

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **19K662**

School Name: **LIBERTY AVENUE MIDDLE SCHOOL**

Principal: **KAIA NORDTVEDT**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: LIBERTY AVENUE MIDDLE SCHOOL School Number (DBN): 19k662
6-8
Grades Served:
School Address: 350 LINWOOD ST BROOKLYN, NY 11208
Phone Number: 718-647-1301 Fax: 718-647-1307
School Contact Person: KAIA NORDTVEDT Email Address: KNORDTVEDT@SCHOOLS.NYC.GOV
Principal: KAIA NORDTVEDT
UFT Chapter Leader: JANET WINT
Parents' Association President: TIFFANY KINGWOOD
SLT Chairperson: LAURA MOREL
Title I Parent Representative (or Parent Advisory Council Chairperson): SONIA HILLS
Student Representative(s):

District Information

District: 19 Superintendent: JOYCE STALLINGS-HARTE
557 PENNSYLVANIA AVE BROOKLYN NY 11207
Superintendent's Office Address: JSTALLI@SCHOOLS.NYC.GOV
Superintendent's Email Address:
Phone Number: 718-240-2740 Fax: 718-240-2741

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
131 Livingston St Brooklyn NY 11201
Director's Office Address:

BFitzge2@schools.nyc.gov

Director's Email Address:

718-935-3954

718-935-2382

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)
Kaia Nordtvedt	*Principal or Designee	
Janet Wint	*UFT Chapter Leader or Designee	
Tiffany Kingwood	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Sonia Hills	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Steven Surujbali	Member/Teacher	
Laura Morel	Member/Teacher	
Melissa Losee	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sonia Hills	Member/ Parent	
Justo Frias	Member/ Parent	
Martha Feliciano	Member/ Parent	
Wendy Lopez	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.

Liberty Avenue Middle School was founded in September of 2013 and will reach full capacity in school year 2015 – 2016 serving grades 6 through 8. The school population comprises 25% Black, 66% Hispanic, 2% White, and 6% Asian students. The student body includes 16% English language learners and 19% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year to date is 92%.

We believe in the ability of all students to achieve high academic success. Based on this belief, our school is one in which all community members are accountable for students making the strides necessary to be college and career ready. Through teaching that relies on personalized instruction, frequent checks of student understanding, and high levels of student engagement, our school can ensure that when students leave our school they are prepared for success in high school, in college, and in their career endeavors. We are a small learning community that recognizes the inherent struggles that face middle school students each day and yet we will not offer excuses for not reaching the highest achievement levels. We will settle for nothing less than greatness for each and every student that is educated in our classrooms.

We use several partnerships to support students' social-emotional, academic, and character growth which include:

- Partnership with Children: Partnership with Children provides two licensed social workers and three social work interns Monday-Friday to support students and families. PWC provides students with individual and group counseling, advisory support, crisis and case management, attendance support, and push-in classroom support for teachers, and connection to outside services for families.
- School Out New York City: After School Program: In partnership with Cypress Hills Local Development Corporation our 6th grade class is enrolled and participating in a comprehensive after school programming. Students participate in athletics, arts, academic support and academic enrichment from 2:50 to 5:20 Monday-Friday with additional camp days during school vacation days and over the summer.
- Teaching Excellence Network: We are participating in a district pilot membership to TEN. TEN solicits feedback from all school stakeholders to support instructional and community practices in response to student and family's needs.
- Pencil: We work with Pencil to provide our students with career and college readiness experiences. We are partnered with Andaz Hyatt to work on student leadership, career exploration, and personal marketing/branding.
- Generation Ready: We are partnering with Generation Ready to support our development of rigorous curriculum to ensure academic proficiency for our students. Our consultant work with all content areas including ESL to ensure Common Core Learning Standards aligned units and yearlong curricula.

In addition to our partnerships, we have begun several initiatives in our school that will shape the direction we move towards in the coming years.

- PROSE: We were selected as a PROSE school beginning in 2015-2016 which allows our school community to have flexibility around several contractual and state requirements. We are implementing an early dismissal for students one day a week next year to allow for a consolidated portion of time that teachers can use for professional development,

teacher teams, and meaningful collaboration. In the years to come, we hope to explore additional PROSE ideas in order to maximize our impact on our students and families.

- Learning Partners: We were selected as a Learning Partner school for fall 2015-2016 which partners us with one Host school and several other partner schools to share best practices and collaborate in the spirit of mutual benefit. Our teachers will serve as model teachers both for our own staff and for staff from our partner schools to visit.
- Middle School Quality Initiative: Another important initiative for the 2015-2016 school year is our acceptance into MSQI. This citywide initiative is to support literacy across the entire school. With guidance and support from the MSQI coaches and partner schools, we will be able to establish and implement school wide literacy initiatives that are research based and tailored especially for middle school students.

At Liberty Avenue Middle School we have a population of English Language Learners (ELLs) who are enrolled in various programs to help them learn English. We have a dual language program to support Spanish Language students in both English and Spanish. This population needs support through co-teaching so that in all content area classes they are able to access the material regardless of their language ability in English. Our population of students with special needs is also a focus at Liberty Avenue. This population of students need individualized accommodations and modification to ensure that every child is meeting goals that are outlined in their own individualized education plan.

Based on our feedback from our reviews, network support, and 2014-2015 Quality Review, we believe we are succeeding in implementing rigorous instruction, having effective leadership, and creating a school environment centered on trust. Going into the 2015-2016 school year, we will work to increase effectiveness with regards to the Framework for Great Schools around creating a supportive school environment, collaboration amongst teachers, and establishing strong family and community ties.

19K662 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	293	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	1	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	16	# SETSS	N/A	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		172.5%	% Attendance Rate		90.9%
% Free Lunch		90.7%	% Reduced Lunch		3.6%
% Limited English Proficient		10.7%	% Students with Disabilities		20.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.7%	% Black or African American		31.4%
% Hispanic or Latino		59.3%	% Asian or Native Hawaiian/Pacific Islander		7.1%
% White		1.4%	% 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)		1.37
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		11.9%	Mathematics Performance at levels 3 & 4		16.8%
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.

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.

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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		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.

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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.

Liberty Avenue Middle School has worked diligently to develop and sustain a positive school culture that is oriented towards academic achievement while still holding students to high standards of behavior. In the last two years, we have attempted to implement an advisory program where students can learn both social-emotional and academic skills to help them succeed. After analysis of student performance trends, suspension rates, and research of best practices in this area, we have identified a need for a comprehensive revamping of the advisory program to focus on the following:

- relationship & community building
- developing coping skills
- improving self-esteem
- restorative justice and Circle of Power & Respect

Research shows that promoting social and emotional skills leads to reduced violence and aggression amongst children, higher academic achievement, and an improved ability to function in schools and in the workplace. Students who demonstrate respect for others and practice positive interactions, and whose respectful attitudes and productive communication skills are acknowledged and rewarded, are more likely to continue to demonstrate such behavior. Students who feel secure and respected can better apply themselves to learning.

The revamping of the advisory curriculum will address the social emotional and academic needs of our students during a transitional time by supporting rigorous expectations of learning and establishing a relationship with a mentor who can be a support system.

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.

A minimum of 10% increase of net positive student responses (agree, strongly agree) on surveys given in September 2015, February 2016 and June 2016 that ask students about their feelings towards improvement of relationship and community building, development of coping skills , improving self-esteem. and the positive impact of our restorative justice and Circle of Power & Respect practice.

