>) protocols	All staff	October 2015-June 2016	Teachers/Admin
Administration led observation cycles with debriefs	All staff	Sept 2015-June 2016	Teachers/Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Teacher Leaders 1.5 hours of congruent staff meeting programmed into the school day (Wednesdays) 2 fifty minute blocks of time on Tuesdays and Wednesdays for teacher team meetings.										
Part 4b. 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	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. 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.

By February 2016 80% of the staff will have facilitated a student work discussion using NSRF (National School Reform Faculty) protocols.

By February 2016 all staff will have conducted inter-visitations using Danielson's as a lens for feedback.

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 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.

Quality Review-Areas of Celebration

High expectations are systematically conveyed to the entire school community, including teachers, students, and parents, through timely on-going communication, and delivery of effective feedback and guidance supports. School leaders consistently provide training to support the elements of the Danielson's Framework for Teaching.

Learning Environment Survey

100% of the teachers agree that the Principal makes clear to the staff his or her expectations for meeting instructional goals.

100% of the teachers agree that the Principal communicates a clear vision for this school.

100% of the teachers agree that the Principal sets high standards for student learning.

100% of the teachers agree that the Principal sets clear expectations for teachers about implementing what they have learned in professional development.

Our priority is to develop consistency in the use of pedagogical practices thus the need for a goal which focuses on administration collaborating with “Effective or Highly Effective” peers.

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, the principal will visit two middle schools and bring back two practices (instructional or social-emotional) from each to implement as part of the school’s program.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Work with Borough Support to identify schools with structures and systems related to our school goals. Visit schools and discuss practices with the host school principal.</p>	<p>School Leaders</p>	<p>Fall and Spring</p>	<p>Principal</p>
<p>Speak with principal and faculty about how they support students with disabilities, ELLs, and other high need student groups. Look for examples of these practices in action at the school and speaking with students and teachers about how these practices impact their work.</p>	<p>School Leaders</p>	<p>Fall and Spring</p>	<p>Principal Selected Schools</p>
<p>Invite parents to visit one of the selected schools with the school leader. Teacher letters home to parents discussing how these practices will be used at the school. Discussion of visits and practices with the SLT and PTA.</p>	<p>Parents</p>	<p>Fall and Spring</p>	<p>Parents Teachers Principal</p>
<p>The principal will bring the ideas from other schools to the staff and the parents, however the staff and parents will identify how to best implement practices through action research.</p>	<p>School stakeholders</p>	<p>Fall and Spring</p>	<p>Parents Teachers Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. 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>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>	<p>X</p>	<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. 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.

By February 2016 over 80% of our student population will feel that there is an adult they can trust and go to for help with a problem and 70% of our students will agree or strongly agree that most students at their school treat each other with respect as evidenced by our 2015-2016 Teacher Effectiveness survey results.

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 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.

Learning Environment Survey 2014-2015

- 94% of our parents agree that the principal is an effective manager who makes the school run smoothly.
- 94% of our parents agree feel respected by my child's principal.
- 91% of our parents agree that our school keeps them informed about my child’s academic progress
- 95% Parents/guardians believe that they are greeted warmly when they call or visit the school.
- 97% of our parents feel respected by their child's teachers.

However given the positive Learning Environment Survey results we currently only have approximately 3% of our families are involved in the school community through Parent Association attendance and School Leadership Team participation.

Needs:

Increase parent involvement to take advantage of all the programs offered by 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.

By June 2016 Van Siclén Community Middle School staff will engage in effective planning and reciprocal communication with parents, families, and community stakeholders to offer more opportunities to create a better home/school partnership as evidenced by a 15% increase in parent attendance at workshops, conferences and meetings.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Utilize Family Pride Services, Camba and Man-Up to support students and their families with social, emotional, or behavioral challenges. These providers make an assessment to determine the behavioral or emotional needs of the student and provide support in school.</p> <p>They also assist with linking family members to needed services by making referrals to outside agencies as needed. Workshops will be facilitated by the team for teachers and parents throughout the year.</p>	<p>Families</p>	<p>Sept. 2015- June 2016</p>	<p>A.P., Guidance Counselor, Family Pride Services and Man-Up.</p>
<p>Language development sessions (Rosetta Stone) that allow parents to increase their language proficiency and better engage with the members of their community will be offered throughout the year.</p> <p>Parents will engage in Healthy Habit Workshop Series to understand the practices that are conducive to child development.</p>	<p>Families</p>	<p>October 2015- June 2016</p>	<p>Principal/ Parent Coordinator</p>
<p>We will empower parents by training volunteers (Learning Leaders) to have a skill set to provide instructional and school-based support to develop students academically.</p>	<p>Families</p>	<p>December 2015- June 2016</p>	<p>Principal/ Parent Coordinator</p>
<p>Families will be surveyed and asked to choose from a list of teacher qualities linked to effective practice in three domains. The results of these surveys will be used to inform initial conversations about effective teaching in the local context of that school/classroom.</p> <p>Math and Literacy Family nights</p> <p>Coffee/Tea hour with the Principal and PTA President</p>	<p>Families</p>	<p>November 2015- June 2016</p>	<p>Principal/ A.P./ Lead Teacher</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School Messenger- allows the school to communicate with parents and the community about important events and information.

