

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **17K722**

School Name: **NEW HEIGHTS MIDDLE SCHOOL**

Principal: **JESSICA LUCIANO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: New Heights Middle School School Number (DBN): 17K722
Grades Served: 6-8
School Address: 790 East New York Avenue, Brooklyn, NY 11203
Phone Number: 718-467-4501 Fax: 718-467-4506
School Contact Person: Jessica Luciano Email Address: jluciano@schools.nyc.gov
Principal: Jessica Luciano
UFT Chapter Leader: Anaika McKenzie
Parents' Association President: Shatema Dockery
SLT Chairperson: Jennifer Cuervo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Marietta Grant
Student Representative(s): N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place, Room 130 , Brooklyn, NY
Superintendent's Email Address: cellis3@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: 718- 221-4326

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St., Brooklyn, 11209
Director's Email Address: cwatson21@schools.nyc.gov

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)
Jessica Luciano	*Principal or Designee	
Anaika McKenzie	*UFT Chapter Leader or Designee	
Shatema Dockery	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Marietta Grant	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Cuervo	Elected UFT Chairperson	
Cheryl Denton	Elected UFT/Teacher	
Michael Wiebusch	Member/Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gayann Boyd	Member/Parent	
Janelle Francois	Member/Parent	
Jessica Cooke	Member/Parent	
Shatema Dockery	Member/ Parent	
Marietta Grant	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.

During the Fall of 2012, New Heights Middle School opened its doors in the Brooklyn neighborhood of Crown Heights.

Vision of New Heights Middle School

New Heights Middle School is dedicated to equipping scholars with the skills necessary for success and leadership in the 21st century. We strive for our scholars to engage in individualized and personalized learning and growth through innovative, unique structures that support their development.

Mission of New Heights Middle School

Follow your own path. Reach new heights. The scholar experience at New Heights Middle School is driven by individualization and personalization through innovation and technology. Scholars have choice and responsibility in determining their middle school experience. Scholars will become critical thinkers and problem-solvers through practice in differentiated real-world experiences. NHMS seeks academic excellence through a rigorous 21st century curriculum coupled with realistic problem-solving and advisement in a safe, caring environment. Through opportunities to engage in meaningful learning we make active participation in the global community a reality.

Advisory

Our gender-based advisory program is centered around the New Heights Middle School's core values. Each scholar is assigned to an advisor to provide academic, social, and emotional support. Advisory also helps to establish the idea that at least one adult in the school has a comprehensive understanding of each scholar. Advisory groups meet twice a week and scholars participate in a curriculum that focuses on the scholar holistically.

Advisors support scholars' personal, social, and academic development and well-being through regular meetings, coaching, and encouragement. Through the use of the Personalized Learning Plan, they serve as scholars' primary contact and advocate with parents and other teachers. The program supports scholars' development of metacognitive skills and management of personal learning to promote positive decision-making in both academic and personal life.

Scholar-Led Conferences

Scholars participate in scholar-led conferences at the end of the first and second trimesters. Scholars lead the conferences with their parents/caregivers and advisors to discuss academic and social-emotional development. These conferences have encouraged scholars to take personal responsibility for their academic performance and engaged scholars in the process of self-evaluation.

Instructional Technology

An effective entry point identified by teachers is the use of instructional technology geared to increase scholar engagement and build 21st century learning skills. Each classroom is equipped with SMART board technology that encompasses the Universal for Design Learning (UDL) principles that cater to scholars' needs.

Curriculum and School Culture Enrichment

Field Experiences and Residencies enrich the curriculum and prepare our scholars for opportunities to become critical thinkers and problem solvers. These experiences and partnerships include: Christodora Program/Camp Manice, BAM Shakespeare residency, Bronx Zoo, Brooklyn Botanical Gardens, NY Historical Society Enrichment Program, AMNH, MOMA, MET, National Constitution Center in Philadelphia, Ellis Island, Queens Botanical Garden, Sony Wonder Lab, NY Aquarium, Jewish Children's Museum, High School Match, Helen Keller Foundation, NYU Dental Van, The Center for Arts Education: Runaway Art, among others.

Through our partnership with Play Study Win , we offer an array of after-school programs that reflect the interests of the scholars such as a basketball mentoring program, Robotics, Art Club, Step Team, Chess Club, Track Club, and Journalism Club. Furthermore, we provide additional scholar programming such as Tech Team, Enrichment for ELLs, National Junior Honor Society, and Junior Broadway (musical theater).

Special Scholar Populations

Approximately twenty-six percent of our scholars are classified as special education. These scholars fall into a variety of disability classifications including: learning disability, speech and language impairment, emotional disturbance, intellectual disability, other health impairment, and multiple disabilities. Scholars with disabilities require specially designed instruction which requires a large amount of consistency, individualization of academic content, and behavior management strategies. Specially designed instruction is outlined in IDEA and involves adapting the content, methodology, and delivery of instruction and aligns with the Universal Design for Learning (UDL) framework.

Approximately 7.76 percent of our scholars are classified as English Language Learners (ELLs). Prior analysis of the NYSESLAT indicated that our scholars' strongest areas are in listening and speaking; while we have to integrate additional supports in reading and writing. Based on MoSL analysis, scholar work, and teacher observations, our ELLs struggle with academic vocabulary which impedes them from comprehending questions and tasks as well as grade-level texts.

Framework for Great Schools

Areas of the Most Progress:

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.

The area of most progress within the Framework for Great Schools is "Collaborative Teachers." The 2014-2015 Quality Review Report , cited Quality Review Indicator 4.2 (Teacher teams and leadership development) as an area of celebration. The findings included, "Teachers in the school are engaged in structured professional collaborations in teams, using an inquiry approach that promotes shared leadership and focuses on improved school learning. As a result of the work that is happening in teacher teams, the school has structures that support distributive leadership and

provides teachers, with a voice and shared decision-making which typically results in improved pedagogy. Through this consistent teacher practice students are achieving and showing progress in acquiring their instructional goals.”

Supportive Environment : The school establishes a classroom and school culture for scholar improvement while building a positive culture, where scholars feel safe, supported, and challenged by their teachers and peers.

Through the use of the Advisory Program whose mission is to provide a “Safe and structured environment that builds meaningful and trusting relationships among scholars, school staff and families, with the goal of encouraging positive academic, social and emotional choices, and developing lifelong learners,” scholars are made to feel secured with knowledge that the adults have their interests and well-being at heart.

Key Areas of Focus for this School Year:

Rigorous Instruction : Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Scholars are actively engaged in ambitious intellectual activity as they develop critical thinking skills.

Upon review of the Advance teacher data, approximately 41% of the times 1e: Designing coherent instruction received a rating of "Developing." Approximately 33% of the instances where 3c: Engaging students in learning was rated, the score was "Developing."

As per the 2014-2015 Quality Review Report , Quality Indicator 1.2 Pedagogy is an area of developing. As noted in the report, “Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, which leads to uneven levels of engagement.”

Based on conversations and observations, we noted that we must continue to strengthen scholar ownership of their learning and discussions to ensure all scholars have more opportunities to demonstrate their understanding. Teachers have started to incorporate various instructional strategies such as Socratic seminars and the use of accountable talk to provide solid arguments and respond to peers in classroom conversations.

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.

Need:

There is a need for increased parental involvement. As such, we have established an open door policy where families are encouraged to visit our school and classrooms. Moreover, we have implemented a number of initiatives to keep families informed. On a weekly basis, scholars receive weekly newsletters and progress reports to keep families informed of school-wide events and their individual child’s academic grades. We also utilized Blackboard Connect and bi-weekly family e-mail blasts to share important information. Over the course of the year, we offered parent workshops through our Learning Learners and Dancing Classrooms partnerships. Additionally, we hosted monthly parent breakfasts with topics such as our online gradebook and structure of Scholar-Led Conferences.

17K722 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	327	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	16	# SETSS	6	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	6	# Drama
				N/A
# Foreign Language	11	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	134.3%	% Attendance Rate		94.0%
% Free Lunch	88.0%	% Reduced Lunch		6.4%
% Limited English Proficient	7.7%	% Students with Disabilities		26.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		92.3%
% Hispanic or Latino	7.3%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		3.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.8%	Mathematics Performance at levels 3 & 4		0.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

In order to conduct a comprehensive assessment of the school’s instructional program, Quality Review results, Advance evaluation data, and the school’s curriculum were reviewed.

Strengths:

As captured in Quality Review Indicator 1.1, “The school has curricula aligned to Common Core Learning Standards and incorporates the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.” The impact of this curricula allows teachers to “Strengthen college and career readiness and provides opportunities for all learners to develop their critical-thinking skills.” The Quality Review found the following evidence to support a “Proficient” rating for indicator 1.1.

1. The curriculum maps provided demonstrate the curriculum mapping process which takes place at the school. The real world experience and technology integration serves as a multiple entry point for Students with Disabilities and English Language Learners. Some forms of instructional technology include Achieve 3000. Screencasts also provide information in a digital format as well as serve as multiple entry points, and Google Forms is also used as a check-in for student assignments and groupings.
2. Teachers collaborate for creation of lesson plans and curriculum maps to provide modifications for all learners based on student work and data. Furthermore, teachers utilize Google apps to create curriculum calendars with specific hyperlinks to access lessons and handouts so colleagues can review upcoming lesson plans and refine assignments to reach the learning style of all learners. The impact of this work has resulted in curriculum that is constantly being revised to meet the needs of all learners.
3. Curricula and lesson plans include tasks which integrate instructional shifts such as solving multi-step problems using strategies such as Plan-Solve-Explain, in math. Teachers collaboratively engage in planning for close reading and have created a strategy that helps scholars respond to questions that require text-based evidence. The strategy that is used is the Answer, Cite, Explain (ACE) which stimulates a deeper thinking process for scholars to use during the Socratic Seminars and when responding to Document Based Questions.

Needs:

According to the Advance teacher data, the competencies that received a rating of "Developing" were 1e: Designing coherent instruction and 3c: Engaging students in learning. Approximately 41% of the times where 1e: Designing

coherent instruction was rated, the score was "Developing." Approximately 33% of the instances where 3c: Engaging students in learning was rated, the score was "Developing."

Through our work in the past with a Teaching Matter consultant, we identified that there is a need to continue to increase literacy and writing across content areas in areas such as claim/hypothesis, evidence, etc. The skills must be coupled with strategies such as graphic organizers, anchor charts, sentence starts, and the Hochman approach.