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 Supportive Environment in order to support their children at home. 	<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>Alignment of professional learning activities including, but not limited to: restorative practices and circles, adolescent development and trauma, school-wide positive behavior interventions, advisory curriculum review and refinement.</p>	<p>teachers, paraprofessionals, support staff</p>	<p>August-June 2015-2016</p>	<p>Administration, CBO partnerships, teacher leaders</p>
<p>Expansion of Partnership with Children support to facilitate at-risk, individual, and group counseling session, support professional learning activities, and develop crisis and behavior plans as needed</p>	<p>PWC staff, teaching staff, student support staff</p>	<p>August-June 2015-2016</p>	<p>Administration, CBO partnerships, teacher leaders</p>
<p>Revamping of advisory curriculum -- this includes morning meeting that involves at least one person saying your name twice every day. This will create an environment and community where all feel connected and supported</p>	<p>teachers, administration and dean/ student support coaches</p>	<p>August-June 2015-2016</p>	<p>Administration and guidance will provide support and structure throughout</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>Budgetary resources have been allocated to support contracts with Partnership with Children Learning to support counseling, advisory, and restorative practices. Tax Levy and Title 1 funding is allocated to support our hiring of guidance counselor and staff who are dedicated to developing students’ character and academics through advisory. The assistant principal will create an advisory program and curriculum. Teachers will have advisory in their schedules as part of their teaching periods.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	X	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.

We will progress monitor at the mid-point benchmark of February 2016 through the analysis of survey results. We will look at the number of net positive student responses (agree, strongly agree) on surveys given that ask students about their feelings towards improvement of relationship and community building, development of coping skills , improving self-esteem. and the positive impact of our restorative justice and Circle of Power & Respect practice.

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.

Based on feedback from our CFN support, school visits, PPO visits and our School Quality Review one area of growth for our school is the use of inquiry during our teacher team meetings. Our School Quality Review for 2014-2015 noted teacher teams as our area of focus. In our development as a school we worked during the 2014-2015 school year to develop school-wide protocols for evaluating student work and using data from Achievement Network Interim assessments as well as classroom data to inform instructional decisions and modifying unit/lesson plans. We’ve become successful in gathering and evaluating data from multiple sources to make thoughtful decisions. Teacher teams meet weekly to look at student work to discuss trends, and different entry points for students. As we enter our third year as a school, we are now in a place to implement the inquiry cycle where teachers look deeply at their own teaching practices, promote shared leadership among teachers and use best practices and research in order to impact student learning.

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 90% of those students targeted through inquiry cycles will show growth based on the interim assessments (Achievement Network) and formative /end unit assessments as a result of data-driven interventions.

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 teacher-parent collaborations to improve student achievement. 	<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 will engage in the inquiry cycle during their teacher team meetings whereby they:</p> <ul style="list-style-type: none"> • Look at student work to determine what skills/knowledge they need • Determine what skills/knowledge the teachers need • Deepen professional knowledge and refine skills through research and practice • Engage students in new learning experiences based on research and practice • Determine the impact of teachers' changed actions in order to start another cycle. 	<p>Teacher teams</p>	<p>August-June</p>	<p>Administration, teacher-team leaders</p>
<p>Teachers will engage in the inquiry cycle to develop strategies to address students with disabilities, ELLs, and other high-need student subgroups. They will do this by analyzing student work, implementing instructional changes to address student needs, and then reconvening to analyze the impact of their instructional changes.</p>	<p>Teacher teams, student subgroups</p>	<p>August-June</p>	<p>Administration, teacher teams, and teacher team leaders</p>
<p>Teachers will promote parent-teacher collaboration by using Skedula in order to improve student achievement.</p>	<p>Teachers, students, parents</p>	<p>August-June</p>	<p>Administration, teacher teams, and teacher team leaders</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>SIG funds allocated to support contract Generation Ready throughout the course of the year to continue to develop, enhance and modify curricula; including Code X, our ESL curriculum, Go Math, and our strategic Reading courses.</p> <p>Using MSQI as an additional resource will include coaching and implementing literacy strategies across all discipline areas. MSQI focuses on improving adolescent literacy across content area by coaching teachers, implementing</p>

strategic reading periods that are geared towards individual student needs, and monitoring of reading levels throughout the school year. The implementation of these foci/pillars will raise our students reading levels but also create a more complete 'student.'

Tax Levy will support the hiring of 'highly qualified' teachers.

Title I will also support additional after school and remedial interventions if necessary.

SIG funding will be used to support Achievement Network contact which provides comprehensive data analysis and interim assessments.

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

We will use mid-point benchmarks in February 2016 to measure our school's progress towards meeting this annual goal. In February, we will look at ANet data to show student growth on math and English standards. We will look at DRP February data to assess student progress in reading. We will be looking to see that at least 75% of students have made progress at this benchmark to ensure that by June 2016 we are on track to have 90% of our targeted students meeting our goals.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		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.

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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.

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.

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) <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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		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.

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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)	DRP and Achievement Network data	Strategic reading, after school tutoring, Academic Intervention Support periods	small group	school day, after school with Title III for ELL students
Mathematics	NYS Math scores, Achievement Network scores and growth	numeracy intervention, after school tutoring, Academic Intervention Support periods	small group	school day, after school with Title III for ELL students
Science	literacy and math data, internal formative assessment data	Pre-teaching, nonfiction reading support, supplemental materials and labs	small group	school day
Social Studies	literacy data, internal formative assessment data	Non-fiction reading support, supplemental content support (video, higher levels of text differentiation, pre-teaching) and writing support	small group	school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	observational and anecdotal data from teacher teams provided to Pupil Personnel Team for review and referral	Counseling services provided by guidance counselor and social workers provided by Partnership With Children	Small group and one-to-one counseling	school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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>In order to recruit and retain highly qualified teacher, we have established a rigorous hiring protocol that includes writing samples, group interviews, demo lessons, and submission of unit plans and lesson plans. A hiring committee comprised of a wide representation of our teachers evaluates all candidates to ensure alignment to our mission, vision, and fit with school community. Based on the recommendations from the hiring committee, offers to join our team are sent given. Through this model, we believe we are setting a high standard for what it means to be a teacher at Liberty Avenue Middle School and that we value and need input from all stakeholders.</p> <p>In order to retain teachers, we work to ensure that their assignments are aligned with not only their individual preferences but the needs of the school. We provide the time and space in all teachers schedules for weekly team meetings, on-going common planning time, and mentoring support for new teachers. We also believe in frequent informal observation cycles to provide support and feedback to all teachers to ensure they are on track to raise student achievement and can increase the impact their instruction immediately.</p> <p>Our professional development is tailored to each teacher's' needs and is an ongoing support. As a result of our PROSE vote, we have over two hours each Wednesday to engage in collaborative professional development with our Generation Ready consultations and our coaches from MSQI. Teachers are also working in teacher teams to look at student work through an inquiry based approach in order to analyze student work, diagnose trends, and make necessary adjustments to their teaching practices.</p>

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).
<p>The school as several streams of professional development happening throughout the year. In terms of teachers, we will be using Generation Ready to support new teachers and to support the revision of curriculum to ensure it is both rigorous and provides entry points for all subgroups (ELLs, GT, and SpEd). This professional development will take place on a weekly basis during our allotted time on Wednesdays due to our PROSE vote allowing us to have concentrated times of focus for this professional development. In addition, we will have a coach from MSQI in the building on a regular basis supporting our teachers' growth in implementing a school wide literacy program based on</p>

research tenets embedded in the MSQI approach. Teachers will be receiving ongoing professional development through MSQI.

For leadership, we will continue our own professional development by going on Showcase School visits, partaking in district leadership conferences, attending MSQI professional development alongside our teachers and using our Learning Partners partnership to connect with other principals to gain ideas and insights to improve our own school.

Paraprofessionals and other staff will attend professional development opportunities directed school leadership including teacher leaders. This professional development will seek to enhance the instruction that is happening in the classroom with regards to paraprofessionals. For our Parent Coordinator, we will send her to district professional development opportunities in order to support the increase in parent involvement and meaningful parent events we offer.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are integrally involved in developing and selecting performance tasks that measure student achievement within each unit of study. These tasks are CCLS aligned and promote critical thinking as well as requiring students to use their higher order thinking skills. Teachers develop these tasks in common planning time and during teacher team

meetings. We also provide professional development around assessments and the use of data to drive instructional decisions. We use our Achievement Network coach to support teachers in the analysis and use of student data.