Funding for Learning Leaders Program

Funding for TEN professional development

Part 4b. 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	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

By February 2016 the majority of our parents will have completed the first cycle of our Teacher Effectiveness Feedback loop.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	LEVEL 1 AND 2 STUDENTS	Write to Learn Achieve 3000 MYON	Small Group	During school, after school During school After school
Mathematics	LEVEL 1 AND 2 STUDENTS	Robotics/STEM activities Khan Academy	Small Group	During school, after school During school After school
Science	LEVEL 1 AND 2 STUDENTS	Tied into literacy	Small Group	During school, after school During school After school
Social Studies	LEVEL 1 AND 2 STUDENTS	Tied into literacy	Small Group	During school, after school During school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	TEACHER AND GUIDANCE COUNSELOR ASSESSMENT/RECOMMENDATION	Group/individual counseling Small group counseling and intervention -Home Visits - students not meeting	One-to-one Small Group	During school, after school During school After school

		promotional criteria		
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <p>Informational Sessions to expose potential recruits to our staff culture and expectations.</p> <p>Establish professional relationships with collegiate teacher preparation programs.</p> <p>Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops.</p> <p>Review open market and attend DOE sponsored hiring fairs.</p> <p>Connect with potential candidates through CFN human resources manager.</p> <p>Retention</p> <p>Mentorships</p> <p>Assistant Principal/Mentors</p> <p>Providing continuous feedback through formal and informal observations to promote professional growth</p> <p>Professional Development (Internal and External)</p> <p>Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders.</p> <p>Creation of online platforms for professional dialogue, planning and sharing of resources.</p> <p>Provide qualified staff with opportunities to develop capabilities for future administrative roles.</p>

Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support

Assignments

Programming teachers to allow for common planning time

Distribution of preference sheets to identify teachers preference for subject and/or grade level

Support

Administration will work closely with the network HR point person to ensure that non HQT

personnel meet all required documentation and assessment deadlines

Maintain documentation for HQT to remain professionally certified

Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support

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).

Summer teacher institute

2.5 hours of common planning time embedded in schedule

50 minutes per week for teacher inquiry

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 are responsible for making decisions in regards to assessment and professional development via our MOSL team and professional development team. All teams include our UFT Chapter leader, administration and teachers.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	274,690.00	x	9,13,15,20
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	9,13,15
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,502,479.00	x	9,13,15,20,17

¹Explanation/Background:

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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>Van Siclen Community Middle Sc</u>	DBN: <u>19K654</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</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>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: Our Van Siclen Community Middle School after-school program in collaboration with Camba, will provide support with intensive literacy instruction that is embedded within the context and content of non-fiction texts. The instructional focus is on improving the English proficiency and academic achievement of English language learners at our school. The priority in using the Title III funds is to improve learning in the subject areas of English Language Arts and Mathematics. The program serves a total of 40 English Language Learners of all proficiency levels. An analysis of student data from NYSITILL, NYSESLAT, DRP, and NYS English Language Arts and Math assessments, shows that the ELL sub-group continues to struggle with the academic content and is not on track to meet yearly targets. Consequently, additional support is needed in the four modalities; reading, writing, listening, and speaking, along with problem solving skills in order to be able to meet their academic needs and promote growth toward proficiency.

Through our afterschool program, research-based strategies will be utilized to provide the ELLs with additional support in the areas of: language development, vocabulary acquisition (BICs and CALPs), reading comprehension, and problem solving skills. Instruction will be provided based on academic need and students' English proficiency level. Student progress will be monitored via on-going assessments that are built into the instruction.

The afterschool program will run for the entire school year beginning the second day of school until June 22, 2015 Monday -Friday from 2:30PM to 5:00PM. During the two hour session, all ELLs receive instruction that includes support from our ESL teachers. New comer ELLs (less than one year in the country) receive two hours of ESL instruction only with native language support. All other ELL students (proficiency levels B/I/A) receive math instruction for one hour and ELA/ESL instruction for the second hour. Both content area teachers will use ESL methodologies (i.e. QTEL strategies) to scaffold instruction for the ELL students, and ESL teachers support ELA instruction during the second hour.

Instruction will be in English and is intended to increase English proficiency and provide students with the skills needed to solve real world problems in mathematics.

Materials to be used include: NY Ready and Getting Ready for the NYSESLAT(6,7,8). Additionally, Rosetta Stone will be used for English language acquisition.

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: Professional development for teachers will be on-going throughout the year. Teachers will have opportunities to meet outside of instructional time to analyze pre-test, benchmark assessments, and students' work in an effort to identify strengths and areas in need of improvement. This information will be used to plan instruction and implement strategies to address identified needs. Professional development topics will include: strategies for supporting ELL instruction, effective strategies for supporting Reading Comprehension.

Additionally, the ESL teachers will attend a workshop series on the topic of close reading and scaffolding

Part C: Professional Development

for ELLs.

Workshops for all teachers will also be conducted in-house with the exception of Teachers College workshops.