Part 2 – Annual Goal

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

By June 2016, 80% of our teachers will facilitate the provision of rigorous instruction aligned to the CCLS across grade-levels and content areas as measured by teacher observation data in Domains 1e and 3c as recorded in Advance System that will result in 80% of teachers receiving a rating of "Effective" in those areas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers of English Language Arts, including special education, and school instructional leaders will attend the Teachers College Writing conference four times for the school year and receive instructional support throughout the 2015-2016 school year.</p>	<p>All teachers and school instructional leaders in charge of ELA planning.</p>	<p>Sept 2015 Nov 2015 Jan 2016 March 2016</p>	<p>ELA Department Chair and School Leaders</p>
<p>Teachers of Science and Social Studies will participate in the i3 Literacy Design Collaborative grant initiative to refine the unit tasks as an approach to increase rigorous writing opportunities. Teachers will participate in a summer institute training program to kick-off the initial support. Additionally teachers will have access to</p>	<p>All Science and Social Studies teachers.</p>	<p>ongoing August 2015 to June 2016</p>	<p>Science Department Chair, Social Studies Department Chair, and School Leaders</p>

immersive blended coaching support, an online design studio, and online resource libraries that provide models and examples.			
Teachers and instructional school leaders will develop common rubrics aligned to state and MoSLs tests through department work. Throughout the year, teachers will engage in analyzing scholar work protocol. From that work, teachers within grade level teams will select areas of focus.	All ELA, Science, and Social Studies teachers.	ongoing September 2015 to June 2016	ELA Department Chair, Science Department Chair, Social Studies Department Chair, and School Leaders
In order to provide multiple entry points for our scholars, we will utilize strategies within the Hochman framework. Currently 3 teachers have participated in the training. One of the lead teachers will turnkey the information through a series of professional development sessions throughout the school year. To address the specific needs of our scholars identified as special education, we will expand the Wilson program. The ELLs will also utilize Achieve 3000. Scholars will be invited to attend a NHMS Summer Camp for four days in August. Scholars will have access to myOn, a digital literacy platform.	All Special Education, ESL, and Summer Camp teachers.	ongoing August 2015 to June 2016	Special Education Department Chair, ELA Department Chair, and School Leaders

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.

Human resources:

- 1 instructional coach to support curriculum planning and teacher practice
- Scheduled adjustments have been made to accommodate common planning time twice a week within content-specific departments

Instructional resources:

- Curriculum Resources: Engage NY, online resources, TC Writing Program, Hockman Writing Program, Code-X Curriculum, Scholastic

Per Session (\$3,000) has been allotted for curriculum development planning, data analysis, etc.

- Use of i3 Literacy Design Collaborative grant
- Wilson supplies and training costs, including specialist training as well as Great Leaps training

- myOn grant through the district

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		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.

To monitor teacher progress towards effective ratings, school leaders will measure teacher practice ratings and comments based on low-inference observation data in Advance System in addition to providing professional development for teachers on the Danielson Framework for Teaching in the areas of Domain 1e and 3c which would then be a priority focus area during formal and informal observations.

As of February 2016, school leaders reviewed Advance data and noted improvement in Domain 1e: designing Coherent Instruction. Component 3c: Engaging Students in Learning is still an area for improvement based on teacher observations. The selected focus within the component is rigorous instruction.

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.

As a school in its fourth year, it is important for us to continue to establish norms around habits and behaviors as a new class of sixth graders joins our rising seventh and eighth graders. Our new scholars are coming from different elementary and middle schools within the district, out of the district, and out-of-state schools. Therefore, scholars’ perception and expectations on school behavior and habits have greatly varied as evidenced by scholar interactions. Furthermore, we consistently enroll scholars throughout the school year due to transfers from relocating, shelter moves, and charter schools transfers. As evidenced by last year’s survey results, there is a need for an increased sense of respect within the school community.

Strengths:

- According to the New York City School Survey, eighty-seven percent of scholars feel that their school offers enough variety of programs, classes, and activities to keep them interested in school (City Average: 78%; District Average: 77%).
- According to the New York City School Survey, ninety-six percent of parents are satisfied with the education that their child has received (City Average: 94%; District Average: 77%).
- As captured in the Quality Review Report, “The school has various methods to communicate clear expectations for teachers and scholars.”

Needs:

There is a need to consistently reference and reinforce expectations that are positive especially that we added a grade each year. In addition, in light of the above data, there is a need for safety and respect amongst our scholars.

- According to the New York City School Survey, seventy percent of scholars feel safe in the hallways, bathrooms, locker rooms, and cafeteria (City Average: 77%; District Average: 69%).
- According to the New York City School Survey, fifty-one percent of scholars say that most students at the school treat each other with respect (City Average: 57%; District Average: 50%).

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers across grade levels will implement the TAC-D and PBIS Programs for all scholars that provide them with positive, social, and emotional skills geared to promote safety and respect thus resulting in a 5% decrease in the number of incidents as reflected in the OORS system which equates to a more positive school and classroom culture.

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>The gender-based advisory program will continue around the New Heights Middle School’s core values. Each scholar is looping with their advisor for the 2015-2016 school year to provide continued academic, social, and emotional support. It also helps to establish the idea that at least one adult in the school has a comprehensive understanding of each scholar. Patterns of behavior from behavior alerts and anecdotal evidence will be analyzed by advisors and action steps will be taken to promote the positive social and emotional development of scholars. Scholars, advisors, and families will meet a minimum of twice throughout the year for Scholar-Led Conferences to discuss academic and socio-emotional development.</p>	<p>School Community</p>	<p>ongoing September 2015 - June 2016</p>	<p>School Leaders and Advisory Coordinators</p>
<p>Implementation of the Positive Behavioral Interventions and Supports (PBIS) team that meets on a bi-weekly basis. The PBIS team is comprised of all interested staff members therefore creating a collaborative and trusting environment where staff have input. Through the work of the three tiers, the needs of the various scholars are considered. For example, daily behavior trackers are in effect for those scholars who have BIPs on their IEPs. Through the</p>	<p>PBIS Team, Special Education Teachers, Paraprofessionals, and Mobile Crisis Intervention Team</p>	<p>ongoing September 2015 - June 2016</p>	<p>PBIS Co-Coordinators</p>

<p>implementation of PBIS, New Heights Middle School will create a culture of trust where teachers, scholars, staff and families trust one another. Materials and resources will be shared in order to support staff.</p>			
<p>The New Heights Middle School core values (Citizenship, Respect, Responsibility, Relentless Pursuit, and Optimism) will be incorporated into the instruction and culture of school. A core values rubric has been collaboratively created to outline specific language regarding school culture. The creation of the Core Values Store (CVS) promotes a positive school culture where scholars earn scholars dollars for behaving according to the core values expectations outlined in the rubric. Weekly “Eagle Meetings” and monthly Core Value Celebrations acknowledge and reward scholars exemplifying the core values. A school culture monthly calendar captures the events for the school year.</p>	<p>School Community</p>	<p>ongoing September 2015 - June 2016</p>	<p>Guidance Counselor and PBIS Team</p>
<p>Throughout the school year, we will partner with consultants from Technical Assistance Center on Disproportionality (TAC-D) to provide support to the staff on academic and social engagement. The overarching support will be to implement, refine, and/or revise our structures to ensure a culturally responsive environment for our scholars and staff. The consultants will meet with the leadership team to reflect and refine the current practice. Furthermore they will facilitate whole-staff professional development and individualized support.</p> <p>Additionally staff members will read two professional books: “Other People’s Children: Cultural Conflict in the Classroom” by Lisa Delpit and “Soar: How Boys Learn, Succeed, and Develop a Character” by David C. Banks.</p>	<p>School Community</p>	<p>ongoing September 2014 – June 2016</p>	<p>School Leaders, Dean, Guidance Counselor, Grade Level 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>Human resources:</p> <ul style="list-style-type: none"> - School Culture Committee meets on a weekly basis to discuss trends and areas for improvement and look-fors for the upcoming week. - LEAP Intern has dedicated time for school culture observations.

- Guidance Counselor and Physical Education teacher provided professional development on the implementation of the PBIS program.
- Creation of an Academic and Positive Behavior Institute
- Learning Leaders conduct parent workshops

Instructional resources:

Per Session Funding for Teacher-Based PBIS team

- Purchase of “Other People’s Children: Cultural Conflict in the Classroom” by Lisa Delpit and “Soar: How Boys Learn, Succeed, and Develop a Character” by David C. Banks

Scholar Dollars

- Parent books for book study
- Core Values Rubric

Per Session/Per Diem:

30 hours of per session have been allotted for PBIS Team who meets once a month for PBIS implementation and planning.

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		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.

To monitor student progress, the Dean records and tracks the number of incidents in the OORS system in addition to tracking the Homeroom Challenge points that target positive behavior; the school established a Core Value Celebrations and Advisory Challenges which promote a proactive culture in alignment to our core values. In addition, there is a weekly School Culture Meeting where conversations are normed around the trends that are evident in OORS in addition to the assessment and evaluation of effective practices, and the feedback from teachers regarding student behaviors and disruptions.

As of February 2016, school leaders have received site visits by the Brooklyn South BFSC behavior specialist as well as the director of NYU's Technical Assistance Center on Disproportionality. Review of the data indicates less level three and level four infractions in comparison to the 2014-2015 school year.

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

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

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

Part 1 – Needs Assessment

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

Strengths:

According to the **Quality Review Report indicator 4.2** - Teachers in the school are engaged in structured professional collaborations in teams, using an inquiry approach that promotes shared leadership and focuses on improved student learning. As a result of the work that is happening in teacher teams, the school has structures that support distributive leadership and provides teachers with a voice and shared decision-making which typically results in improved pedagogy. Through this consistent teacher practice students are achieving and showing progress in acquiring their instructional goals.

Each grade has a lead teacher that is also a member of the school's instructional cabinet and plays a major role in the schools' decision making in regards to teaching and learning. For example, lead teachers along with the teacher team developed a Rigor Analysis Chart to ensure all tasks are aligned to Common Core Learning Standards. Teachers use the chart to make adjustments to lesson plans which includes scaffolding strategies to support various learners, including Scholars with Disabilities and English Language Learners.

The teacher team meets regularly to review student work, share instructional strategies, adjust curricula and lesson plans to ensure all students make progress. During the teacher team meeting, members were observed engaging in the Looking at Student Work Protocol to adjust a math lesson. Additionally, teacher team members expanded a two day math lesson on distributive property to three days and discussed several instructional strategies for re-teaching the lesson as a result of analysis of student work which indicated many students did not understand the lesson.

Teacher voice is a vital part of the decision making process. Teachers articulated feeling valued, and gave a few examples of key decisions they were part of, such as changes to the weekly student intervention schedule, participation in horizontal and vertical intervisitations, and creation of various instructional strategies such as ICE (Introduce your quote, cite, and explain) ice cubes in student essays. As a result, there is expansion of student achievement and pedagogy.

According to the School Learning Survey, for the response that relates to how parents feel about how teachers are committed to student success, improving their schools, and continuous professional learning within a culture of respect, 97% felt that their child's teacher appreciates their culture/background. Moreover, 95% believe that their child's teachers can communicate well with parents/guardians from different cultures/backgrounds.

According to the School Learning Survey relative to the response on how teachers feel about how the school fosters a commitment to student success, school improvement, and continuous professional learning within a culture of respect, 100% of the teachers believed that teachers design instructional programs together.

Need:

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, which lead to uneven levels of engagement. This practice is not evident across all classrooms which resulted in scholars' inability to complete challenging tasks or participate in discussion that promotes higher order thinking.