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	398,351.00	X	Section 5B in part 4a, Section 5B in part 4a
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,012,072.00	X	Section 5B in part 4a, Section 5B in part 4a

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)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of Liberty Avenue Middle School's Parent Association (or Parent-Teacher Association), as well as parent members of the

School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

Liberty Avenue Middle School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

School-Parent Compact (SPC) Template

Liberty Avenue 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Liberty Avenue Middle School</u>	DBN: <u>19K662</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>88</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>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</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: Liberty chose to invest in an afterschool program, in order to provide a positive and safe atmosphere in which our students could socialize, participate in extracurricular activities and complete their school work and assignments. Our afterschool program services students from all three grade levels (6th, 7th and 8th). The afterschool student groups are organized based on interest and activities - cohorts of 6th, 7th and 8th graders participate in learning lab, and other activities together. The daily schedule for afterschool begins at 3:15 when the afterschool employees meet their students at their last classes of the day. The students are all brought to the cafeteria for supper and at 3:45 they return upstairs to their learning lab classrooms. Teachers from Liberty oversee this portion of afterschool program, ensuring that instruction and homework help are as structured and organized as any other class lesson. Both English and Spanish speakers work for the afterschool program and are therefore able to accommodate our Spanish Speaking students. After learning lab, students move to their "enrichment time" where they learn about and participate in a variety of extracurricular activities until 5:30 pm, when they are dismissed for the day. The Afterschool program uses a variety of materials, from arts supplies, to educational supplies, to food stuffs and first aid.

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: As a relatively new school Liberty is eager to get programs and systems in place to ensure a quality dual-language and ENL program this year and for years to come. In our first two years we have invested numerous hours in professional development workshops and seminars for our primary ENL staff members. Many of which were sponsored by our previous Network Headquarters. A representative from Pearson came in to work with our ENL team over the course of two full school years (meeting between four and six hours per month) with specific consideration to literacy learning in a second language. This representative would also observe classes, and give feedback, as well as assist in designing lesson plans. This year our ENL team has been working with representatives from ReadyGen. One representative in particular has been working with the current ENL team, and has provided a wealth of resources and insight to facilitating a differentiated classroom (meeting for a total of about 20 hours this semester). As we continue to grow as a school, so does our Emerging Bilingual population of students. So this year our plan for our ENL staff members to lead a series of whole-staff PD's to discuss how to best meet the needs of these students in all our classrooms, with a foundation in the beliefs of multicultural education. Our school was fortunate to become a PROSE school this year, so we have organized our weekly schedule to feature extended whole-staff and departmental PDs. Our department hopes to reserve as many as three of these two plus hour long sessions, (over the course of three or four months) to lead the staff in a series of exercises, discussions and activities to discuss the best ways to include Emerging

Part C: Professional Development

Bilingual students in the learning process. With not quite 50 teachers, we are a small enough staff to allow for school-wide policies to become initiated and effective quickly. So we hope to see school wide changes within the span of three months. In each session our staff plans to ask colleagues about successes and struggles so we can continue to address issues and see overall growth. Pearson materials, as well as ReadyGen materials will be referred to and utilized during the staff PD sessions mentioned above.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The ENL department is currently in the process of developing an afterschool "ESL" class for both parents and students. This will not only allow parents and children to learn together, but it will facilitate parent involvement with homework and encourage a positive attitude towards English language learning and academics in general. Through our parent-teacher conferences we have found that many of our students' parents struggle with this precise issue, and many parents have expressed interest in learning English themselves. We hope to offer the class at least once a week in the afternoon for two hours. (If possible we will offer two sessions, or two day per week classes - however this depends upon staff availability). These courses will dictate the needs of the participants and facilitate all modalities of English, and will feature authentic experiences in which to practice using the English language. A curriculum would of course be adapted to also meet the needs of adults, as they learn with their children.

We encourage the parents of our EB students to attend any and all of the parent-involvement activities offered by our school, and we always have several Spanish speakers present at school functions (which accommodates a large majority of our ELL parents). Liberty Avenue Middle School has begun working with Skedula this year, an online forum that accesses a wide array of student data. We are able to notify parents electronically with a variety of information to update them about their student. We can also send invitations and other such 'flyers' through Skedula's messaging system. Since parents can download this as an app on their phone, we have found this to be very successful so far. However we of course continue to send home paper flyers, (with students and in the mail). We also make phone calls home or place an automated school messenger to notify our parents about events at the school, activities or other opportunities to get involved with the school.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$3,600</u>	<u>The ENL department will spend the majority of per-session hours developing curricula and resources.</u>

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$1,500</u>	<u>Consultants from Generation Ready are mentoring the ENL department on how to prepare and execute an effective ELL curriculum, as well as how to Turn key information to the rest of the staff.</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1,500</u>	<u>Supplies like index cards, miniature white boards, chart paper and other tactile and visual supports are critical for modifying curriculum to meet the needs of ELL and SIFE students.</u>
Educational Software (Object Code 199)	<u>\$4,500</u>	<u>RIGOR (Reading Instructional Goals for Older Readers) will be ideal software to implement for our new arrival students who struggle with literacy as well as SIFE students. MY ACCESS software program works with students</u>
Travel	<u>1000</u>	<u>Trips to museums like El Barrio Museum, support students' home cultures, while providing a learning experience in English. Trips to the math museum, Science center, and 42 nd Street Library, allow EB students to have an enjoyable experience outside of school centered around a core content area. Trips to local landmarks such as the Statue of Liberty, Times Square, the Freedom Tower, and more help the students establish a sense of community and belonging in their new city - these trips also coincide to various topics in content areas and ENL curricula.</u>
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 662
School Name Liberty Avenue 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 Kaia Nordvedt	Assistant Principal Maria Mills
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ben Graham	School Counselor
Teacher/Subject Area Lauryn Crowe ENL and HLA	Parent Tiffany Kingswood
Teacher/Subject Area Clarissa Acevedo ENL	Parent Coordinator Sonya Bonilla
Related-Service Provider ReadyGen	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	5	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	348	Total number of ELLs	78	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"/>

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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
Dual Language							1	1	1					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	88	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	8
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	6

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
DL	63	6		19	1		6			0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE													21	8	25	6	19	12	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>20</u>	Number of students who speak three or more languages: <u>0</u>
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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						25		33	24					0
Chinese														0
Russian														0
Bengali									3					0
Urdu														0
Arabic									2					0
Haitian								1						0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)							13	22	15					0
Emerging (Low Intermediate)									2					0
Transitioning (High Intermediate)							1	3	2					0
Expanding (Advanced)							11	9	10					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									1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	2	0	0	0
7	10	1	0	0	0
8	16	0	0	0	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		11		3		0		0	0
7		14		4		0		0	0
8		15		3		1		0	0
NYSAA						2			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)	31	26	7	7	5	11	12	9
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.
 We rely upon the data we receive from Spanish Lab exams to address our Spanish speaking student's home-language literacy levels upon arrival to our school. For the non-Spanish speaking and for students who have some literacy skills in English (evident through classroom instruction, and NYSITELL administration) we follow standard Fountas and Pinnell protocol, beginning with a words you know list, before testing a student with a suggested leveled text. Once a student's level has been assessed we proceed with independent level and instructional level texts, and monitor student growth with Fountas and Pinnell format running records. Our school also uses a computerized reading program called Achieve3000. This program not only assesses students electronically, it provides leveled texts (in a variety of languages) on the same topic to suit the needs of individual students during content classes. Finally once EBs have reached a transitioning level (somewhat advanced level) of literacy, our school also employs a digital DRP literacy assessment test, however the data is only useful once the student tests above a certain literacy level. Each of these systems (and many in combination with one another) offer insight into our students' literacy strengths and weaknesses and this data is then used to develop and continually adapt their instructional plan. Currently we are in the process of administering DRPs to those ELLs capable of being assessed in this manner, and Fountas and Pinnell running records to those who we are not. The DRP results show that our long-term ELLs read significantly below grade level (3 to 4 levels).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels and grades reveal that the majority of our ELLs are at the performance levels Entering and Expanding. This is true across grades due to the large number of newcomers our school admits and retains each year. Additionally we have a relatively large number of long-term and former ELLs. This shows that our ELLs are developing well but fossilizing before testing out of ELL status. We have turned our focus to these long-term ELLs and to determine how to help move them from Expanding to Commanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We are now familiarizing ourselves with the AMAO tool and will shortly begin using it to design effective instructional programs and/or interventions for our ELLs. We are aware of the factors that can be analyzed using the AMAO tool (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) and look forward to implementing this tool.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Dual Language Program: a) Students tend to struggle in assessments in both English and Spanish in the beginning of the year, particularly the new arrival students. However some EBs have fared well on classroom assessments in English by the end of the year. Students performed better on exams given in their native language than on those given in English throughout the year across subject area. b) School leadership noticed this discrepancy in our first year as a school and has since invested in representatives from both Pearson and ReadyGen to provide mentoring, resources and feedback for our ESL/ENL department over the past year. Since working with these individuals instruction methods have improved and subsequently so have EBs classroom test scores. We anticipate even more growth in this coming year. c) The school is learning that content can be taught both separately and simultaneously with language. While EBs in a dual language program might receive core concept instruction in Spanish, they will also receive authentic exposure to English in order to gain access to authentic academic English.