TENTATIVE PD SCHEDULE

October- Who are our ELLs (EN, EM, EX, TR)?

November- Strategies for Supporting ELL Instruction

December- Close Reading Part 2

January- Effective Strategies for Reading Comprehension

February- Supporting ELLs in the Math Classroom

Note: PD will be ongoing and differentiated based on need.

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parents are important partners in the education of all of our students including ELLs and Special Education students. Parental involvement at VSC includes a number of parent engagement activities and meetings. Our parents are involved in PTA activities, SLT, Parent Teacher conferences, Title I and Title III meetings, and cultural diversity celebrations. Our parent coordinator and some of our bilingual staff facilitate parent participation in their child's educational development. We have a parent support system in place to make the students' families feel more welcomed and to give them access to the tools they need in order to fully participate in the education of their children. The ELLs Parent calendar for the ELLs parent orientation meetings, telephone conferences with parents of ELLs, access training to NYC DOE web sites, parent workshops to access technology programs such as SKEDULA-Pupil Path. Parent workshops will be conducted once every other month. Topics include:

1. September - How to read your child's report card.

2. November - How can your child be successful in Middle School.

Other topics to be determined based on parental needs.

Our CBO - CAMBA will continue to participate in workshops of ELL parents .

The parental involvement activities for the parents of ELLs are designed to help parents support the academic success of their children. Communication with parents is done via flyers, school messenger, and SKEDULA-PUPIL PATH. All correspondence are sent home in the parents preferred language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

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 19	Borough Brooklyn	School Number 654
School Name Van Sicken Community Middle School		

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 Adonna McFarland	Assistant Principal Kuzaliwa Campbell/ Kiesha Kemp
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ana Cepeda	School Counselor Patricia Prado
Teacher/Subject Area Olunbumi Fashusi/Math	Parent Julia Nunez
Teacher/Subject Area type here	Parent Coordinator Jahar Vann
Related-Service Provider Aida Eng	Borough Field Support Center Staff Member type here
Superintendent Joyce Stallings-Harte	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	310	Total number of ELLs	43	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	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					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	7
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	4

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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	25	3	4	14	0	2	4	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE			0																0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____
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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							8	10	13					0
Chinese														0
Russian														0
Bengali														0
Urdu									1					0
Arabic							3	2	1					0
Haitian									1					0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FULANI							2	1						0
TOTAL	0													

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
Entering (Beginning)							5	7	6					0
Emerging (Low Intermediate)							2	2	2					0
Transitioning (High Intermediate)								3	2					0
Expanding (Advanced)							4	1	3					0
Commanding (Proficient)														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	0	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							0	0	0					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	0	0	0	0
7	10	1	0	0	0
8	12				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	7	2							0
7	7	3	2						0
8	9	3	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.
 Van Siclen Community Middle School uses the DRA kit & Ed Performance which assess students reading fluency and comprehension level. All information is compiled and written on a classsummary sheet for the DRA. One can also access a data bank through Ed Performance for results. From an early assesment, a pattern has always shown that most ELL students, if not newcomers, read at a 3.5 grade level with minimal comprehension.
 In order to improve students' reading skills, instruction is differntiated to meet students needs. Web based program such as Starfall, Brain Pop ESL, Achieve 3000, and Write Excelare used as supplemental resources in order to help in language aquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Most students struggle on the NYSESLAT exam in the areas of reading and writing. Writing trends occur with most ELL student that have not acquired the English Inaguage and are a part of bottom third. A significant population of ELLs designated with special education services also test in the ELA exam below standards. This subgroup of students average reading level is on a third grade level and produce writing pieces that are grammatically incorrect, and lack penmanship. A trend that is in the NYSESLAT data reveals most students being advanced to proficient in listening and speaking, but level as beginning to intermediate in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use the data to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, to gauge the effectiveness of our instructional programs and/or interventions for our students. We have analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. Our Early Warning Indicator feature calculates the number of risk factors pertinent to our Ells. the data reveals that the majority of our current Ells come to us as long term Ells or potentially long term Ells. The data also reveals that the majority of current Ells (Ells for grades 6 and 7 at VSC) also make more growth than over 50% of the students who took the ELA exam last year.
- 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?

Our ELLs tend to be equally deicient in their academic skilss in their home language as they are in their second language. They tend

to fair better on mathematical periodic assessments and classwork. Ells are given an ELL periodic assessment similar to the NYSELAT. We have many ELLs that lack phonemic awareness phonics instruction.

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.](#)]

Our data has guided us to understanding that our ELLs must be grouped by ability. Groups should occur based on frequency of phonemic awareness and application, letter sounds acquired, and ability to segment a full word. An additional group of ESL students should be considered as students often lack phonemic awareness in their original language as well. Our focus is differentiated, Tier 1 instruction to promote ELLs' literacy development. Our strategies include, but are not limited to building background knowledge: - starting with rich text and big ideas so students encounter and study abstract language and abstract concepts, and learn about the world. Having students preview key concepts and challenging vocabulary, as well as reviewing students' understanding of important points . When possible we also focus on drawing on and using students' home languages.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Students are encouraged to read and writing in their native language first based on classroom assignment. Many of our web-based interventions support students first and second language. For example MYON has novels in students home language and also translates in their second language.