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, 80% of teachers will include multiple entry points and Depth of Knowledge (DOK) levels of questioning that promotes high order thinking designed to address scholar needs and abilities to ensure scholars meet targeted goals as evidenced in lesson plans and classroom observations resulting in even levels of student engagement.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers of Science and Social Studies will participate in professional development and receive ongoing support from a coach in literacy skills that include graphic organizers and effective scaffolding to meet the needs of our scholars in an effort to infuse literacy across classrooms.	All Science and Social Studies teachers	ongoing September 2015 - June 2016	Science Department Chair, Social Studies Department Chair, and School Leaders
NHMS will implement ongoing targeted professional development opportunities according to teachers' needs on topics such as multiple entry points, differentiated instruction, and the Danielson Framework for Teaching in an effort to enhance student engagement across all classrooms.	All teachers	ongoing September 2015 - June 2016	PD Committee, School Leaders
NHMS will institute a collaborative environment where teachers meet in grade level teams and departments to strategically plan next steps and devise responsive plans to	All teachers	ongoing September 2015 - June 2016	Department Chair, Grade Leaders and School Leaders

meet the needs of all scholars upon analysis of data from school-wide assessments.			
Throughout the school year, administration will cultivate efforts to randomly check lesson plans for evidence of the Depth of Knowledge (DOK) levels of questioning and multiple entry points to ensure scholars are engaged in rigorous instruction as well as measurement towards reaching their targeted goals.	All teachers	ongoing September 2015 - June 2016	School Leaders
Throughout the school year, teachers across content areas in their grade level teams will engage in structured cycles of the inquiry process in efforts to examine student work using the LASW protocol that will result in the surfacing of trends and areas of weakness so teachers can make the necessary refinements and modifications in instruction to further improve their pedagogy.	All teachers	ongoing September 2015 - June 2016	Department Chair and Grade Leaders

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.										
Human resources:										
- There will be an additional period of planning time for teacher grade level and department teams incorporated into the schedule to allow for teacher collaboration and planning.										
- PD Committee will host professional development workshops on Universal Design for Learning (UDL) principles.										
Instructional resources:										
- Literacy Design Collaborative										
- SMART board technology										
Per Session/Per Diem:										
Substitute teachers will provide teacher coverage as needed for those teachers who attend the scheduled professional development workshops throughout the year.										
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		SIG/SIF		PTA Funded		In Kind	X	Other
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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.

To monitor progress, ongoing professional development will be offered in the areas of multiple entry points, scholar engagement practices, and higher order thinking questions. School leaders will also observe teachers and review lesson plans to ensure teachers are adhering to established protocols and provide feedback and the necessary support; scholars are provided with the necessary access to the curriculum; there is evidence of differentiation of instruction in classrooms; and scholars are engaged in rich meaningful classroom discussions.

Based on review of the school's Advance data in February 2016, this is still an area for development for the school. Teachers in need of improvement will be provided targeted support.

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

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

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

Part 1 – Needs Assessment

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

Strengths:

According to the Quality Review Report 4.2 - Teachers in the school are engaged in structured professional collaborations in teams, using an inquiry approach that promotes shared leadership and focuses on improved student learning. Teachers are provided with a voice and shared decision-making which typically results in improved pedagogy.

Learning Survey Results

According to the Learning Survey, the principal at the school is strongly committed to shared decision making and works to create a sense of community in the school. It was also noted that the principal promotes family and community involvement in the school (94%)

At the school, teachers have influence over school policy in the areas of developing instructional materials, setting standards for student behavior, and selecting instructional materials used in classrooms.

At the school, the principal makes clear to the staff her expectations for meeting instructional goals, communicates a clear vision for the school; understands how students learn; and carefully tracks student academic progress.

Need:

Teachers need to consistently implement and provide multiple entry points into the curriculum for all learners so as to ensure that instruction is engaging and meets the needs of all learners that will improve student achievement outcomes and the production of meaningful work products.

Part 2 – Annual Goal

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

By June 2016, 85% of the teachers will demonstrate professional growth that focuses on instruction through the implementation of actionable feedback from administration, and ongoing professional development that will improve

pedagogy in the areas of differentiated instruction and the implementation of multiple entry points that results in the improvement of student engagement.

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) 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>A teacher goal setting structure (Staff Personalized Learning Plans) will be implemented to identify teacher needs and set clear expectations. These Personalized Learning Plans (PLPs) will guide teachers in setting professional development and scholar goals for the 2015-2016 school year. Furthermore, teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson’s Framework for Teaching; conduct intervisitations among their colleagues; and participate in an end-of-year reflection supported by scholar data. Throughout the school year, there will be three one-on-one check-ins. Intervisitation norms will be established to establish a culture of trust for visits.</p>	<p>All Staff Members</p>	<p>ongoing August 2015 – June 2016</p>	<p>School Leaders</p>
<p>Teachers will meet within department teams led by department chairs in order to collaborate with other teachers within the same discipline. Teachers will receive support in a variety of professional development opportunities to support the development of their professional practice and their understanding of Danielson’s Framework for Teaching. All teachers and paraprofessionals will be invited to participate in a three-day summer school-based professional development staff. Teacher leaders will facilitate professional development sessions based on areas of strength. Teachers will attend differentiated professional development sessions based on areas of need. A variety of professional development opportunities will be offered (starting in July) such as Life Space Crisis Intervention, Wilson Training, and Literacy Design Collaborative.</p>	<p>All Teachers</p>	<p>ongoing August 2015 – June 2016</p>	<p>School Leaders, Department Heads</p>
<p>School leaders will visit each teacher’s classroom a minimum of six times over the course of the year, and provide teachers with actionable verbal and/or written feedback aligned with teacher needs and Danielson’s components. A Talent Coach from the</p>	<p>All Teachers</p>	<p>ongoing September 2015 – June 2016</p>	<p>School Leaders</p>

<p>Teacher Effectiveness will support the Principal and Assistant Principal in reviewing feedback and completing observations. School Leaders will participate in District instructional rounds, Urban Advantage Administrators Breakfasts, Teachers College Writing Leadership Program, Hunter College Title IIB School Leaders series, and LEAP Mentor Program to further their own development.</p>			
<p>In order to ensure that parents are well informed, the School Leadership Team will be informed of the Danielson Framework for Teaching, the teacher evaluation process, and Common Core Learning Standards.</p>	<p>Parents</p>	<p>ongoing September 2015 – June 2016</p>	<p>School 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>Human resources:</p> <ul style="list-style-type: none"> - Talent Coach from the Office of Teacher Effectiveness will conduct instructional rounds to norm practices with the administrative team and provide professional learning on the Danielson Framework for Teaching. - Academic Coordinator and ELA Coach was allotted an extra period of scheduled time to allow for planning and classroom visits for peer feedback. - Literacy Design Collaborative Coach uses Zoom Chat and visits the school once a month to support teacher practices. -LEAP Apprentice <p>Instructional resources:</p> <ul style="list-style-type: none"> ● Wilson Training ● TC Writing program ● Urban Advantage - kids resources <p>*School Leaders will participate in District instructional rounds, Urban Advantage Administrators Breakfasts, Teachers College Writing Leadership Program, Hunter College Title IIB School Leaders series, and LEAP Mentor</p>

Program to further their own development.

Per Session/Per Diem:

- Substitute teachers are brought in for classroom coverage while teachers attend scheduled professional learning workshops.

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		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.

To monitor teacher progress, in January school leaders will conduct conferences with teachers to ensure they are meeting their goals as outlined in their Personalized Learning Plans; in addition to discussing the feedback from teacher observations provided on the areas of recommendation.

As of February 2016, teachers are continuing to receive both evaluative and nonevaluative feedback.

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

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

Section 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.

In order to conduct a comprehensive assessment of the school’s academic response to this element of the Capacity Framework (Strong Family and Community Ties), the School Environment Survey, the Quality Review Report, and school-created family survey results were reviewed.

Strengths:

According to the Quality Review Report indicator 3.4 - high expectations are constantly shared with the entire staff, students, and school community, and there is a system of accountability to ensure all stakeholders are meeting those expectations.

- During parent interviews it was stated that families receive ongoing communication about their child(s) progress, via emails, phone calls, and progress reports through an online system, Jump Rope.

- Seventy-seven percent of parents attended Scholar Led Conferences on the day of scheduled conferences at the end of Trimester I and seventy-five percent of parents attended at the conclusion of Trimester II. The overall Scholar Led Conference completion rate for the 2013-2014 was approximately 85%.

- According to the New York City School Survey (2013-2014), ninety-six percent of parents are satisfied with the education that their child has received (City Average: 94%; District Average: 94%).

- According to the New York City School Survey (2013-2014), ninety-nine percent of parents agree or strongly agree with the statement “My school keeps me informed about my child’s academic progress.”

Needs:

NHMS needs to increase the number of parental opportunities for engagement to strengthen their knowledge of the Common Core Learning Standards, the expectations of each grade level and beyond, and the implications for student learning. According to the Quality Review Report, parents are cognizant of the Common Core Learning Standards; however, they are unsure of the implications for 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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, NHMS will strengthen its work in creating a welcoming environment in which families can engage within the school community by increasing the number of school events and activities, as measured by the attendance at our school events which will result in increased parent attendance at meetings and workshops.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>New Heights Middle School will continue to use Blackboard Connect (phone messaging system), email distribution, and print copies of Weekly Announcements to advertise upcoming family events. Messages will be sent out in the family’s native language.</p>	<p>All Families</p>	<p>ongoing August 2015- June 2016</p>	<p>Parent Coordinator and School Leadership</p>
<p>The New Heights Middle School Parent Coordinator will reach out to local organizations to find ways to develop meaningful partnerships that benefit the families of its scholars (i.e. financial literacy) . There will be a focus on partnerships that support the families of SWD and ELL populations (i.e. High School Match for SWD). Identify at-risk scholars and reach out to parents of these scholars about partnerships and opportunities that are available.</p>	<p>All Families</p>	<p>ongoing August 2015- June 2016</p>	<p>Parent Coordinator</p>
<p>New Heights Middle School will host workshops on the Common Core Learning Standards and the instructional shifts that have take place as a result of the implementation of the standards for the families of scholars. The New Heights Middle School School Leadership Team will host a series of events that will help parents meet their children’s social and emotional needs (i.e. Family Game Night and Family Book Club).</p>	<p>All Families</p>	<p>ongoing December 2015-June 2016</p>	<p>Parent Coordinator and School Leadership</p>
<p>Teacher leaders and Learning Leaders facilitators will facilitate a series of sessions that teach parents how to support their child’s learning at the middle school level. Session topics will include JumpRope standards based grading, technology to support learning, study skills, and meeting the social emotional needs of middle school scholars and building relationships between the school and home.</p>	<p>All Families</p>	<p>ongoing September 2014-June 2015</p>	<p>Teacher Leaders, Learning Leaders facilitators</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.

Human resources:

- Learning Leaders will provide training during the school day
- The Parent Coordinator and PTA Executive will assist with the parent engagement and logistics.
- Guidance Counselor will conduct workshops with parents on the high school application process.

Instructional resources:

Materials and supplies for parent engagement workshops

Online standards-based grading system - Jump Rope.

Per session/Per Diem:

\$10,000 was allotted for parental involvement

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		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.

To monitor progress, in February school leaders will examine and review the attendance sheets from each school activity and event to ascertain whether these activities yield an increase in parental engagement.

As of February 2016, parental engagement opportunities have included grade level expectations, current scholar performance, and strategies for helping you child move to the next level. These have included parent workshops on the school's JumpRope system, the Common Core Learning Standards, and test preparation strategies in both ELA and math.