Stand-alone ENL Program: EBs in core classes that are taught exclusively in English perform poorly on Exams in English especially at the beginning of their first year. Since assessments are often unavailable in their native languages, so is data showing how these students would perform on a similar assessment conducted in their language. Students in our Stand-alone ENL program, as well as our entering, dual-language students receive pull-out support for their core ELA classes. At the beginning of the year these students are able to learn and practice the English language to best serve them in their content area classes, and eventually as proficiency rates progress throughout the year, the goal is that these students will be able to participate in their core ELA classes with their classmates (with advanced proficiencies in English) with modifications and other supports provided by co teachers and ENL department staff.

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](#).]

ePaste response to question here:

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

Language objectives are explicit within every lesson in every content area, in addition to a content specific learning objective. EBs are provided specific opportunity to practice and master the language objectives throughout the course of their lessons. The ENL department meets with content area departments to ensure that the ENL curriculum, topics discussed and language used is consistent and recurrent when possible. Content area teachers modify formative assessments for EBs so that teachers can ensure that the content is learned, without necessarily being expressed in complex phrasings of the new language. When instructional decisions are being made, teachers consult ENL guidelines for performance indicators and modify assessments, and product outcomes accordingly, so that EB students may focus on language acquisition throughout instruction.

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?

a) Students are assessed using a variety of methods across content areas. In ELA classes administer a diagnostic and summative exam at the beginning and end of units. These assessments are a feature of our Codex curricula, and are aligned to address the targeted standards for the upcoming (or previous) unit. Individual questions are aligned to specific standards, which provides teachers with significant insight into their students' areas of strengths and weaknesses. We also rely upon a data collection program called My Achievement Network. This program models mock exams after both the math and ELA state final assessments. We administer these assessments four times throughout the year to monitor student progress, and address specific needs for instruction where needed. Students are also of course assessed using a variety of classroom assessments, featured in their curricula, or designed by the teacher.

b) The majority of our EP students are one-two years below grade level according to both state and in-school assessment results. Students possess strong social and communicational skills, however many are still developing their academic linguistic skills, across all modalities (speaking, listening, writing and reading).

c) Each year as a school we have seen a gradual increase in our state test scores. Compared to the district our school performs above or on average in all areas. Our math scores in particular increased significantly from year one to year two. So generally speaking our EP students are performing well on the state exams, as well as other assessments in the building, since a constant, steady rate of growth has been evident in data findings.

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

We monitor the proficiency levels, and growth among our EB students closely, with a varied curriculum and multi-type assessments, to evaluate students authentically in each modality (speaking, listening, writing and reading). We rely upon in-class assessment data,

final performance tasks as well as other formative assessment tasks to assess an EBs progress throughout a given unit. We refer to NYESLAT scores to understand a student's growth and progress over the course of a whole year (in most cases) of instruction. Since Liberty Avenue Middle School is also committed to ensuring a healthy social-emotional learning environment as well, we consider students' well-being as a sign of success. EB students in our school in particular, rely upon the support and guidance of ENL teachers and other school leaders as they adjust to a new country, school, and language. The frequency with which students ask questions, request assistance, and participate positively towards their language acquisition are also considered signs of success of our ENL program.

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.
Every student/family is issued a Home Language Survey upon enrollment at our school. If it is indicated that the language spoken at home is a language other than English that student or students is issued a NYSITELL exam. Once we have received confirmation of the NYSTELL score, if a student is deemed not English Proficient, this student is coded accordingly and within two weeks the family is contacted about program options offered at our school. Additionally, all newcomers are administered the Oral Interview Questionnaire. Earlier this year we invited parents in for a family orientation night, where we went over the program choices in detail and discussed how these programs were instructed at our school. Parents also watched the DOE sponsored video (in their native language) describing each program in detail, as well as explaining the parents' legal rights and options for their children. All parents who were unable to attend the orientation were mailed a Parent Survey and Program Selection form, describing the programs offered at our school and informing them of their options with regards to language programs.
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).
All incoming EBs are administered the Oral Interview Questionnaire to determine SIFE status. Students identified as SIFE per the questionnaire are further assessed through the ELL identification process (NYSITELL and Spanish Lab when applicable). The ENL team is familiarizing itself with the LENS program to better assess SIFE students and will increasingly implement its use throughout the year. As we work with them throughout the year, we are able to recognize their strengths and weakness and accommodate lessons and activities to best suit their needs as learners.
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).
Just as with any student who enrolls with an IEP, the teachers who will be instructing the student review the student's IEP. The teachers become familiar with the strengths and weakness of the student, according to the comments from previous teachers and IEP specialists. An action plan is put into place where the student's IEP teacher meets with the student, other teachers and parents, to discuss the student's learning and behavioral goals for future weeks and months until the next IEP meeting, where the same individuals can meet to discuss progress. Throughout instruction and routines at school, teachers monitor these students progress with regards to the goals on their IEP. If a student enters without an IEP and is struggling in school. The teacher's last step is to refer the student to be evaluated. This is only considered once multiple other teaching strategies, groupings, and interventions have been executed and found ineffective.
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.
Once our school receives the test scores from the NYSITELL exams, we send out entitlement forms with the students from school (to take home and have signed by parents or guardians) as well as send an additional letter through the mail. We keep well organized documentation to track as new students arrive, to ensure that they are both tested within 10 days of arrival, as well as to ensure that their parents/guardians are notified of entitlement within 5 days of receiving the NYSITELL scores.
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).
Parents are invited to a parent orientation meeting where they are given the Parent Survey and Program Selection form (and this is mailed to those parents who do not attend), are given the parent brochure, and watch the parent orientation video.
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.

We want our parents to be as familiar with their student's education as possible. This year we held a parent orientation meeting which featured a DOE sponsored video, detailing how each program is organized as well as the language focus for each group. Before and after the video the ENL department and parents discussed each program in detail, addressed questions and concerns. We distributed information packets with necessary websites, and documents in case parents wanted to continue to do more research on their own. We also distribute the necessary paperwork on site so that if parents request assistance completing the form we are there to explain or help with logistics. As mentioned above, we send home an additional copy of the letter for any parents who did not attend the meeting, or for those who did not complete the necessary forms on site. Finally our parent coordinator contacted each family of our new arrival students by phone to describe the process (in Spanish when necessary) and to make herself available for questions or concerns in the future.