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?

Paste response to questions here:

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

The leadership team evaluates ELL success through constant observations in the classroom, looking at student work and all assessments taken by school. We have decided based on an assessment of our program that our students need targeted direct instruction as immediately and frequently as possible.

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.

At registration the Assistant Principal is responsible for all student intake inclusive of ELLs. The Parent Coordinator is directed to alert all administrators and the ELL liason (F. Lee) regarding student(s) intake. Either the administrator or ELL liason will conduct the oral intake and interview. The parties responsible are inclusive of all administrators. If the registrant does not speak English and has not brought a representative to translate, we provide on site translation by either a liscened pedagog, or calling the NYC translation line. If the student is a first time entrant to the country or NYC, a Home Language Survey is filled out at the time of the interview/orientation conducted by an adminstrator. If the student is not new to the United States, a request is made from their previous school and a record check is done to review the initial Home Language Survey to ensure the language used by the student. All documents are replaced or added and kept in the student record.

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).

If a student is determined to be an ELL then further asesments are utilized to determine SIFE status. Our ENL teacher administers the oral interview questionnaire and for those students who have a home language of Arabic, Haitian Creole or Spanish she also administers the Literacy Evaluation for Newcomer SIFE (LENS).Initial SIFE status is then indicated in our BNDC screen.

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).

Kiesha Kemp -Assistant Principal Adela McCurdy-Secretary Patricia Prado-guidance Counselor Raychell Ransome-Teacher and Cepeda-ENL teacher-LPT reviews evidence of the student's English language development-classwork/student survey submitted upon entry, interview with student. LPT recommends the student either has to take or does not take the NYSITELL. Student takes NYSITELL to determine ELL status and process continues as with all students or LPT recommends to principal that student not take the NYSITELL.

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.

Our Language Access Coordinator is responsible for scanning students NYSITELL, printing out the results of the assessment and distributing entitlement and non-entitlement letters in the parent's home language. Students are immediately testing upon enrollment and the NYSITELL is administered within 24 hours.

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).

Our Assistant Principal is responsible for ensuring that parent students 18+ are informed of their right to appeal after receipt of their entitlement/non-entitlement letter (all correspondence is in parent's preferred language. She is responsible for ensuring that the re-identification process is initiated within 10 days.

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.

PELL orientation for newcomers are conducted at registration (facilitated by Ms. Cepeda-ESL teacher). Parents are given Home Language survey at the orientation and are given the option of filling it out at time of orientation or return to the school via mail or drop off. At the workshop/orientation every parent receives a program survey, views a video from the DOE website on all three programs offered by the DOE, and a complete understanding about the programs is delivered. Parents are told at the event which program the school offers and what their options are. Parents are formally notified as to what program their child will receive. By mid-year, a review of program selection is conducted to evaluate the current program and the number of parents who have signed up for any of the three programs. The three programs being, transitional bilingual education, dual language, and freestanding English as a second language.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, we must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. We explain to the parent the importance of returning the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the default program is a bilingual program. One does not exist at the school therefore the student is placed in ENL. Parents who have chosen a TBE/DL are placed in an ENL class until a transfer is complete/program available. We document all parental contact using a log sheet our attempts to gather initial parent selection preference. Documentation is maintained by the pupil personnel secretary.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After parents are informed of all three program models at the parent orientation, we must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. We explain to the parent the importance of returning the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the default program is a bilingual program. One does not exist at the school therefore the student is placed in ENL. We document using a log sheet our attempts to gather initial parent selection preference. Documentation is maintained by the pupil personnel secretary.

Our Parent Coordinator is responsible for making sure that forms in the parents preferred language are returned and placing call/resending selection forms that have not been completed.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once a student's program has been determined-our ENL teacher is responsible for distributing placement letters to parents letting them know in which program their child was placed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our pupil personnel secretary is responsible for maintenance of records. Our teaching staff, guidance and administration has access to ELL documentation. Original ELL documentation is maintained in a 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.

A RLER report is printed from ATS to identify students who are NYSELAT eligible. The four components of the NYSELAT are then administered during the administration window by Ana Cepeda (ENL teacher).

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement letters are mailed out to families or handed to parents on registration of the students once an interview is conducted. An ELL orientation and workshop is conducted on a needs basis upon availability or ELL teacher will schedule meeting with parents to inform new parents of the services offered by the school. At the time of the workshop, parents view a DOE video on ELL programs in their language as well as participate in the parent survey. All videos and brochures are in the parents native language. Translation is offered at the orientation provided by the staff member. In the absence of a translator, a call is place through the translation hotline to clarify programs and availability. During the workshop, parents are provided the opportunity to fill out survey, ask question and clarification is made about programs offered. At the end of the workshop, all surveys and program selection forms are collected from participants. All information received are filed each year with the program supervisor. Smaller and individual session as such mentioned above are conducted with parents on a need basis when a new student is being registered throughout the year after the main orientation has past.
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).
- A trend in program choices parents have requested have shown 100 percent of parents want their children to be in an ENL classroom setting. For the 2015-2016 school year, the majority of our newcomers have submitted program selection forms and have chosen ENL instruction. For those who selected other options-we did inform them of which schools have DBL and they decided to stay with us. The programs modeled at Van Siclen Community Middle Schools are aligned with our parent requests. Our school only currently offers ENL classes. We have two teachers to provide instruction for ESL using the push-in/pull-out model. Parents are notified via mail of program selection. Students will receive the required amount of ESL instruction based on state mandates.