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)	Diagnostic Reading and Writing Assessments Review of teacher-created assessments, summative assessments, and scholar work products Wilson Program	Targeted ELA Instruction Saturday Academy, in-class support Targeted ELA Instruction	Guided reading/writing program Small group One-to-one Wilson Program One-to-one Small group	During the School Day Saturdays During the school day During the school day
Mathematics	Diagnostic Mathematics Assessment Review of teacher-created assessments, summative assessments, and scholar work products	Targeted Mathematics Instruction Saturday Academy, in-class support (previewing and re-teaching concepts and skills)	Small Group Intervention (rotation schedules) Small group One-to-one	During the school day Saturdays During the school day
Science	Review of teacher-created assessments, summative assessments, and scholar work products	Previewing and re-teaching concepts and skills	Small group One-to-one	During the school day
Social Studies	Review of teacher-created assessments, summative assessments, and scholar work products	Previewing and re-teaching concepts and skills	Small group One-to-one	During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Review of behavior alerts to note trends of social-emotional behaviors of concern</p> <p>Attendance records</p>	<p>TAC-D program, individual check-ins, advisory support, Guidance support, Peer Mediation Program</p> <p>Guidance and advisory support, attendance outreach, parent meetings with school leaders</p>	<p>Small group</p> <p>One-to-one</p> <p>Partners</p> <p>One-to-one</p> <p>Advisory groups (for contest on attendance)</p> <p>Mobile Crisis Intervention: Interborough</p>	<p>During the school day</p> <p>Afterschool</p> <p>During the school day</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At New Heights Middle School we aim to attract highly qualified teachers. Our hiring committee consists of the school leaders, coaches, and teachers (representing multiple subjects). Throughout the spring, the hiring committee dedicates time to posting job vacancies in a multitude of areas such as the Open Market, college websites, Idealist, Craigslist, among others. Based on the resumes that our school receives, candidates are selected by the school leaders and hiring committee for a demonstration lesson and informal interview. If it is determined that the candidate is a person of interest determined by the hiring committee, the candidate engages in an online written task and then moves on to the final interview. After all candidates are interviewed the committee meets to make a selection.</p> <p>At the beginning of the year, teachers self-reflect and create goals in relation to the Danielson Framework of Teaching, including their performance the prior year. Professional development is ongoing throughout the year, and all teachers are members of at least one team to support their growth as educators. Teacher teams meet weekly in department meetings to collaborate, discuss best practices, curriculum revising, lesson planning, examine scholar work, analyze scholar performance data, among others. The focus of the department meetings is determined by the department chair and school leaders based on school-wide needs and/or department needs. Within departments, teachers receive supports from department heads, Teaching Matters consultants, and network-based coaches. Teachers also meet in grade-level teams to discuss trends and strategies across their grade to support scholar success—academic, social, and emotional. Throughout the year our teachers meet in differentiated professional development sessions facilitated by their colleagues and school leaders. Examples of essential educational topics are classroom management, school-wide procedures and routines, inquiry work, rigorous planning, and formative assessments. Throughout the school year, a consultant from TAC-D will work with school leaders and staff in the areas of cultural responsiveness, classroom environment and building relationships with scholars. Teachers also participate in intervisitations where they can observe best practices in action within our school community. In order to expand our own expertise, teachers and paraprofessionals are highly encouraged to participate in outside of New Heights Middle School professional development. For example, two teachers from the Mathematics Department participate in the Hunter College Mathematics program. Another example is our participation in the i3 Design Literacy Collaborative grant program within the Social Studies and Science departments. The ELA Department, including special education teachers, participate in the Teachers College Writing Program.</p> <p>At New Heights Middle School, we support ongoing communication through the use of Google Apps for Education and Staff Weekly where we also celebrate staff via acknowledgements.</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).

In collaboration with the professional development committee, we have devised a professional development plan for teachers and paraprofessionals that was strategically created around our CEP goals, all of which synthesize to increase and support scholar achievement and their meeting or exceeding of the implementation of the CCLS. Each session correlates to a NYC DOE identified Danielson Competency and teachers engage in collaboration and/or self-reflection at all sessions. School leaders and teacher leaders that have demonstrated effective practices facilitate these sessions. Staff who attend exhibit strong pedagogical and instructional practices as well as external professional development sessions are invited to turnkey what they learned at Monday professional development sessions. For each of the sessions facilitated at New Heights Middle School, teachers and paraprofessionals provide feedback on its effectiveness and ideas for future professional development sessions.

School leaders participate in professional development sessions to support their own growth. Both school leaders participate in professional development over the summer and throughout the school year. For the major initiatives that are school-wide or department-wide, at least one of the school leaders will participate in the off-site professional development sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

Not applicable

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.).

Not applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee elicits the feedback of each of the departments before we make final decisions around MOSL selections. Furthermore department chairs take into consideration teacher feedback on ongoing basis around assessments and its analysis where it is communicated to school leaders. Furthermore each of the departments decide on the types and dates for department-wide assessments.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	277,731.00	x	Section 5A, 4b Section 5B, 4b Section 5C, 4b Section 5D, 4b Section 5E, 4b
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,334,131.00	x	Section 5A, 4b Section 5B, 4b Section 5C, 4b Section 5D, 4b Section 5D, 4b

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 scholar 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. New Heights 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. New Heights 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. Achieve 3000, Math XL, Math and

- 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 (e.g. access to Jump Rope, the online grade book, distribution of weekly progress reports);
- 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 (e.g. school website, written correspondences, phone outreach) ; and
- 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 our school community.

New Heights 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. Our 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 our 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 New Heights Middle School's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, New Heights Middle 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 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 schools 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 our 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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Family Coordinator to serve as a liaison between the school and families. The Family Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Family Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

New Heights Middle School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Scholar-Led Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, 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 weekly written progress reports to keep parents informed of their children’s progress;
- developing and distributing a school calendar or web communication designed to keep parents informed about school activities and student progress; and
- 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)

New Heights 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 scholar achievement between the school and the families. Staff and parents of scholars participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and scholars will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- providing technology integration to develop and support 21st century skills; and
- providing scholars with advisors who support them academically, socially, and emotionally.

Support home-school relationships and improve communication by:

- conducting scholar-led conferences each of the first two trimesters 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 scholars 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;
- posting important information on the school website, utilizing School Connect to call and sending e-mail blasts to families regarding school events; and
- utilizing Jump Rope, an online grading platform, which includes parent/student logons for up-to-date academic progress.

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; and
- planning activities for parents during the school year (e.g., Open School Week, Art Night, Science Night, Brooklyn Museum Family Night, Game Night).

-

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; and
- 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 30 minutes);
- read the weekly newsletters and review the weekly progress reports;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the New Heights Middle School's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

III. Scholar Responsibilities:

- play an active role in my learning;
- 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;
- behave according to New Height Middle School's core values (e.g. citizenship, respect, responsibility, relentless pursuit, and optimism);
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- exhibit relentless pursuit in order to take charge of my own learning.

**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](#).

A. School Information

<h2 style="margin: 0;">Part I: School ELL Profile</h2>
School Name New Heights 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 Jessica Luciano	Assistant Principal Michael Wiebusch	
Coach type here	Coach type here	
ENL (English as a New Language)/Bilingual Teacher Tarek Elabsy	School Counselor Jennifer Cuervo	
Teacher/Subject Area Anaika McKenzie /Science	Parent Maria Goris	
Teacher/Subject Area Kayhesha Gardner/ Special Education	Parent Coordinator Gwendolyn Williams	
Related-Service Provider type here	Borough Field Support Center Staff Member type here	
Superintendent type here	Other (Name and Title) type here	

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to	0	Number of teachers who hold both a bilingual extension and TESOL certification	0

		students in bilingual programs [applicable to grades 7–12]			
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	261	Total number of ELLs	14	ELLs as share of total student population (%)	0.0536398467 %
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Part II: ELL Demographics

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

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

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	4
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	1

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										00
DL										00
ENL	3	3		10	1	3	1	00	1	00
Total	3	3		10	1	3	1	00	1	14
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
														00
														00
														00
TOTAL	00	00	00	00	00	00	12	6	8	00	00	00	00	00

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	
	EL	EP																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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								
									00	00
									00	00
									00	00
TOTAL	00									

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Spanish							2	1	1					4
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic							1							1
Haitian								5	1					6
French									2					2
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other							1							1
TOTAL	00	00	00	00	00	00	4	6	4	00	00	00	00	14

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1							1
Emerging (Low Intermediate)														00
Transitioning (High Intermediate)							1		2					3
Expanding (Advanced)							1	7	2					10
Commanding (Proficient)														00
Total	00	00	00	00	00	00	00	00	00	00	00	00	00	00

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														00

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														00

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6	3				00
7	5	2			00
8	4				00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6			2		1				00
7	3		4						00
8	3		1						00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school utilizes Fountas and Pinnell, Running Record and teacher created assessments to decide on the literacy skills of ELLs. NYSITELL is also utilized as a formative assessment based on which the level of students is configured. In addition, it drives the future instruction for ELLs. The data reveal that most of our ELLs are advanced with higher scores in speaking than the other three modalities. The data also show that most ELLs read below the appropriate grade level, which requires differentiation in instruction to address all the needs of ELLs. The quantitative data reveal that 17 of our ELLs are at the advanced level; 7 are at the beginner level and 2 are intermediate. Differentiated materials were available for all students to meet their specific needs to promote their linguistic skills in listening, speaking, reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across levels on the NYSITELL show that all the newly admitted students are at the low beginner level. When comparing the 2013 NYSESLAT to the 2014 NYSESLAT, the data patterns reveal that 3 scholars' scores have improved from intermediate to advanced levels. The data also show that 7 scholars total scores have partially decreased while the rest of the scholars' scores have increased. The data patterns still show that writing scores did not improve as much as the other modalities scores. According to 2015 NYSESLAT data, all NHMS ENL scholars' scores, with no exception, have improved tremendously. About 40% of our ENL have scored proficient on the 2015 NYSESLAT, 2 the entering/beginner students, with only one year of service, have increased their academic performances and now they are at the transitioning level. One of the entering level students is at the expanding level now. The data reveal that our ENL population has terrifically diminished, which reflects the effectiveness of our ENL program.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our school adopts the Free Standing ESL Program administered by a certified ESL teacher. The program is a combination of push in and pullout models in which all ELLs have the opportunity to promote their linguistic skills through different content areas. The patterns that we notice across grade and proficiency levels is that the majority of students show a year to year increase in their proficiency

levels. However, when they attain the advanced level, students seem to need more time to move from the advanced level to the proficient proficiency level.

4a 2, Our ELLs at New Heights take their ELA/Math exams in English with time extensions and translation dictionaries as stipulated by CR part 154. Although some state exams are available in ELLs' first language, students use the English version for their responses. Therefore, data to be compared are not available.

4.b. School Leadership Team

Analyzes the overall performance of all ELLs on the periodic assessments to track progress toward goals. We analyze for trends, patterns, strengths and weaknesses and most critical areas for improvement. We utilize data to create action plans to address the critical needs of our students. These plans are monitored for progress and rewritten, when necessary.