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.
As mentioned above we encourage parents to come to the school and fill out Parent Surveys and Parent Selection forms whenever possible. We usually have parent survey's available at parent-teacher conferences (towards the end of the year) and whenever possible we invite parents in for information sessions, to discuss and complete forms (such as those mentioned above) so that we are able to address questions while they're completing the forms, as well as get them returned immediately.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. For parents who are unable to visit the school during the aforementioned opportunities, we send home surveys and parent selection forms in the mail. If significant time has elapsed we will send out a school messenger to those parents who have not yet returned the form. Similarly with the use of the messaging program through our online grading system (Skedule/Pupil Path) we are able to send school-wide messages electronically, such as reminders about turning in documents or other school related forms.
9. Describe how your school ensures that placement parent notification letters are distributed. We print the appropriate lists from DOE servers to ensure that we are contacting each of the required families. We confirm their contact information with their student's school records, and as mentioned above we invited them to participate in the Parent Orientation night, so that we may distribute and even collect the necessary forms in person. However if and when necessary we send letters home with students, as well as through the mail. The ENL department organizes which staff member will oversee which part of the process, and of course we check in with administration regarding deadlines and requirements to ensure that everything is completed in a timely manner.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL department houses the official records for all of our attending EBs in a locked file cabinet in the ENL office. This includes NYSITELL test booklets, dates of administration, ATS reports, completed parent-choice forms, Spanish Lab results, and other confidential materials. Only ENL department personnel have access to these locked files.
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.
Once the materials have arrived in the mail, the ENL teams get to work organizing cohorts of students by grade for testing. Per NYSESLAT testing requirements the speaking portion of the test is administered first, to each student individually. The teachers conducting these exams have been trained accordingly by the ENL department (so that the ENL teachers are not grading the work of their own students). Once the speaking tests have all been administered. Students are gathered in groups based on grade level, 6th grade separate from 7th and 8th grades. The students take each of the sections of the exam ideally in order. Sections one two and three are administered in grade level groups over the course of about a week or two, so that students do not miss ample content instruction, and to ensure that the students are only testing for an hour or two per day, with ample breaks in between sessions. All tests are administered in a formal classroom setting, following the prescribed conditions by NYSESLAT. If necessary, make up sessions are provided by grade level for any students that missed a particular section of the assessment. All exam materials are housed in a locked closet (once they've been delivered to the school) so that they may not be accessed until time of testing, and only school administration and ENL department staff have access to these files. Each student's exams are kept in an organized, labeled and locked file throughout testing before being mailed out to be scored.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once results have come back from the NYSITELL exams, the ENL department works closely with the main office and the parent coordinator to ensure that the parent notification letters (and all other forms of contact) are being executed appropriately. ENL staff members personally stuff, seal and address the letters going to our student's families' homes to ensure that they are delivered properly and in a timely manner.
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).

There almost a 100% interest in our dual language program. A few choose the Freestanding English as a New Language/English as a Second Language (ENL/ESL) option because we offer it as part of our Dual Language Program. Very few parents choose the Transitional Bilingual Education program. They have expressed the desire to have their children's home languages included in their learning experiences, as they recognize the many benefits this can have upon second language acquisition and literary proficiency. However, we maintain records of parents' choice and if/when the required number choose a program we do not offer we will create the requested program .

Part V: ELL Programming

A. Programming and Scheduling Information

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

Students are grouped according to their specific needs as English learners. The majority of our students who receive stand-alone ESL are grouped in an ICT setting, so that they benefit from additional teacher support and small group instruction throughout their core-content classes. The ELLs in this program are all pulled out for additional free-standing ESL support at various points in their schedule. This group of students travels together for stand alone ESL periods and at times are in ENL classes with other ELLs of the same or similar proficiency level, however from various grades. Teachers organize their individual classes using homogeneous and heterogeneous groupings depending on the objectives of the lesson and the particular students in question.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Students in our Dual Language program travel together as a class through all of their scheduled classes, with exception of their English Language Arts class. During this time, the Entering, Emerging and Transitioning students (according to NYSITELL and NYSESLAT results) are pulled out for a separate stand alone ENL class component, to develop English proficiency and practice language uses that may benefit them in their other classes. This group of students travels together for any form of assessment where they may be eligible and others are not (such as taking a Spanish Lab exam or during a state practice exam for example. Otherwise these dual language classes move entirely as one cohort or group of students. For the majority of their core classes instruction is conducted primarily in English, and additional supports are provided in Spanish. Visuals, and other resources are implemented to accommodate these students in their core content classes, and when available a co teacher helps provide language support as well. For each of our dual language in 6th, 7th and 8th grade, they receive their core-mathematics instruction in Spanish. English literary skills are also included in these courses, however the majority of the classes are conducted in Spanish. Teachers organize their individual classes using homogeneous and heterogeneous groupings depending on the objectives of the lesson and the particular students in question.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Once we receive our NYESLAT data from the year previous and NYSITELL results for incoming students, we group the students according to their levels and required minutes. Once we have established which students from which grades need 360 minutes, we begin to plan and organize their cohorts and program so that they receive those required minutes throughout their weekly school schedule. We follow a similar procedure for Expanding and Commanding ELLs as well. For the students who received Commanding scores, according to part 154 these students' progress should still be monitored for a total of two years, to ensure that perceived progress is maintained and accurate. HLA considerations are met over the course of a students' three years in Liberty. These groups of students receive as many as 6 periods of HLA per week to accommodate their required minutes in this subject area. The HLA curriculum is modeled after the ELA and Social Studies curricula for each grade to provide additional content and linguistic support for these students. ELA minutes are also calculated that each student attending Liberty receives the appropriate amount of minutes, as well as for the Emerging Bilingual students, be it in an inclusive or separated setting these minutes are met throughout their school week.

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

As mentioned earlier for both our Dual language program as well as our Stand-alone ESL program, each of the core-content area classes are conducted primarily in English with some Spanish language support for our dual language classes. Math is taught exclusively in Spanish for our dual language classes. And math is taught in English for the Stand-alone ESL program. Each core-content class has at least one class set of text books in Spanish, even if the teacher does not speak Spanish, the students are still able to access material on the subject. Co teachers and ENL department staff work to provide suggestions for modifications in these classes to provide the support our EB students need to learn both content and language simultaneously. Modifications such as Accountable Talk prompts and flashcards are present and available for EBs to refer to during classtime. Especially during small group instruction, group work, or independent work time this enables EB students to interact with their peers and teachers in an authentic and meaningful way in the target language. Alternative assessment tools and materials are brought in to ensure that students are learning the content in these core classes as well. Visuals, pictures, video and audio are provided whenever possible, as are digital reading templates (such as ipads and laptops) so that students can access content material in their native language when desired.

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

At the beginning of the year new arrival students are issued and administered the Spanish Lab exam to yield data about their literacy proficiencies in Spanish. This data is referred to by their ELA, ENL and HLA teachers to ensure that instruction is organized and planned to best suit the needs of their students. Throughout the year in HLA students are tested in their native languages with a variety of assessment goals. We translate practice math assessments (such as the ANET exams mentioned above) into Spanish so that students may take the test in their native language if they so choose. And we utilize a variety of computer programs (such as Achieve 3000 mentioned above) that features texts and related assessments in a variety of different languages. When necessary we have translated exams into Bengali, Arabic, French or the other home languages spoken by our EB students, and therefore required throughout the year.