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]).
- Freestanding ENL program.
Instruction is delivered in both push-in and pull-out model and follows a departmentalized approach. Teachers push into the ELA/Social Studies classrooms and provide support using the co-teaching method when pushing in. Children receive the appropriate allocated number of periods for ENL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ENL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Students travel together in block class and by grade level. All students on each grade level are heterogeneously mixed by proficiency levels.
 - TBE program. *If applicable.*
Paste response to questions here:
 - DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Children receive the appropriate allocated number of periods for ENL services based on State mandates. Beginners and intermediate students receive two units of ENL which equals 8 periods per week. Advanced students receive one unit of ENL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. There will be one ENL teachers who provides push in and pull out services for our students . The school literacy lead teacher assists with

ENL services for entering, emerging and transitioning, while the ENL teacher pushes into the ELA class. Teacher professional assignments include small group instruction to meet State requirements. For our entering/emerging students we have opted to provide 180 minutes of stand alone instruction and 180 minutes of integrated ENL/ELA. For our transitioning and expanding students we have opted to provide 180 minutes of integrated ENL/ELA.

Entering and emerging students receive 2 units of ENL/8 periods, and transitional/expanding students receive 1 unit of ENL per week. Based on the CR Part 154 and parent choice students participate in Free Standing English as a Second Language (Pull-out/ Push-in Model). Our grade 6 contains one class which accommodates the ELL's receiving ESL via the pull out/ push-in model. Class periods are 45 minute single block and 90 minute double block. Our ESL teachers is fully certified. All students receive academic instruction as mandated by the CR Part 154, CR Part 100 Language Allocation Policy.

- :
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.

All content areas are delivered in English. Our ENL program uses the QTELL methodology in Project Based Learning and is incorporated to foster English proficiency. The Project Based Learning curriculum implemented is aligned to the Common Core Standards. Instruction in all ENL classes is aligned to the common core standards in each content area. Additionally, students are mainstreamed in art, music and physical education. Students are introduced to technology in their content area classrooms and ELL students are exposed to the web based program Test Wizard and Brain Pop ESL. Student receive word-to-word dictionaries to be used in all content class. Teachers are also well versed in Walqui's model (six types of scaffolding) to ensure that our ELLs are engaged in activities. Students are provided with dual language glossaries in math, science and social studies. Word-to-word dictionaries, Webster dictionary and picture dictionary are used in English Language Arts classrooms.
 4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We maintain an updated excel spreadsheet with the home languages of our ELL's. Our testing coordinator is responsible for the update and ensuring that our ELL's are assessed in their home language.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities of English acquisition are evaluated on an ongoing basis throughout the school year. At the beginning of the year, or upon entry, NYSESLAT and LAB-R modality scores are thoroughly analyzed. If students have taken the NYSESLAT in the past, their scores are compared for growth. Classroom teachers and ESL teachers analyze and discuss data to determine strengths and weaknesses in all four modalities and influence instruction. Writing assessments are given at the beginning and end of each unit of study, with "On Demand" pieces available to track growth. Reading is assessed using F&P, as explained in detail in the assessments portion of the LAP. Listening and speaking are assessed continually during the school year, measured through conferences, storytelling, debates, and other listening/speaking interactions.
 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

All SIFE students are appropriately placed in ENL classes and are offered AIS services. All SIFE students receive ENL for extended time, registered for after-school program, receives a mentor and counseling. Work is differentiated for SIFE students using multiple supplemental resources in the classrooms such as leveled libraries, Wilson reading program and Great Leaps reading program. In addition, web based instruction and listening centers are in place for multi-sensory learning.

All newcomers less than three years are registered for an academic intervention service to assist in conversational language. Newcomers are especially engaged in listening centers and are grouped with native English speaker at time to practice oral language skills. Students are given word-to-word dictionaries and receive 8 units of ENL classes. Students participate in after-school activities for additional help. In addition, newcomers are immediately scheduled to receive Math Plato (Web based program) to strengthen and grasp mathematical skills.

ELLs 4-6 years will continue to receive the mandated amount of periods in ENL. The work is crafted from the ELA curriculum and is supported with the teacher during the classes. ELLs 4-6 years will continue to receive small group instruction in Math which is tailored to meet the needs of each student. Students who are 4-6 years are placed in extended day classes and are assigned content specialist to work with them; these students are also placed in after-school programs geared to improve student reading

proficiency levels. They are administered a pre-test, intermin tests and post test to reflect understanding and growth in all AIS and classes.

All long-term ELLs and former ELLs will continue to receive all services if deemed appropriate. Long term ELLs will receive intense services using Title III funding for the 2015-2016 school year using the book *Getting Ready for The NYSESLAT/ Visions/ Journey in Reading*. Instruction will focus on reading and writing.