4.c. ELLs are allowed the opportunity to have instruction in both English and their home languages by utilizing bilingual dictionaries, bilingual glossaries, Google Translate and online dictionaries that provide both languages or more. In addition, during Mathematics State Exam, scholars are allowed the opportunity to utilize bilingual glossaries to assist them in transferring prior knowledge and literacy skills from home language into English. Based on the data derived from AMAO 1 and 2 statuses, all our ENL scholars, with no exception, have shown growth. Around 40% of our ENL scholars have tested out and now they are at the Commanding Proficiency Level. In addition, the data reveal that 4 students have shown notable growth from Intermediate Proficiency Level to Expanding Proficiency Level. Two students have shown growth from Beginner/Entering Proficiency Level to Higher Intermediate/Transitioning Proficiency Level. One student has shown a terrific academic growth from Entering/Beginner Proficiency Level to Advanced/Expanding Proficiency Level. Based on the above data, our ENL program has shown to be highly effective.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

N/A

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

We utilize the results from the NYS ELA and Math exams, NYSESLAT, TeenBiz3000 pre and post assessments, ELL periodic assessments, MOSL as well as teacher created assessments to tailor instruction for the ELLs. Native language support is also given by bilingual teachers and staff in addition to utilizing Google Translate, Google Images, picture dictionaries, translation dictionaries, bilingual glossaries, bilingual dictionaries, and leveled books in their L1 to further build their L1 so that they can make the transfer to L2. 25% of instruction is provided in the students' home language through the utilizing of technological resources such as Google Translate, bilingual glossaries, and online bilingual dictionaries. SIOP and QTEL strategies are employed by both ESL and content-area teachers to drive future instruction and to ensure the development of students' first language in instruction. Activities such as the 'do now' and 'exit ticket' in certain subjects can be in both languages. Scholars are always allowed the opportunity to have access to online bilingual dictionaries and glossaries to always include both languages in learning. In this way, a child's second language which in this case is English will be automatically developed based on the automatic transfer of linguistic skills from first language to second language (English). Moreover, The ENL teacher meets regularly with classroom teachers, clusters and other related service providers to make sure the instructional needs of the ELL students are being met. They receive a list of the ELL students in their class with the students proficiency levels on the LAB-R and/or the NYSESLAT. The ENL teacher allows teachers the opportunity to know about the parents' responses on the Home Language Survey and the parent interview such as how much schooling they had in another country and/or how much English is used at home as well as if the child has someone to help him or her at home with the homework. In addition, the ENL teacher plays a role in inquiry meetings, staff conferences and grade conferences. The ENL teacher also provides ELL training to the classroom teachers to make sure that the child's second language development is considered in instructional decisions. Finally, based on the data on the following ATS Forms: RLCB, RLER, RNMR, RLAT, RELC, RCRL and RESI, all the teachers come together to examine the data to decide on the most effective way to develop the child's second language bearing in mind the importance of history of the child's education as well as his or her background.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

New Heights Middle School evaluates the success of ELLs' programs by assessing how many have tested out of the NYSESLAT and reached the proficient proficiency level in English. ELLs' growth within the four modalities is measured as demonstrated by AMAO. In addition, the success of the programs for ELLs is measured by the ELLs' performance on city and state mandated assessments. This includes NYS Assessments and High School Regents Examinations. In addition, emphasis would be placed on the movement of students towards graduation and attaining promotional advancements between grades. The data derived from the ELL periodic assessments for both Fall and Spring help measure the growth in ELLs' performance. Based on the analysis of the data, success for ELLs' programs can be measured. Based on the data derived from ELL periodic assessments for Fall 2014 and Spring 2015, there has been improvement in the performance of our ELLs, which supports the validity and reliability of our ENL program. For example a 6th grade student's score has increased to 90% in the Spring Assessment of 2015 compared to 86.7% in the Fall periodic assessment of 2014.

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.

Parents/Guardians of students who first enter the New York City public schools must complete a Home Language Identification Survey (HLIS). This form is only completed once when a student enters a NYC public school. For other newly-admitted ELLs who have already completed the HLIS in another school, biographical information in ATS is utilized. It is the responsibility of the certified ESL Teacher, Mr. Tarek Elabsy, who is trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. Mr. Elabsy, the ESL teacher, is also certified in teaching Arabic as a Foreign Language in New York State and is certified by the New York City Department of Education to professionally translate and interpret from English into Arabic and vice versa. Mr. Elabsy has received all the required training to be a certified Arabic translator and interpreter in New York City. Other staff members who are native speakers of Haitian Creole, Spanish and French are utilized to attend the interviews with parents who prefer to communicate in the above languages.

For all other languages that none of our staff speaks, translation and interpretation services provided by DOE or private vendors are utilized

The following steps are followed for the initial identification of those students who may be ELLs:

The Home Language Identification Survey (HLIS).

1 At the enrollment of new entrants to NYC schools , trained school staff meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that is translated into 9 languages . Parents complete this form to show what language the child speaks at home. If it is determined that the student's native language is other than English, an informal interview will be conducted , and the child is administered New York State Identification Test for English Language Learners (NYSITELL), which is a test that establishes English Proficiency Level. Students that score below the proficient proficiency level on (NYSITELL) become eligible for state-mandated services for ELLs .If the new entrant's first language is Spanish , then the Spanish LAB is administered to decipher language dominance.

Initial Assessment for ELLs. The ELL Periodic Assessment is one of the diagnostic tools used to identify ELLs with Interrupted Formal Education (SIFE) .

Parents are notified of their child's eligibility for services, and are provided with information and service options in English and their native languages.Students are placed in our ESL program within ten (10) days of enrollment . We provide parents with translated notifications and information in English as well as in their native languages in order to keep them well informed. We also provide them with translated notification resources, parent options, and program selection forms, Placement letters, Entitlement letters, Continued Entitlement, as well as Non- Entitlement letters.

The New York State English as a Second Language Achievement Test (NYSESLAT)

Each spring, ELLs are administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to qualify for ELL services. ELLs who are proficient are no longer entitled to ELL services, and can enter all English monolingual services.

Special Education Identification

If an ELL parent believes that his/her child is having difficulties in school , he/she is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within regular education classes . If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects learning. Parents have the right to make a referral to the Committee on Special Education (CSE). For Special Education ELLs, the CSE must determine if problems experienced by the child in school, are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences. An evaluation assessment is conducted in the native language and in English. If a child is deemed to be eligible for special education services, a disability must be present in the child's ability in both the child's native language and English.

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).

Through regular periodic testing the early literacy skills of ELLs are monitored and progress reported to teachers , students , and also parents . The Academic Reading and Writing Assessment is one of the diagnostic tools used to identify ELLs with Interrupted Formal Education (SIFE) .This tool standardizes SIFE identification process for students. The Academic Reading and Writing Assessment is administered after the Home Language Identification Survey (HLIS) and New York State Identification Test for English Language Learner (NYSITELL) are administered and an Oral Interview Questionnaire (available in most L1) has pinpointed an interruption of more than two years . These tests - City/State Tests and Diagnostic Assessments – provide educators with information about the academic strengths and weaknesses of ELLs . These results are used to inform instruction .

The following are also assessments for ELLs which can be administered to determine the SIFE status of students.

City /State Tests

English Language Arts (ELA)

NYSESLAT

Math

Science

Social Studies

Regents Exams

Diagnostic Assessments

ELL Periodic assessments

In addition, a SIFE questionnaire is provided in English and in the parents' preferred language of communication to determine SIFE status. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, New Heights Middle School administers the Literacy Evaluation for Newcomer SIFE (LENS) within 30 days of the enrollment of students. If the student has been in the US schools for less than 12 months and his or her literacy levels are two years or more below grade level in his or her home language or mathematics due to interruption in their formal education, the student is considered a SIFE. SIFE identification process includes forming of a team of specialists (ESL/bilingual education coordinators and teachers, guidance counselors, social workers and other educators who will be serving this population) who will administer the Home Language Questionnaire both in home language and English, an interview in both home language and English, a content area assessment as well as the administration of the Language Assessment Battery-Revised (LAB-R).

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).

The identification process for newly-admitted students who have individual educational plans (IEPs) requires various steps. Based on the HLIS, if the student's home language is English, the identification process has to be terminated immediately. On the other hand, if the student's home language is a language other than English, the Language Proficiency Team (LPT) has to determine the student's eligibility to take the NYSITELL. The LPT has to take into consideration the student's language development. In addition, the LPT has to consider the decision of the CSE as to whether the student's disability hinders his or her English proficiency. Based on the information gathered by the LPT team, a decision can be made. If the student's disability is the determining factor that dramatically affects his or her language proficiency, the LPT can make a decision that the student does not need to take the NYSITELL. The principal has the right to refuse the recommendation of the LPT within 20 days, which means that the student has to be administered the NYSITELL immediately. If the LPT decides that the student has to take the NYSITELL, the student must take the NYSITELL immediately. IN addition, if the parent speaks a language other than English, interpretation and translation services will be provided either by employing school staff who has a full command of the target language or by utilizing the services provided by the Interpretation and Translation Services provided by the DOE. Within 5 school days, NHMS sends out the following letters to inform parents of the ELL status of their children:

Entitlement Letter

Non-Entitlement Letter

Continued Entitlement Letter

Within 10 school days, scholars who are considered ELLs, are placed in our Free Standing ENL Program after informing the parents of the scores of the NYSITELL and allowing them the opportunity to know about the other available programs, which are offered by other schools. The LPT includes the special education director, the ENL teacher/coordinator and the ELA and Literacy teacher.

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.

Within 5 school days, NHMS sends out the following letters to inform parents of the ELL status of their children:

Entitlement Letter

Non-Entitlement Letter

Continued Entitlement Letter

The above letters in the parent's or guardian's preferred language are sent out to parents by mail. In addition, a copy of the letter is provided for the student to take it home. To ensure that parents receive the letters, NHMS parent coordinator Ms. Williams contacts the parents by phone to ensure the delivery of the above letters. Ms. Williams, the parent coordinator, is responsible for the whole process of informing parents of their children's eligibility for ENL programs by mail. The above letters are kept in each scholar's file in the main office. The school secretary is responsible for keeping and updating scholars' files.

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 will be provided with all the necessary information regarding their right to appeal ELL status in writing. In addition, during the interview with the parents, the interviewer will inform them of their rights to appeal the ELL status. All the information regarding the ELL identification process will be provided to parents during the orientation. In addition, notification letters of parents' rights to appeal the ELL status and other rights, in both English and the home language of the parents, will be distributed to parents. Ms. Williams, the parent coordinator, is responsible for informing parents of ELLs and providing them with the up-to-date

information both by phone and by mail. For parents who selected TBE/DL programs, they would be informed once these programs are available by Ms. Williams, our school parent coordinator.

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 time frame? Describe the process, outreach plan, and timelines.

To ensure that parents of ELLs understand the three program choices (Translation Bilingual, Dual Language, Freestanding ESL) they meet with the ENL teacher and are informed about these programs through DVDs or online in their language of choice. Brochures are also made available in their home language. These brochures and DVDs are provided by the office of ELLs. If a parent does not attend the meeting, the ENL teacher will follow up with a phone call interview. During this interview, in the parent's home language, the parent is informed about the three program choices available to their child. These interviews by phone are documented and filed by the certified ENL teacher. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Information and question- and -answer sessions are provided throughout the year in a number of ways such as including one-on-one meetings, phone conversations, district presentations, and informational packages. For parents who selected TBE/DL programs, they would be informed once these programs are available by Ms. Williams, our school parent coordinator. The school will keep a copy of the parent choices in the main office as a record to ensure we communicate parents once these selected programs are available. Parent Choice and program offerings continue to be aligned. The original copies of the Parent Choice and Home Language Identification Surveys are kept in the student's cumulative file, while copies are kept in the files maintained by the school secretary. A Parent Orientation meeting is held at least two to three times a year to make parents aware of the new programs available in our school or city wide.

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.