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

The ENL department designs their curriculum to incorporate all four modalities throughout practically each lesson, and certainly throughout each unit. The ENL department takes into consideration the general pattern of Second Language Acquisition, therefore most of the required tasks asked of our ELLs early on in the year are primarily aural and oral, so that students can concentrate on establishing proficiency with English phonemes and phonetics. This message is relayed to all teachers so that they know what products to expect from their students. Students in both the dual language and Stand-alone ENL programs are assessed in all four modalities throughout each unit of study to track progress and growth. Teachers utilize their own developed assessment tools, as well as those provided by curricula and state resources.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) We refer to the performance indicators and suggested standards to be accomplished by SIFE students in the appropriate content area. Teachers may plan the lesson around a particular literacy skill, such as identifying and describing the author's point of view. While many students in the class may receive a differentiated version of the text from the curriculum (chunked text, featuring bold faced words, a word bank, etc) SIFE students might be provided a different text entirely. The instruction for these students will be tailored to their specific desired outcomes and learning objectives. While they might also be focused on learning the same skill they might use a lower level text with similar text features, or a text in their native language to first learn the concept before transferring the skill to English. Instruction for these students considers a lack of academic skills, however also acknowledges high-cognitive ability - therefore "Hi interest-low level" texts and resources are often implemented as a form of differentiation for these students.

b) Newcomer students are dealing with numerous social, emotional as well as academic factors. As teachers we try to take into consideration everything that these students are dealing with, so that we can make instruction time and time in the classroom as positive and effective as possible. Modeling is crucial for most of our newcomers. The teacher models appropriate classroom behavior and uses positive framing to praise a student for positive behavior - also intended to serve as a model for newcomer students. Teachers push for consistency and routine as much as possible with these students, especially in the first few weeks and months so that they can become accustomed to classroom norms, and academic expectations. Lessons and activities for the first few weeks and months may involve more social-emotional consideration with regards to representing a student's personal identity, their family heritage etc, so that students feel comfortable, welcome and motivated to work when they are in school. Since other students may not need such a long welcoming transition, instruction and assignments are differentiated accordingly for our new arrival students.

c) Developing ELLs may receive guided notes in class, a differentiated graphic organizer, or may simply have extra "HINT"

cards throughout a lesson or activity. Depending on a particular student's strengths or weaknesses, teachers can target instruction accordingly. For example, for developing students who still struggle with listening comprehension or speaking, they might benefit from some independent time on computer program that allows the student to listen to and respond to authentic English being spoken. Where as some developing ELLs may benefit from more writing or reading focused activities. This may mean a cloze activity for writing, or a reading conference or shared reading activity.

d) The majority of our long term ELLs do not struggle with speaking or listening tasks, however their struggles lie primarily in reading and writing. For these ELLs teachers often differentiate text, by chunking text, bold facing key words, underlining key concepts or providing a word bank and list of comprehension strategies for reading tasks. Sentence starters, model sentences and example paragraphs are used as scaffolds for writing tasks. With these students in particular teachers pay close attention to reading and writing formal and informal assessment results so that teacher's can address recurrent errors before they become fossilized.

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.

Long term ELLs maintain an "open door" policy with staff members on the ENL team. This means that students are welcome to come to previous teachers with academic and linguistic questions, to receive feedback on assignments or suggestions for how to complete a task. These students also have quarterly scheduled conferences with their current teachers and ENL department staff, to review recent writing assignments and overall progress in class. This is to ensure that the student is maintaining their level of English proficiency gained in the year previous, as well as to ensure that progress is sustained without formal services.

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

With all of our ELL students (regardless of program type) and SWD students co teaching is present in all core classes. This enables small group instruction, small group work, as well as individual conferences. Guided notes are provided for students who struggle with writing tasks, or language proficiency in English. This enables students to focus on targeted aspects of content learning or targeted aspects of language learning throughout the lesson, as the teacher sees fit. Students are provided with visual models, sentence starters and relevant information whenever it may help the student accomplish the learning objective being addressed. All of our ELLs and SWDs use grade-level materials in their classes. Some supplementary texts may be utilized to support understanding of concepts and key ideas, which often means using a lower level text, so that the language is more approachable for these students and allowing them to focus primarily on the desired content. Teachers who specialize in teaching ELLs and SWDs modify the grade level curricula to accommodate the learning needs of these students. This may include tactile , visual or physical considerations for how the students will interact with the content during a lesson.

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?

All of our ELLs with disabilities are in classes/programs that are co-taught. Students in these classes receive considerable amount of individual attention from their teachers during instruction. Co-teaching models, such as "pull out" and "push in" for ENL learnin are followed to address the language learning needs of each of these students. Similarly their teachers consult the ENL department before making language accommodations for their students. ELLs with disabilities are placed in classes according to the requirements of their IEP, so whenever possible we place these students in an ICT class, so that there is as little restriction as possible. If a student's IEP indicates that they require small-group setting learning, the student is placed in a self- contained class. For these students push in services are provided for language support, and when available a Spanish speaking PARA professional works with that class to provide additional language support when needed. IEP meetings are held regularly to update and check in on our SWDs' progress. During these meetings adjustments are made to their IEP goals as they are met and discussed with teachers, student and parents. Language proficiency is assessed using a variety of methods throughout different core classes. As students' proficiencies in English progress, these results are discussed with a teacher in a conference setting and new language goals are established.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) 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.

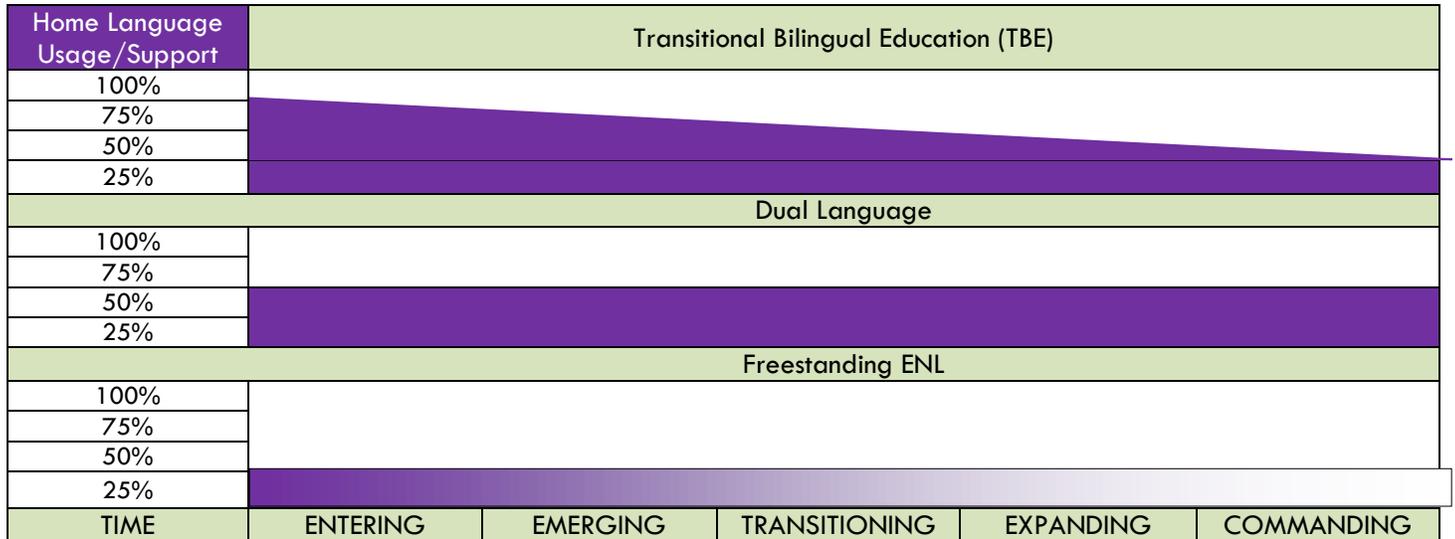


*Note “other approved services” does not apply to New York City at this time.