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.
NA

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?
ELLs identified as having disabilities or special needs receive their mandated ESL services and all other services and accommodations that are dictated in their IEP. ESL teachers are familiar with the student's IEP and are aware of the special needs of each ELL. ESL teachers articulate often with the classroom teacher to find out what instructional materials are helpful and what is and isn't working inside the student's classroom. ESL teachers are used to asking classroom teachers to adapt and scaffold content to the language needs of their ELLs. Here the ESL teacher must also adapt and scaffold based on the student's particular individual needs. The ESL teachers work closely with these Special Ed teachers to provide suitable individualized language instruction using many visual aids, role playing, cooperative project tasks, appropriate reading comprehension activities etc... The ESL teacher assists to make the materials ELL friendly depending on the individual language needs of the student and the Special Ed provider assists the ESL teacher to ensure the content area materials are appropriate for the student's disability, learning styles, and grade level.

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?
Van Sicken Community Middle School uses a Project Based Curriculum in all content areas which is inclusive of differentiated instruction to meet the needs of ELL-SWDs. Additionally, Springboard APIP curriculum is now infused in some ELA and Math classes as a part of our inquiry work. Flexibility of scheduling is reflected with the pull-out small group instruction. Our ESL teacher is programmed to use professional assignment times to work with ELL-SWDs for intensive instruction and language development.

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.

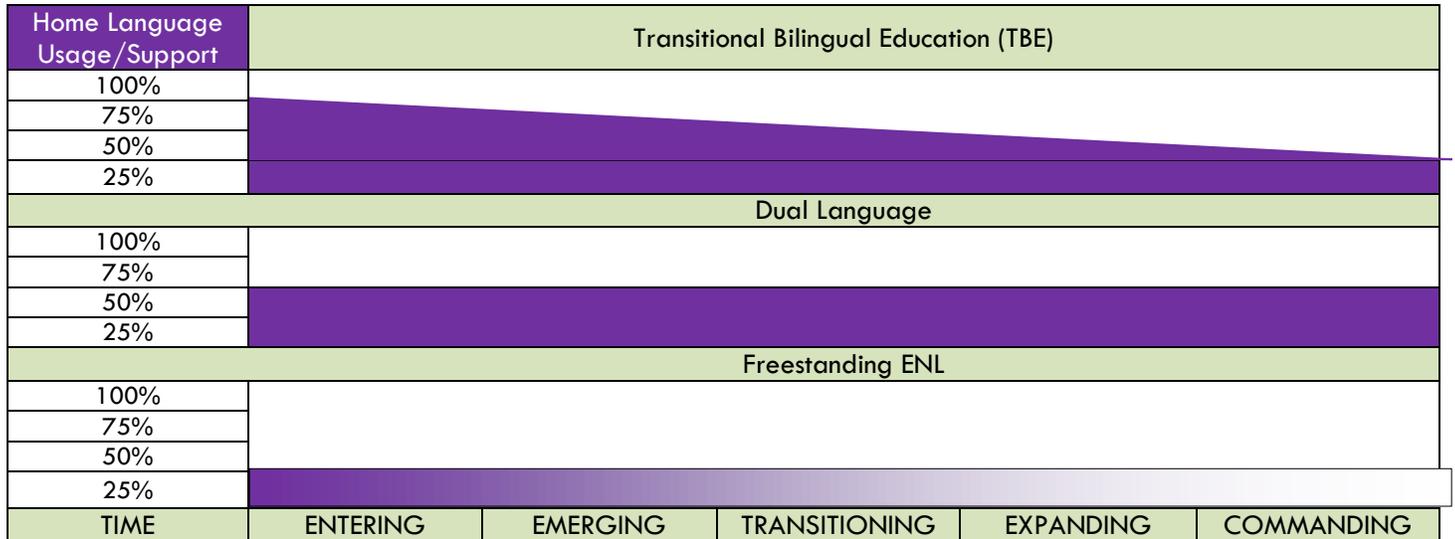


*Note “other approved services” does not apply to New York City at this time.