The ENL Teacher, within ten days of enrollment and placement of newly enrolled ELLs and after it has been ascertained through interviews and the administering of the HLIS that a student is eligible for ELL services, makes every effort to stay in close contact with ELL parents. Parents are informed in their preferred language, by the ENL teacher after administering the NYSITELL, of their child's eligibility for

ELL services. If a student scores below proficiency on the LAB-R, an entitlement letter is sent to the parent. A parent receives a non entitlement letter if a student scores above proficiency level on the LAB-R. Parents of entitled ELLs are scheduled to meet with the ENL Teacher and school administrators, at an orientation, to inform them about the different ELL programs that are available. After viewing a DVD, reading brochures, and having discussions about the ELL programs in their preferred language, parents are given the Parent Survey and Program Selection Forms in their preferred language to select a program. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting this information quickly and efficiently is critical to

Part IV: ELL Identification Process

Return the Parent Survey and Program Selection Forms are also interviewed on the telephone in their preferred languages and their choices are documented. These documents are filed and stored along with a copy of the HLIS for each ELL by the school secretary. If parents select an ELL program that is not available at our school, they are given information by the ENL teacher about schools that will fulfill their choice. If no choice is made, the default choice is TBE.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting this information quickly and efficiently is critical to getting their input. If parents are absent from these important parent orientations, the ENL teacher arranges a telephone interview in which parents are provided with information about the ELL programs. Questions are also answered in their preferred language, and they are encouraged to select an ELL program. These telephone meetings are documented. Parents who attend meetings but do not return the Parent Survey and Program Selection Forms are also interviewed on the telephone in their preferred languages and their choices are documented.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL teacher, the school secretary and the parent coordinator works as a team to ensure the distribution of all parent notification letters that are written in the parents' preferred language of communication. After letters are submitted in person and/or by mail to parents, the school contacts parents by phone to ensure that they received the notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). These documents are filed and stored along with a copy of the HLIS for each ELL by the school secretary. These documents are in the main office.
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.

Each spring the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs in our school to determine English proficiency. The test determines whether or not students continue to qualify for ELL services. The scores from this test provide teachers of ELLs with detailed information about students' strengths and weaknesses in listening, speaking, reading and writing. ELLs who are not proficient are prepared for this examination by the ENL teacher and also content area teachers of ELLs. Eligibility for ESL and (NYSESLAT) is acquired from ATS by printing the RLER. The four components of the NYSESLAT are

administered according to DOE's guidelines .Accommodations are not permitted on the NYSESLAT since it is designed specifically for ELLs. ELLs scoring at or above proficiency are entitled to two years of transitional ENL services and also testing accommodations . All staff members who administer the four modalities of the NYSESLAT are required to know the testing process and accommodations for ELLs.If a student is absent for one or more subsets , that student will complete the subset on the makeup dates provided ,within the testing time frame .

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement would be determined by the child's performance on the New York State English As a Second Language Achievement Test (NYSESLAT) which is administered in the spring.Parents are also advised that their child should remain in the same program for as long as he/she is entitled to the program because studies show that students who remain in the same program from year to year tend to perform better in standardized tests and are more academically successful than those who alternate between different programs . After the results of the NYSESLAT are posted scores are analysed and continued entitlement and entitlement letters are distributed to parents in their preferred language by the ENL Teacher. Parents of students who test out of the program (P) are given Non entitlement letters informing them that their child received a score indicating that he/she is no longer entitled to services for ELLs because he/she is English proficient . These proficient students are however entitled to 2 years of time extensions on examinations as per CR Part 154 .Parents of students who are Beginning/Entering, Emerging/ Low Intermediate ,Intermediate/Transitioning, and Advanced/Expanding on the NYSESLAT are given entitlement letters in their preferred language which informs them of their progress and continued entitlement . The ELPC screen in ATS is also updated within 20 days of the enrollment of newly enrolled ELLs .Parents are informed that their child must be placed in their program of choice within ten days of enrollment. Parents who choose a bilingual program in the native language of the student, are informed of a school where such a program exists, and they have the option of transferring to that program. If parents do not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL class. Students whose parents select the Freestanding ESL program that we offer at New Heights Middle School are placed in the ENL program and are served according to their proficiency levels. Entering and Emerging students receive 360 minutes of ENL per week , Intermediate/Transitioning receive 180 minutes, Advance/Expanding students receive 180 minutes of integrated ENL/ELA or other content area services and Commanding/Proficient students receive 90 minutes of integrated ENL/ELA or other content area per week. To ensure that all letters have been distributed and received by parents, phone calls are administered to ensure the delivery of these letters and notifications.

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).

After reviewing the Parent Survey and Program Selection forms for the past three years, the trend shows that parents have been selecting the Freestanding ENL program that we offer at New Heights Middle School. This is the only program we have available for ELLs.The trends in parent choice is monitored by analyzing the Parent Survey and Program Selection Forms completed by parents and recording their choices.The parents of ELLs have requested that their children receive coherent and rigorous education . They have requested programs with high levels of rigor to promote the academic achievements of their children. At New Heights Middle School the ENL program model consists of a push in model in the content areas and a pull -out model for academic interventions. We utilize research based academic intervention programs to help our ELLs become proficient in English. The curricula are standards-based and are aligned with the Common Core Standards .) 99% of parents indicated the free standing ENL program model as their first choice. A nominal number of parents requested the Spanish and Haitian Creole bilingual education program model as well as a Dual Language Program, yet this number does not meet the legal criteria to create a bilingual or a dual language class. Follow up orientations a conducted to insure parent participation. Additionally, parents are contacted by phone to inform them about the importance of program selection, for their children, and their attendance to the orientation. Once the parents select the model they prefer, those selecting bilingual or dual language are invited to meet with the ENL coordinator, Mr. Elabsy who is certified as an ENL teacher and also certified to teach Arabic as a Foreign Language. The ENL coordinator informs them about the options available to them. They could opt to transfer the child to a school where the selected model is available. They are also informed that they could sign a transfer option letter where they can opt to keep the child within one of the programs available in the school. This, however, is procedure only until the number of parents selecting their program of choice reaches the number necessary to create a class utilizing the requested model. If after the school makes all efforts to contact the parents and they still do not attend the orientations. Their failure to contact the school within the allotted period of time results in the placement of these students in the only available program in our school, the free standing ENL. The parents are informed of this placement in writing and through phone calls. Parents of ELL students who are currently enrolled in the ENL program and who do not reach proficiency level in the NYSESLAT, are contacted to inform them of the results. They are then instructed on what their choices are in the entitlement letter. The parents could request to have the student continue in the current program. They also have the option of meeting with the ENL coordinators to discuss a change of program. The students, whose parents fail to return the entitlement letters and who fail to contact the school, will place in the default program. The default program for ELL students is the Transitional Bilingual Program.However, this program is not available in our school. Therefore, they are placed in the only program that is available, the free standing ENL Program. The parents are then informed of this decision through the mail and or phone contact.

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.

The ELL's program at New Heights Middle School is the Freestanding ENL program. This program provides instruction in English with native language support, emphasizing English language acquisition. Our students come from many native backgrounds and English is the mostly common language among them. ELLs are kept in general education classrooms and special education according to their IEPs. Students who share a common native language background in subject area classrooms are grouped together in classes to allow students to access content by interacting with each other at varying levels of proficiency. Also, teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language among peers. The ENL teacher who is a native speaker of Arabic and who is also certified to teach Arabic as a Foreign Language pushes into classes and also pulls out ELLs, to work on specific content area tasks enriched with academic language development aligned with the CCLS. Instruction for ELLs is scaffold. The ENL teacher and content area teachers are trained in scaffolding strategies. These strategies and ENL methodologies are employed by teachers of ELLs. The ENL program, has accumulated resource materials to address the academic needs of ELLs. These materials are available in all content areas. Translation dictionaries, picture dictionaries and technological resources are also utilized to scaffold the content for our ELLs. Intervention support is also offered to our ELLs via Teenbiz3000. These programs are available in several languages such as Haitian Creole, Spanish and French, and are used by students who still need extra support in their native language. The intervention programs address differentiated needs for ELLs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging students receive 360 minutes of ENL/ELA per week, Intermediate/Transitioning receive 180 minutes, Advance/Expanding students receive 180 minutes of integrated ENL/ELA or other content area and Commanding/Proficient students receive 90 minutes of integrated ENL/ELA or other content area per week. The ENL will work with the staff member who is responsible for the schedule as well as the administration to ensure the mandated number of instructional minutes is provided rightly according to the proficiency level in each program.
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.

Our school adopts the Free Standing ENL program, which is administered in two models: push in and pull out. The push in takes place within the content areas such as mathematics and English Language Arts in which the ENL teacher scaffolds ELLs through applying the ENL methodologies. ELLs will receive the support they need to promote their linguistic skills and develop their knowledge of the content area. During the pullout, the ENL teacher allows ELLs the opportunity to enrich their vocabulary and to develop their reading and writing skills by applying various successful reading strategies. In addition, ELLs are allowed to employ technological techniques such as Google Translate to promote learning in the first language as well as English throughout the year.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students who share a common native language background in subject area classrooms are grouped together in classes to allow them to access content by interacting with each other at varying levels of proficiency in their L1. Also, teachers with groups of ELLs who have a common native language, organize collaborative tasks that target content and generate interactions in the native language among peers. Newcomers are also allowed to use their language in writing and making presentations to their group.

Translation dictionaries and glossaries are used in classrooms to facilitate comprehension .Bilingual libraries are also available in classrooms Bilingual staff members also facilitate learning by communicating with students in their home language to facilitate comprehension of learning targets . In addition, Technology is successfully utilized in New Heights to evaluate students in their home language. Google Translate is employed to help new comers and beginners to communicate in both English and their home language. Teenbiz3000 has the technology that allows ELLs the opportunity to have the same reading materials in both English and their home languages, which allows the automatic transfer of literacy skills from first language to English. For Spanish speaking ELLs, the additional evaluation conducted in a language other than English is the Spanish LAB. In order to ensure that ELLs are appropriately evaluated in all four modalities throughout the year, teacher-created assessments are used as well as "Continental's New York ELLs," The book includes activities and strategies for teachers and students to promote proficiency in all four modalities. According to our data, students are doing better in listening and speaking. After reviewing our data our ELLs are facing a greater challenge with reading and writing. The ENL teacher has devoted time to provide our content area teachers with professional development to support the instruction using ENL methodologies. The main focus this academic year is non-fiction reading activities and argumentative writing. The content area teachers are analyzing the Periodic Assessment scores and aligning the curriculum to the academic needs of the students. The teachers need to take into consideration the students' strengths and weaknesses to differentiate instruction. The ENL teacher looks at the patterns of her students in the NYSESLAT and Periodic Assessment scores. The ENL teacher and the subject area teachers are evaluating the results and are preparing lessons aligned to the needs of their students. Teachers are writing lessons that are infusing differentiation of instruction and making students accountable to excel across all subject areas. The school leaders analyze periodic assessment results through the data inquiry team. These results are compared to other forms of students' data, such as NYSESLAT data, classrooms assessments and previous regents exams. The results are used to evaluate the program and to purchase material that will support the instruction. The content area teachers are presenting to the SLT the requirements and the challenges that their children are expected to face for the specific content area. These students are provided with ample opportunities to excel academically. The scores are significant to evaluate our best practices in providing a curriculum that is going to meet the academic needs of our students. The ESL teacher aligns his curriculum to reinforce the four modalities reading, writing, speaking and listening. The selection of the curriculum is based on the needs of his students. The ENL teacher plans according to the student population and the needs of his students across the four modalities. In our school we do not have a TBE or a Dual Language Program. The instruction is delivered through a Freestanding ESL program. Instruction is provided using the workshop model which includes an opening mini-lesson, group work, and a summary of the lesson. Mr. Elabsy, the ENL teacher works closely with the General Education teachers and provides them with ESL strategies to enhance students' learning. The ENL teacher and and content area teachers have regular meetings to discuss the individual needs of the ENL students in their classes. The ENL teacher provides content area support by:

- Small group instruction
- Scaffolding
- Relevant Data Analysis of the NYSESLAT, Periodic Assessments, and Acuity scores
- Modeling
- Visuals
- Reading materials with various genres

There is also a focus on test taking strategies in order to prepare students for the state exam across the content areas. Content area teachers use ESL strategies that make learning more comprehensible and meaningful for ELLs.