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. Each grade contains a dual language class, where students are provided math instruction in Spanish, push in language and ENL support in both social studies and science. The ENL team provides supports such as modified graphic organizers (with visuals to accommodate EBs) visuals and relevant language charts in appropriate rooms to facilitate learning during potential periods when push in support is unavailable. These types of supports also allow students the opportunity to work independently during classtime. For our students who are not Spanish speaking EBs. Additionally all of their core subjects are co-taught. These students benefit from small group instruction or extra teacher attention at all times in these classes. These teachers consult with the ENL team to develop lessons, activities, and seek advice for how best to meet the needs of these particular students on a regular basis.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program ensures that each of our EB students receives the required amount of minutes of ENL instruction each week. The program also ensures that dual language classes receive at least 50% of their instruction in their Home Language of Spanish. Dual Language students also receive the required minutes of HLA (Home Language Arts) which is instructed primarily in their Home language of Spanish. The HLA curriculum is modeled after what students are learning in their ELA, ENL and Social Studies classes to support both content and language learning across subject area in both languages. Students enrolled in a Stand-Alone ESL program also receive their required amount of minutes of ENL instruction, when they are able to establish a base proficiency in English during their ENL time, so that they can put their language skills to use in their other core classes to make sense of the content.
12. What new programs or improvements will be considered for the upcoming school year?

We are currently researching other language learning curricula as well as computer programs that may better serve our students and their learning needs in the future. We are working with a representative from ReadyGen who building an organic curriculum for our ENL department. She is compiling resources, designing units and a theme -centered curricula based our specific EB demographic. As we continue to meet with her throughout the year, she examines student work and adjusts Final Performance tasks, pacing and other criteria accordingly. We are going to select additional materials, workbooks and software based on the recommendations from this representative in combination with our own findings, and classroom data. We are also currently planning an ENL class for both parents and children for one or two days after school.
13. What programs/services for ELLs will be discontinued and why?

We do not plan to discontinue any of the programs or services that we currently have in place for our ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Over the course of their three years at Liberty ELL students will have received all necessary hours across content areas, as well as a variety of elective class options. ELLs are also encouraged to join our afterschool program, which features learning lab everyday as well as a variety of extracurricular activities to choose from, such as drama, art, dance, photography, Capoeira, and more. We ensure that ELLs and their families are made aware of every school event, or school-wide initiative, by translating flyers, invitations and posters as well as any other administrative documents that get sent home.
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.

ELLs have access to all texts and other materials included in our curricula sets. They also receive supplementary texts, and materials such as graphic organizers, glossary lists, picture dictionaries, and any other modification to regular materials that their teachers see fit. In terms of technology our school currently uses several resources. Rosetta stone is used as a computer program (generally used on desktop computers in the classroom), where students are able to practice all four modalities of English independently as they are supported by the computer program. Our school also uses a computer program called Achieve3000 that features leveled texts (specified to meet the needs of each individual student) across content areas. This program offers leveled texts in a variety of languages, and ELLs use this program in their core classes, usually on laptops. ELLs also have access to ipads where they are able to use a variety of guided reading programs, translation applications, and academic games focused in with language acquisition and math. Finally ELLs have audio equipment, such as books on tape, books on CD, and recorded stories, so that they may listen to authentic texts in English during instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the dual language program students' home language (Spanish) is supported through primary instruction in Spanish in math, occasional Spanish support in other content areas (Social Studies, Science and ELA/ENL). And finally the students in a dual language program receive Home Language Arts between 4-6 times a week (depending on grade) where students are supporting their English proficiency through strengthening their proficiency in their native language. The HLA curriculum loosely follows the themes from Social Studies and ELA, so that similar concepts are reinforced in the home language.

In the Stand-alone ENL program students' home languages (various) are supported through use of texts in their native languages, as well as "front loading" the lesson with the content expressed in the student's first language. Articles and texts are translated when necessary, otherwise teachers look for authentic materials in the native languages of our students in these programs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our ENL department is well versed in the principles of Multicultural Education, which requires that teachers, the classroom environment and curriculum be culturally responsive as well as culturally sensitive. Our ELLs may have "low" levels of proficiency, however we still need to make sure that the content is grade appropriate and stimulating. So high-interest books, with lower literacy levels are used routinely throughout ELL instruction. ELL teachers use a mixture of grade level texts, and supplementary texts and materials to address the specific needs of our students dependant upon their age and grade level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We offer a few orientation nights at the beginning of the year to encourage ELLs among other students, to come meet the administration, get familiar with the building, and start preparing for the school year. We also host a series of "family nights" at the beginning of the year to encourage families and students to come and meet the staff, become familiar with the school and its personnel. Our afterschool program (popular among our EB population) also features a summer camp open to incoming 6th 7th and 8th grade students. This summer experience teaches students necessary social skills, and fosters an authentic language learning experience without the presence of rigorous classroom content. Students who participate in this program begin school more socially and emotionally prepared to take on the academic demands of the school year.

19. What language electives are offered to ELLs?

There are several "groups" offered at our school, such as book club, multicultural club, debate club, robotics, as well as sports teams. In the majority of these clubs, language is a major focus of the agenda. ELLs gain additional access to text, text features, varieties of conversational English, all included within an academically centered, social spaces. Clubs such as debate provide ELLs with profound opportunity to interact with language as they prepare speeches, arguments, and learn the nuanced differences present within the different registers of English.

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)?

a) We use a self-contained model in our Dual Language program where ELLs and EPs are in the same Dual Language class, and spend approximately 70% of their time as an integrated class. The only times that the ELLs are taught in a separate environment is when they are pulled out for Stand Alone ENL to support their English proficiency. As the students' proficiencies improve throughout the year they spend more time in their core ELA classroom with their EP peers, and less time in a stand-alone ENL class. For most students this percentage drops to as low 20 or even 10%, where students are only pulled out for one or two periods of ENL classes per week by the end of the year.

b) As mentioned above in our Dual Language programs Math is taught primarily in Spanish in each grade. The Dual language class receives language (Spanish) support in Social Studies, Science and ELA, where each of those classes are primarily taught in English. ELA is the only class where students are separated and instruction is conducted in two separate rooms, and thus potentially in different languages at different times.

c) When possible the native language is used to "front load" concepts and information. So students might have their mini lesson in their native language while first expressing the learning objective or concept for that lesson. Once the initial concept has been introduced, instruction following allows students the opportunity to practice using English (across modalities), however whenever possible (or necessary) teachers may switch back to the native language to clarify questions or misconceptions. Often a question may be posed in English and yet students respond in Spanish, or similarly a worksheet or activity might be presented in English and while students are processing the English input, they produce in their native language. This pattern is prominent among EB students, and is a sign of progress and competence.

d) Literacy instruction varies student by student, since literacy is such an individualized skill. When possible we teach students in their native language first, to build a strong skill-set base, before then applying those same learned skills to English. However very often students are still developing their skills in their native language when they begin learning English literacy, in which case we teach the student in both languages simultaneously. This is often the case between HLA class and ENL class. Students are working on the "same" skill in each class however they are reading both English and Spanish texts to develop that skill.

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.)

As we have in years past we plan to invest ample hours in professional development workshops, trainings and seminars for our ENL department, so that knowledge from these sessions can be applied to their instruction as well as turn-keyed back to the rest of the Liberty staff. We are currently looking for opportunities specific to teaching literacy for ELLs, teaching SIFE students, and how to teach content through language and language through content. Each of the ENL department members will attend a minimum of two PDs this year, and they plan to lead at least 3 PDs for the rest of the staff before NYSESLAT testing begins in the spring.
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?

All ENL department members meet with a representative from Generation Ready bi-monthly to discuss instruction methods, planning for future instruction as well as how to incorporate scaffolds and resources into instruction in a meaningful way. Any teachers who teach ELLs are able to meet with this consultant to discuss questions and concerns, and any PD opportunities (specifically about working with ELLs or how to accommodate ELLs in your classroom) are forwarded to any teachers who teach ELLs as well. The ENL department will be leading a series of 3 PDs for the whole staff before NYSESLAT testing begins in the spring.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school works with an organization of social workers, Partnership with Children, who are able to meet with children both individually and in group counseling sessions (with parent consent). During two days of whole-staff PD before students arrive at the beginning of the year, teachers are provided with the appropriate contacts in the school, such as Partnership with Children (who have Spanish speaking representatives, our guidance counselor (who also speaks fluent Spanish), and various other school aids who can provide support when needed such as Deans, and members of Administration. The ENL team has also made ourselves available to any staff members who have questions or concerns about working with ELLs .
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.