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. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries. Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, and The Language Experience Approach. To meet higher standards, students will read 25 appropriate leveled books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, multi-media and oral presentations. Teaching strategies will address and incorporate Webb's Depth of Knowledge/Bloom's Taxonomy, designing coherent instruction, establishing a culture for learning, engaging students in learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers. Using the Common Core Standards, literacy across the content areas in Science and Social Studies through project based learning and exit projects will address multi-sensory and abilities in meeting students needs and standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As per our 2013-2014 Middle School Quality Snapshot, our English Language Learners made "Excellent" progress as compared to other students who scored at the same level in the previous year.
12. What new programs or improvements will be considered for the upcoming school year?
We have extended our academic school day to 5 p.m. to allow our Ell's more time on task and to strengthen their English Language.
13. What programs/services for ELLs will be discontinued and why?
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have access to the same afterschool and supplemental services offered to our general education population. They participate in a range of programs from violin to Rosetta Stone, Achieve 3000, ELA and Math Intensive afterschool programs, Math Excel and Write to Learn. Letters sent home for afterschool support are translated by our Community Assistant.
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.
The instructional materials to support ELLs include the following: Web based programs-Rosetta Stone, Achieve 3000, Write to Learn and Math Excel.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All instruction is conducted in English as part of the Freestanding ENL program but the students do receive some forms of native language support. New beginning level ELL students are initially buddied up with students from their native language (if available) group to help them feel comfortable and translate some of the details if necessary. Many of the students are introduced to members of the multi-lingual translation team (made up of teachers, paras, family workers, administrators, and the parent coordinator) so they will know an adult in the building they can speak with in their home language. All ELLs literate in their native language are given the DOE downloadable translated glossaries in math, science and social studies. In addition, classroom libraries have books in the students' home language and word-to-word translated dictionaries. The school purchased large numbers of bilingual/word-by-word dictionaries/glossaries in the languages represented by the students in the school. Students literate in their native language may also use word-to-word translated dictionaries/glossaries or translated exams on certain state exams. Also, some classroom teachers allow new ELLs to use word-to-word glossaries/dictionaries on some content area classroom exams.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ESL class required support and resources are all judged form formative assessments such as DRA's, LAB-R and NYSELAT results. They are used to determine the student's reading levels. Once their reading levels are aquired, additional resources such as word-to-word dictionaries and classroom libraries are purchased to meet and address the grade level and age of the students. However, there are cases that will provide discrepancies between the age and grade level of students. In these cases, these students are pulled for small group instruction and are supplied with the appropriate resources to bulid and promote student learning.
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).

Our ELL students are afforded the same opportunities as our general education student to prepare them to assimilate into the culture of our school. All new admit student attend a summer bridge program in August (1 week) whereas they get to meet their new teachers, and are exposed to the curriculum and culture of our school.

19. What language electives are offered to ELLs?

Our 8th grade students are required to take Spanish.

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)?

Paste response to question here:

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.)

Our professional development plan will focus on academic language acquisition for our ELLs.

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?

The literacy, ESL and Sped teachers as well as support from our borough liaisons will provide staff development on an ongoing basis. Topics will include The Danielson Framework, The New Teaching Standards, and other areas as ascertained from teachers' individual needs assessment surveys. In addition, the ESL department will be studying components 3c: engaging student learning, 2b: establishing a culture for learning and 1e: designing coherent instruction. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

Professional development will be offered during the school year for all ESL teachers through our school network affiliates. Teachers can register for off-site pd. Classroom support will be provided by school mentors, lead teachers and intra-visitations. This will support the implementation of the methodologies proposed at training sessions.

Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners through understanding academic language.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor meets with our 8th grade classes once a month preparing them for their transition to high school. Our ELLs along with their parents are invited to separate highschool workshops with a focus on applying for highschool that focus on acceleration of ELL students.

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.

Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners through understanding academic language. Kiesha Kemp (AP) is responsible for keeping all records of professional development including attendance and agendas.

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?

We meet with the parents of our ELLs formally 3 times per year-September, November and February whereas we discuss their child's progress not only in each curricula area but their English language acquisitional levels as well. Teachers are also available to meet with parents each Tuesday during their parent engagement hour. We have several staff members who speak our predominate language that are available for translation. However if needed we also have access to a language interpretation unit if needed.

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.

Our Assistant Principal is responsible for ensuring for coordinating and maintaining the records of our ELLs. The guidance counselor, parent coordinator and ENL teacher are responsible for phone calls/meeting and giving the agendas and other documentations tot the assistant principal to file.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At Van Siclen Community Middle School we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents are involved within the community and volunteer in conjunction with our parent coordinator to hold varied events in keeping the school community informed. We have an active Family Room with a parent coordinator to facilitate all activities and resources that help towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents and students during the 2015-2016 school year. Parents volunteer to go on trips hosted through the library events such as RIF, community health fairs and a wealth of school based activites. There is an annual Literacy Family Night done in the winter where parents of ELLs and all students attend which incorporate new and upcoming author's session, art, health and nutrition.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Van Siclen Community Middle School enjoys collaborations with several community-based organizations including CAMBA and Man-Up. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services.

5. How do you evaluate the needs of the parents?

Parents attend monthly PTA meeting to discuss issues and concerns as well as participate on the leadership committee in order to address needs. In addition, the parent room holds a suggestion box where parents can leave messages for the school community to address.

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

Based on funding and parent needs, workshops are provided monthly through the parent coordinator and community during and after school to address the needs. Last school year we used a portion of our funding to hold ENL classes for parents using Rosetta Stone as a tool for English language acquisition.

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.

Paste response here:

School Name: Van Siclen Community Middle Sc

School DBN: 19k654

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)
Adonna McFarland	Principal		9/21/15
Kiesha Kemp	Assistant Principal		9/21/15
Jahar Vann	Parent Coordinator		9/21/15
Ana Cepeda	ENL/Bilingual Teacher		9/21/15
Julia Nunez	Parent		1/1/01
Olubunmi Fashusi	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Patricia Prado	School Counselor		1/1/01
Joyce Stallings HArte	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: _____
Superintendent: _____

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) 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.