The integration of concept development in the content areas with language instruction allows students the opportunity to acquire the academic language of the subject necessary to ensure success in the content areas. Instructional strategies applied in Balanced Literacy, Cooperative Learning, the Workshop Model, and second language acquisitions were also addressed in all ENL classes. The textbooks and instructional materials adhere to the NYS ENL Learning Standards and the City of New York Performance Standards. All ELLs take the New York English as Second Language Achievement Test (NYSESLAT) in May which measures students' progress in English language proficiency and determines students' eligibility to continue to receive ESL services. We ensure that ELLs are appropriately evaluated in all four modalities: listening, speaking, reading and writing by running ongoing formative and summative assessments all year long. These assessment wil inform and drive our instruction in a way that will help us to address all our students' needs. Students will be assessed continuously to gather the necessary data that inform the school-wide instruction plan

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? New Heights Middle School utilizes the following research- based technology program : Teenbiz3000 . This research-based program includes differentiated lessons for direct instruction . Over the years we have accumulated a variety of materials and resources to address the academic needs of our ELLs . These resources include WILSON , a reading intervention program developed to work as a remedial intervention for students who have reading difficulties. The materials include age appropriate content area texts , as well as engaging language development activities , phonics , and vocabulary instruction . In addition , the program includes audio CD and consumables , student practice books , teacher guides and assessments. We also have translation dictionaries , glossaries , and leveled libraries. These programs work as ELA intervention programs for those students at the Beginning level of proficiency. For the Intermediate levels we utilize Teenbiz3000. These programs offer a broad range of academic activities for all levels of proficiencies. In addition most of these programs such as Teenbiz3000 are available in Spanish,

French and Haitian Creole. The instructional model for all of these research -based intervention programs consists of Whole -Group Instruction, Small -Group Interactions, Instructional Software , Small-Group Direct Instruction , Modeled and Independent Reading , followed by the Whole-Group Wrap-Up . Teachers of ELLs also evaluate students in the four modalities by using oral presentations, ongoing journal writing , self editing by students , and students' feedback . Deficiencies are noted and learning targets further differentiated to suit students' learning styles.

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

The teachers work collaboratively with the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured heterogeneously in ELA to help target areas of need. English Language Learners receive between 90 and 360 minutes of Pull-Out and Push in ES every week depending on their levels as determined by the NYSITELL or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students. The ENL teacher develops activities that enhance language development while at the same time scaffolds content instruction. SIFE students at the intermediate level who are held over by grade or not making appropriate gains on the NYSESLAT receive an additional period of ESL instruction with particular focus on the NYSED Common Core Standards. Teachers scaffold for SIFE and newcomers using a variety of ELL instructional approaches including concept definition maps, vocabulary-based graphic organizers, and story boards. There is also an after-school program designed for newcomers and SIFE scholars. Furthermore, targeted academic interventions that accelerate vocabulary and content knowledge are utilized in the classroom, pull-out programs, extended day, and after school. Students, regardless of the number of years, work with ESL/Bilingual certified teachers in small groups via push-in and pull-out models. Students have access to leveled libraries with grade age appropriate books in English and their native language.

b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire English language skills. at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency tests such as (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. ELLs placed in monolingual classes receive small group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for

Beginning and Intermediate level students and 180 minutes per week for Advanced students. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students need more intensive support in the reading and writing modalities.

Many of them have scored better in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The pull-out ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) Long term ELLs in the school are given extra support through AIS, ESL/NLA and after school programs.

e) Former ELLs in years 1 and 2 after testing proficient will have sufficient support in transition to and full immersion in general education classrooms. Former ELLs will have additional scaffolding by general education teachers who had all the required methodologies to handle ELLs. More support is available during our extended day and after school programs. Transitional support for former ELLs includes testing accommodations on state exams, continued usage of bilingual glossaries, and easy access to technology resources such as Google Translate. Support for former ELLs will continue in both languages till they reach full proficiency in Academic English. Former ELLs and ELLs who reached the Expanding Proficiency Level receive 90 minutes of integrated instruction either in ELA or Mathematics through push-in model. The ENL teacher pushes in during ELA or Mathematics to allow scholars the opportunity to seek the help they need across content areas.

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.

On going formative and summative assessments are administered throughout the year to ensure that the students' academic performance has not been adversely affected by the re-identification process. These assessments provide teachers with the

necessary data which help identify strengths and weaknesses and figure out the sound solution for remedying the weaknesses. Once an area of weakness has been identified, an action plan is put into effect as intervention to remedy the weakness.

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?

The multilevel program that New Heights Middle School has blends research-based reading and language skills instruction together with a balance of content area readings and age-appropriate, high interest stories. Foundational phonics are integrated to support phonemic awareness as are academic vocabulary building skills all of which develop transferable academic skills in support of connected learning. In this way, our ELLs are supported through-out their entire academic experience with differentiated materials that meet them at their levels with comprehensible content that meets both them at their level and challenges them to reach above it. The support materials also reach across the four language modalities with audio and video materials, interactive student e-book and interactive CD-ROMs which will be provided to content-area teachers to further support ELLs in their classrooms. Pearson also hosts a companion website that extends and supports learning with more interactive areas for students and teachers with additional online tools and resources for both. Additional support materials that works in tandem with required state-standards are classic literature books differentiated by vocabulary size that allow ELLs to read with their class at their level. The fully integrated assessment tools cover diagnostics through end of book assessments as well as individualized review materials by skill and by strategy. Students can be grouped by need an and/or by class and differentiated materials can be created to reinforce, review or readdress those needs with the same content at every proficiency level. To service the diverse needs of ELL-SWDs the school allows for students remain in the least restrictive environment whenever possible. ESL teacher use a pull-out model to service the students to enhance their grade level academic curriculum. Extended Day instruction is provided for all ELL-SWDs to further support their acquisition of academic language and content. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and utilize strategies to allow students to access this material through multiple entry points. At New Heights Middle School, we use strategies that both provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDS utilize team-teaching strategies, such as parallel grouping, guided reading, graphic organizers, native language glossaries and modified curriculum to ensure access to all academic content. We incorporate more kinesthetic learning as well as technology by purchasing a Smart board to reach both ELL students and address the Special Education ELLs. Integrated software programs that respond to student's needs are being implemented for Special Education ELLs. With this level of reinforcement and consistency, our goal is to improve academic achievement across the board through scaffold, sustained instruction using targeted language development strategies. In addition,

-Review the IEP of each student. Know the specific needs of individual students and the resource personnel and technology needed to meet them.

-Provide students with disabilities the opportunity to learn to use text to gain meaning; provide explicit reading instruction with modifications or accommodations.

-Explicitly teach pro-social skills (e.g., cooperating with others, listening, asking for help).

-Pre-teach or re-teach curricular content and provide additional guided practice before, after, or as appropriate, during class time.

-Provide extended learning opportunities to increase a student's rate of learning.

In terms of materials, ELL-SWDs have access to adapted materials and assistive technology. Specialized seating, equipment, and tools are provided so students can complete assigned work.

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?

ELLs with special needs are taught by their classroom teachers as well as by ENL teachers. These students are taught with both Special Education and ESL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, a speech teacher, and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA and Math through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school utilizes special methods of instruction, such as Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. New Heights utilizes technology and augmentative communication devices, bilingual and monolingual software programs, and adapted switches; assessment accommodations, such as granting of extra time, oral interviews, demonstrations or visual representations, tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English, are incorporated to give students in alternate assessment programs additional support and flexibility. These ELLs will also be placed on Teenbiz3000 for intervention. The materials used for these ELLs are grade appropriate and in line with the CCLS. These materials are however scaffolded by

Teachers of ELLs to facilitate accessibility. Scaffolding techniques such as modelling , activiating and bridging prior knowledge , text representation , meta-cognitive development , contextualization and schema building , are utilized . Students are also given access to content in their home language by teachers of ELLs who incorporate native language support into English instruction and through translation dictionaries and texts in their home language as well as through technology such as Google Translate so that they can develop their linguistic skills in both home language and English. Students are also exposed to a variety of writing experiences and are given opportunities to write for both informal and formal purposes in all subject areas. Writing is also scaffolded for needy students by providing fill in the blanks with a template or writing frame so that students can write sentences or brief paragraphs. Students are also exposed to writing models in English and also with explicit instruction in creating appropriate grade-level writing in various genres. Because vocabulary is a key element in comprehension for ELLs , teachers of ELLs select vocabulary in accordance with specific questions and tasks set forth by a specific unit. Vocabulary includes the words that students need to know in order to reach the learning targets of the lesson.

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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.					

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

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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.

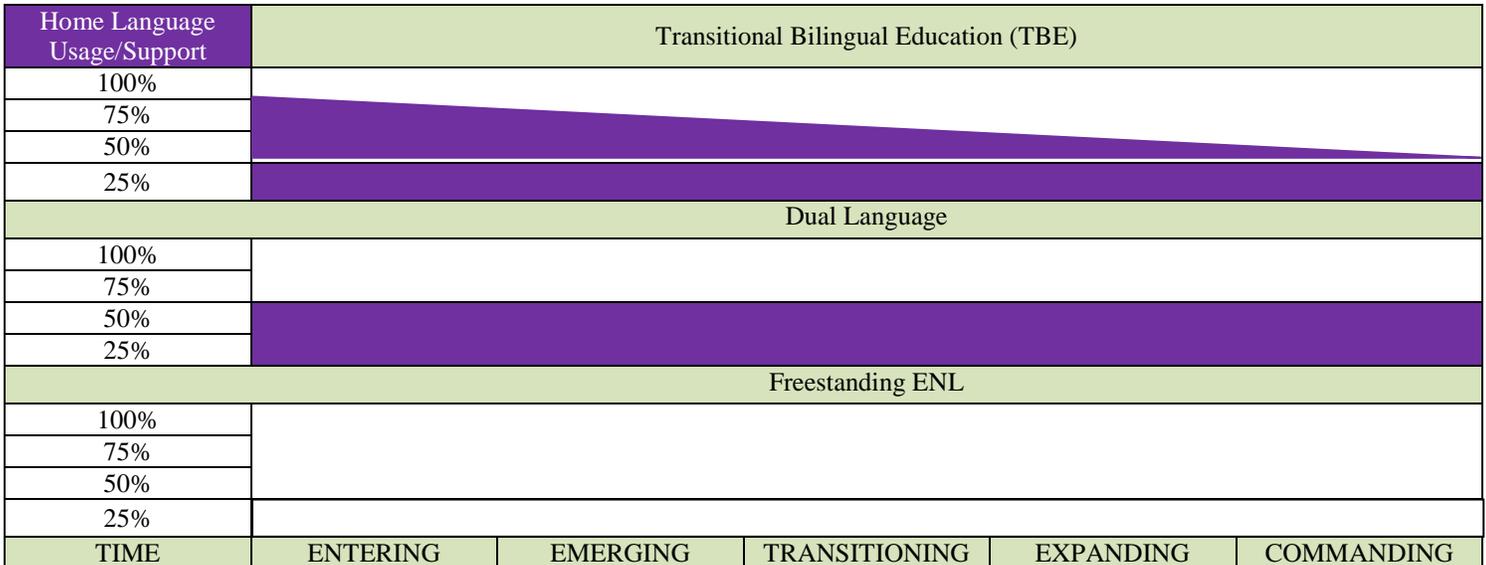
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*Note: "other approved services" does not apply to New York City at this time.