As a PROSE school this year we have been able to tweak our weekly schedule in such a way that all of our staff professional development time is allocated for Wednesday afternoons. Students leave after 6 periods of instruction and teachers remain for the rest of the day for Professional Development sessions. The ENL department often has specialized PD session targeted just for our group, many which have been on site, however our nearby Network headquarters hosted most of the PD session in years previous. Therefore 50% of the PD hours for Bilingual/ENL teachers required by Part 154. The ENL department leads PDs for the whole staff a few times a year, and the consultants from Generation Ready will lead as many as 5 separate PDs throughout the year, all which will accommodate the required 15% for other teachers.

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 discuss goals for both our Dual Language program as well as our stand-alone ENL classes with parents at the Parent Orientation night we hosted at the beginning of the year. All parents of ELLs were invited, and for those that did not attend we sent home an information packet and letter so that they could read about the goals and expectations of each program offered by our school. The ENL team tries to personally call every parent to invite them to every Parent-Teacher conference, so that we can discuss their individual student's progress and have a chance to answer questions regarding our program itself and its goals.

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.

Every ELL student (and former ELL within the 2 year monitoring period) has a secured file in the ENL office. Each student has a hanging file which houses their NYSITELL, NYSESLAT, and any other ACS reports. This filing cabinet is kept locked, and only the ENL staff members have access to these files. Each ENL department member keeps track of their own personal interactions with parents, including meetings in person as well as phone calls home. The department has a shared file where we store records of Parent Orientation attendees, returned program selection letters, etc. This file is also kept in a locked cabinet and only the ENL department has access.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is a major goal for our school, it is one of our lower ratings and we have had difficulty in previous years. So this year we have rolled out a new Parent Outreach team, and so far we are seeing a major shift. Earlier this month we hosted a Family Night, where parents of all students were invited and encouraged to attend. We had a great turnout, including numerous ELL families in attendance. The ENL department is also currently planning an afterschool ENL opportunity for parents and children to attend classes together. The goal is to include parents in their child's education, as well as provide the parent with means to learn the language as well. This will foster a healthy relationship between teachers, parents and students. We hope this also helps ELLs establish good habits when it comes to academics, such as completing homework assignments, reading with family members at home, and conferring with parents about school work and assignments. ELL parents are invited to join the School Leadership Team, they are invited to chaperone school functions or trips, and are otherwise invited to attend any other school-sponsored event.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, our school works with Partnership with Children to connect ELLs and their families with the variety of services that are offered in our school building. As a social work organization PWC offers referrals and services for family issues, and we refer our parents to meet with them as needed or requested. We also work with Cypress Hills Community Group; they run our afterschool program and summer camp. This Community Group also offers a variety of services for adults and families, and notify parents through mailings, postings at school, by sending a school messenger, as well as notifying parents on our electronic messaging service from our online grading platform.

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

Teachers and other school staff members refer parents with inquiries to the appropriate personnel to address their needs. However when a parent approaches a teacher about how to best help their student at home, ENL department teachers have offered a list of suggestions for parents of ELLs, for example having a student read an assignment, or text out loud to the parent. The Parent Coordinator, the guidance counselor, members from PWC, Deans and administration are generally the personnel who meet with parents to discuss needs beyond specific concerns regarding their students.

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

Numerous parents have expressed interest in learning English not only for personal reasons but also so that they can help their children in their educational careers. As we prepare to offer afterschool classes for parents and students together, we hope that this will accommodate that specific need mentioned by parents in the past. The other events at school, such as Family Night, provided a safe, socially welcoming environment that allowed parents of ELLs to meet other parents, teachers and staff members from the school. By networking and building a sense of community at the beginning of the year, parents are more likely to participate in school functions throughout the rest of the year, and continue to build upon that sense of community. Similarly we hope that social networking among parents allows parents to build their own relationships where they can develop their own language practices and skills.

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: **Liberty Avenue Middle School**

School DBN: _

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)
Kaia Nordtvedt	Principal		10/29/15
Maria Mills	Assistant Principal		10/29/15
Sonia Bonilla	Parent Coordinator		10/29/15
Benjamin Graham	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Lauryn Crowe	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: 19K662 **School Name: Liberty Avenue Middle School**
Superintendent: Stallings-Hart

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.

In order to assess language preferences of parents, we ask all parents to fill out Emergency Contact Cards (Blue Cards) and ask parents to specify the language of communication for the adults listed. In addition, we look at the ELL proficiency levels in order to find out which students need translation services by our teachers. We use home language surveys and our school intake interviews to find out which families will need translation services for workshops, parent-teacher conferences, and other school events. The majority of our families speak Spanish and we have a bilingual Guidance Counselor, bilingual Psychologist, bilingual Parent Coordinator, and numerous bilingual staff members. We use the home language survey to help us understand what translation and interpretation needs we have in our building. My secretary also runs the UPPG report in ATS to confirm. This year we have approximately 150 Spanish speaking parents who need translation and 2 sets of parents that need Arabic translation.

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
Bengali
Arabic
Nepali

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.)

Cell Phone Policy Letter
Parent Orientation
Parent-Teacher Conference reminders
Bring Your Dad to School Day
Field trip permission slips
Monthly Calendar
Newsletters
After-school program information
Lunch forms
Special School events (Talent Show, Spelling Bee, Student activities)

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.

Open School Night - September 16, 2015
Parent-teacher conferences - 3 times a year
Dual Language Option Night - September 30th
SLT meetings - Once a month
IEP meetings - annual reviews according to due dates

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.

For all the letters that go out to parents, our Spanish bilingual parent coordinator translates written documents into Spanish. For non-Spanish speaking families, when possible, we use the DOE provided documents provided in their home language.

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.

We have bilingual staff members at all school functions. We have interpretation services available through our staff whenever we encounter our families who have these needs. At present, we have Spanish-speaking bilingual teachers across content areas and grade levels, and thus we are able to accommodate our own needs through in-house school staff. The majority of our families speak Spanish and we have a bilingual Guidance Counselor, bilingual Psychologist, bilingual social worker, bilingual Parent Coordinator. We can use internal translation services in order to meet our school needs for our Spanish students and their families. We have a few families that need Bengli translation and we have another family that is capable of doing those translations for us and are happy to do so. Additionally, we have 2 students that speak Arabic, but their intermediate levels allow us to communicate with them and their families through English. We of course have translation services when necessary through the DOE (over-the-phone interpretations). We have reported these findings through our Parent Association and through newsletters that our parent coordinator sends out.

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.)

During back-to-school orientation, and within the staff handbook, we provide the staff with the phone number to the over-the-phone interpretation service.

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

We have provided our enrollment information, our school safety and discipline information and all relevant fliers in translated form due to our heavy population of Spanish speaking families and we will continue to do so. Whenever possible, we provide translation into Bengali for our Bengali family and into Arabic for our Arabic speaking families. Teachers have called into the Translation service as

necessary. Our parent coordinator is aware of A-663 and has informed all parents of their right to translation and interpretation. We have bilingual staff members for parent translation in Spanish for all school and parental events. We have the Arabic speaking family either call translation services at DOE offices or they have brought a family member to translate for them. All signs are posted in main office and main hallway that indicate the availability of translation services. Our Benglai family usually says they are fine with translation on their own as they are learning English but we also have the translation services number ready for them as well.

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)

Every year, we ask our parents to fill out the parent surveys in their home languages. To ensure that we get the highest rate of completion, we provide opportunities for parents during open school night (parent teacher conferences) to fill out the paper or electronic form. We also encourage parents to reach out to our parent coordinator if they have questions and concerns. Parents who volunteer to be part of the SLT also have opportunities to provide feedback and help make some school wide decisions. Parents also have access to Skedula via Pupilpath where they have access to up-to-date information about their child's academic progress and can message teachers directly if they choose.