Van Siclen Community Middle school serves a community with 22% of our parents and students who speak a language other than English at home (Spanish). These are some of the measures that are currently in place to identify translation/interpretation needs:

Formal Indicators:

Blue cards: Every child in the school has a blue card on file filled out by their parents/guardians. The blue card has a specific section where the parents must specify their preferred written and oral language of communication. The parents receive these cards initially at their child's registration and during the first week of every September when classroom teachers hand out the cards to all students in their classes. All completed blue cards are sent down to the office which compiles and continuously updates the data into the computer system. This allows the school and individual teachers to know the exact translation needs of our school community.

Home Language Information Surveys: Every child in the school must have a HLIS. They are given to every new student at registration and must be filled out by their parents/guardians. The HLIS are given to the parent/guardian in English and in the appropriate home language. Like the blue cards, there is a section on the HLIS asking the parent to state their preferred written and oral language of communication. If a student transfers into the school from an existing NYC school, the HLIS is sent from the prior school and is examined upon arrival.

Informal indicators:

As in any school environment, there are times when teachers end up speaking or meeting with older siblings, aunts and uncles, grandparents, etc.... The blue card or HLIS might indicate the parent/guardian's preferred language of communication but the person, for

instance a relative, who the teacher is speaking with might have a different preferred language. Teachers, administrators, and office staff often have to informally speak with (sometimes with the help of a translator) the students and parents to find out if there are any additional translation needs that are not mentioned on the blue cards or HLIS. In addition, at the beginning of every school year. Using these formal and informal methods, the school and each individual teacher has an accurate account of the preferred language of communication of the students and their families.

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.

Spanish-Written and oral communication
Punjabi-written communication
English-Written and oral communication
Fulani-English written and oral communication
Arabic-written and oral communication

Part B: Creating a Communications Calendar

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.)

- Documents such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...

Documents pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. .

- Report cards and . Blue cards.
- City and State test information.
- School guidance counselors and SBST members will be able to have sensitive forms or letters translated into the family's home

language that are not otherwise provided.

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.

Parent engagement days-Tuesdays at 2:30 p.m.-Curriculum Night-September 17, 2015-
Teacher/Guidance Counselor calls to parents
Open school afternoon and night- November 18, 2015 and March 17, 2016

Part C: Providing Language Assistance Services

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.

To facilitate parental involvement with the school, support their child's education, and to ensure non-English speaking parents are as informed as English-speaking parents, Van Siclén Community Middle School has a number of established procedures in place. We have an existing multilingual in-house team to provide written translation and interpretation services. VSC makes use of existing written DOE translated documents that can be ordered or downloaded. All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the team consisting of staff members will do the following:
(If services cannot be provided in-house then the school will use the NYCDOE translation unit, parent volunteers, translators from other schools within the district, or outside vendors.)

- Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, etc...
- Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. translated into the family's home language.
- Report cards are sent home along with translations in parents' requested languages. Blue cards are distributed in two different languages.
- City and State test information will be distributed in the family's home language so parents will know exactly the importance of the tests, the schedules of the exams, and how children can prepare for the examinations.

- School guidance counselors and SBST members will be able to have sensitive forms or letters translated into the family's home language that are not otherwise provided.
- Dual language dictionaries/glossaries will continue to be purchased for the students in the school as needs arise.
- Notices will be sent home prior to parent teacher conferences asking the parents if they require translation services during the conference.
- Signs are posted throughout the school in the nine DOE covered languages for parents' convenience. When translation or interpretation needs arise, school staff/teachers are asked to notify the school office or members of the LTI team with the request. The services will then be arranged in a timely fashion.

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.

Interpretation needs will be met by either using in house staff (Spanish/Arabic), over the phone interpreters via the Translation and Interpretation unit or outside vendors (specifically for open school whereas we tend to have a need for several interpreters).

Part D: Training Staff on Policies and Procedures

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.)

At our August Staff meeting all staff are introduced to our Language Access Coordinator who then provides them with a copy of the Language Guide ID and the number to the DOE Tand I unit if they need immediate over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Van Siclen Community Middle School follows the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Actions and policies pertaining to the Chancellor's regulations have already been described in previous parts of sections A and B of this plan. There is also a sign in, Spanish, in front of the main office informing parents that translation services are available at their

request. There is also a Language ID card posted where visitors have easy access. As described earlier, measures and policies are in place at the beginning of every school year to learn and document the preferred language of communication of every child in the school and every parent/guardian of that child. Measures are also in place to learn the specific communication needs of other family members the school/teacher may have contact with. As described earlier, measures and policies are in place governing written and oral translations/interpretations. In addition, in accordance with A-663, parents/guardians are notified and given access to the Parent Bill of Rights and Responsibilities. Provisions are made within the school safety plan to address the communication needs of parents. As described earlier, the school has purchased a multilingual school message program. Every classroom teacher is expected to have a list of translation needs to ensure all needs are addressed both in the classroom level and at home. Van Siclen Community Middle School will continue to strive to remove communication barriers between the school, teachers, and parents.

Part F: Monitoring and Quality Control

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

Our primary method of feedback is to use our "School effectiveness survey" given to parents twice a year to gauge the effectiveness and availability of all services.