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.

We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher (Prek-12) who provides pull-out as well as ESL services that supplement the ELA curriculum and other classroom content areas. The ENL teacher is a native speaker of Arabic who is fully fluent in Arabic and is certified to teach Arabic as a Foreign Language in New York State. The classroom teachers and the ENL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ENL teacher. Students in grades 6, 7 and 8 are engaged in an interdisciplinary curriculum that spirals around science. Science connections are made in other curriculum areas such as math, social studies, ELA, technology, etc. A great deal of work is done with vocabulary and connecting ideas are included in daily lessons. We utilize the Mathematics curriculum that is supplemented with assessment-based materials. There is also an emphasis on vocabulary in this program, with some work in the etymology of key math terms. Science is taught in a hands-on manner, which allows all students the opportunity to have experience with various concepts. ELLs fully participate in all curriculum areas, including physical education, and technology. All of our identified ELL students attend AIS classes, 45 minutes a day for ELA, science, and math support. Technology is used to help ELL students in reading with the use of vocabulary and language programs. We are able to track the students growth by interim assessments. Native language is integrated in instruction by utilizing Achieve3000 which offered instruction in Spanish, French and Haitian Creole. In addition, utilizing bilingual dictionaries, bilingual glossaries, Google Translate and online dictionaries that provide both languages or more allows the integration of native language in instruction. In addition, during Mathematics State Exam, scholars are allowed the opportunity to utilize bilingual glossaries to assist them in transferring prior knowledge and literacy skills from home language into English. 2 6th Grade scholars are offered intervention programs in math (SETTS) and ELA (WILSON).

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 school ESL program is highly effective because it develops the four language basic skills: listening, speaking, reading and writing. The program also targets sub-skills and concentrates on teaching grammar and pronunciation. The program is designed in Tiers to address the multiple needs of all the students. Conducting timely program reviews provide an opportunity for our school to build upon identified strengths, address areas for improvement, and forces alignment between practices and actions needed to increase program outcomes. Our ESL students are taken out of their classes for one or two periods a day to receive ESL instruction in smaller class sizes with students of similar proficiency levels. Push in model is also employed in content area subjects such as Mathematics and ELA. The ESL teacher aligns his teaching to the ELA calendar so the students are receiving scaffolded instruction that will enable them to perform successfully in the general education classroom. Our ESL teacher also incorporates intensive vocabulary and grammar instruction to enable students access to academic content. The ESL teacher works closely with classroom teachers to ensure that the students receive the services they need to promote their development and to enhance their performance. Because our school has a brand new fully-certified ESL teacher who designed a new program to meet the needs of ELL's, our school will use the NYC Periodic Assessments for English Language Learners to evaluate the effectiveness of our current ESL program.

The data from previous NYSELAT show that our students need more scaffolding in reading and writing. Our school also uses the following assessments: Periodic Assessments (City); Classroom teacher made assessments: MOSL (Measure of Student Learning Citywide Assessments); Classroom teacher made assessments. Our Freestanding ESL program provides instruction in English with native language support, emphasizing English language acquisition. The ESL teacher collaborates with teachers of ELLs in all content areas to plan curricular alignment and instructional improvement, and also to discuss the proficiencies and deficiencies of ELLs and construct a plan of action. Teachers of ELLs in content areas - Social Studies , Math , and Science , receive PDs on differentiated instruction , especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise .Some teachers of ELLs share the same L1 with ELLs and they incorporate L1 into English instruction as a support structure to clarify , build knowledge , extend comprehension , and bridge experiences to increase the proficiency of ELLs . Teachers of ELLs also integrate into their instructional practice technology, human resources, -such as paraprofessionals, peers, and parents - , native language materials –such as translation dictionaries and texts in L1-, and flexible groupings to help students construct meaning in English and gain proficiency. Vocabulary selections are made in accordance with specific questions and tasks are set forth by specific units and include the words that students need to know in order to reach the learning targets. The Frayer Model ,a vocabulary development tool that helps to develop a better understanding of complex concepts , is also used to enhance language development. Instruction is also scaffolded using QTEL strategies .Teachers of ELLs also monitor ELLs through the writing experience. Genre specific rubrics are used to help students focus on content and the particular area in which they are developing language and literacy. Supports for our ELLs are tailored according to individual students' academic and linguistic needs. The progress in proficiency levels of ELLs is shown by students' performance in the NYSELAT , City/State Tests, and diagnostic assessments. The Title III AMAO Estimator Tool with early warning indicators is also used to analyze ELL student data and improve our instruction program for ELLs .Plan for Continuing Transitional Support (2) years for ELLs reaching proficiency on the NYSELAT. Teachers of ELLs receive and updated roster of all students who are identified as English Language Learners. The roster of ELLs is updated on a weekly basis to ensure that it will be accurate and up-to-date. Overall, our ENL program proved to be highly effective because about 40% of our ENL scholars have scored proficient on the 2014-2105 NYSELAT and tested out ,which means they are no longer ELLs. All our ENL scholars have shown academic growth with no exception.

12. What new programs or improvements will be considered for the upcoming school year?

New Programs for ELLs 2015 - 2016

- a. Guidance Intervention
- b. Celebrations of cultural diversity
- c. College Visits

13. What programs/services for ELLs will be discontinued and why?

None of the programs will be discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We will continue to make sure that all our ELLs receive the services that they need both mandated and nonmandated and that they have equal access to our school's resources, including technology and performing arts. We will also continue using the following programs because they are differentiated according to grade, age, language competence/development and have proven to be effective for teaching academic language to ELLs. All of our ELLs as well as students in regular education are given opportunities to participate in all school programs regardless of language. After school programs allow students the opportunity to have a variety of materials that address the different needs of students according to their proficiency levels. These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent

teachers, school social workers and guidance counselors. All of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs. Transition Plan for Students Reaching Proficiency:

- Notify the parent of the success
- Notify the classroom teacher
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)

- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT

Send Parents the yearly NYSESLAT Parent Repo ELLs are offered speech, ESL and extended day services are offered to ELLs at all levels. ELLs fully participate in all curriculum areas, including physical education, technology, and music. All of our identified ELL students attend AIS classes for ELA, science, and math support.

Technology is used to help ELL students in reading with the use of vocabulary and language programs. The data team reviews scores and shares with core teachers for future planning and individualized instruction.

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.

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELLs. Web sites that reflect our present learning themes such as Education City and Study Island are utilized to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students. All teachers are encouraged to incorporate technology into their instruction to support standards mastery, differentiation for scholar modality strengths, and build scholars' exposure and skill set in preparation for 21st century learning and workplace. All of the teachers have SMART Boards, Macbook laptops, SMART student response systems, and tablets. The depth of technology integration is at the teacher's discretion and comfort level. In order to ensure implementation, teachers participate in ongoing professional development to support them in the integration of technology (e.g. Saturday Professional Development Sessions and professional development). Technological Software such as Teenbiz3000 is successfully employed to promote the linguistic skills of ELLs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ESL Pull-out and Push-in model is the only program we provide at New Heights Middle School. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series provides native language guidelines and references

that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed. Our school provides students will utilize dual-language dictionaries, glossaries and an access to Google Translate that allows them the opportunity to enhance their proficiency in both languages.

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

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of New Heights' large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need at their grade level. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, he or she is placed in our intervention program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicate a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our intervention and advisory programs for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the

NYSESLAT. The materials that New Heights utilizes inside the school are based on Lexiles to ensure that they are both age and level appropriate. In addition, the administration examines the materials used in classrooms to ensure that they are age appropriate. All services support and resources correspond to the needs of all ELL's. These resources are appropriate for their grade levels and age and are governed by the CCLSoF each grade . Research shows that utilizing specific instructional modifiers as well as targeted pedagogical strategied can accelerate ELLs' academic achievement and English language acquisition .Our Freestanding ESL program provides instruction in English with native language support, emphasizing English language acquisition. Teachers of ELLs in content areas - Social Studies , Math , and Science , receive PDs on differentiated instruction , especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise .Some teachers of ELLs share the same L1 with ELLs and they incorporate L1 into English instruction as a support structure to clarify , build knowledge , extend comprehension , and bridge experiences to increase the proficiency of ELLs . Teachers of ELLs also integrate into their instructional practice technology, human resources, -such as paraprofessionals, peers, and parents - , native language materials –such as translation dictionaries and texts in L1-, and flexible groupings to help students construct meaning in English and gain proficiency. Vocabulary selections are made in accordance with specific questions and tasks are set forth by specific units and include the words that students need to know in order to reach the learning targets. The Frayer Model ,a vocabulary development tool that helps to develop a better understanding of complex concepts , is also used to enhance language development. Instruction is also scaffolded using QTEL strategies .Teachers of ELLs also monitor ELLs through the writing experience. Genre specific rubrics are used to help students focus on content and the particular area in which they are developing language and literacy. Supports for our ELLs are tailored according to individual students' academic and linguistic needs.

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).

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the students' mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him or her transition to his/her new school. Also, making time for the administration to meet the new ELLs so they are aware of new ELL students and help to make them feel welcome. All services and resources support and correspond to the needs of all ELLs . These resources are appropriate for their grade levels and age. Instructional materials are modified for SIFE.

19. What language electives are offered to ELLs?

No language electives are offered to ELLs right now.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

Our certified ESL teacher attends all professional developments. In addition, we take advantage of the professional developments offered by the Network 411 , including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. Some staff members attend monthly Professional Development workshops pertaining to both Compliance and techniques and methods that are useful in teaching ELL students. The school administration registers the certified ESL teacher for the professional workshops. Teachers of English Language Learners will be trained throughout the year in the understanding and use of Common Core standards. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and math. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies. ALL Teachers Of ELLs will continue to participate in high quality professional development workshops provided by the Office of Students with Disabilities and English Language Learners. (OELL) Teachers of LEPs will attend workshops that pertain but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. The following is the updated current professional developments list:

9/2 Refining our Curriculum; Maximizing Co-Teaching

09/18 Understanding ELLs: Reaching Educators' Hearts and Minds (Mr. Elabsy)

9/22 Hochman Writing Strategies: Professional Development Workshop 1 (Mr. Elabsy)
 9/29 Hochman Writing Strategies: Professional Development Workshop 2 (Mr. Elabsy)
 10/13 Hochman Writing Strategies: Professional Development Workshop 3 (Mr. Elabsy)
 10/19 Curriculum Mapping
 10/20 Hochman Writing Strategies: Professional Development Workshop 4 (Mr. Elabsy)
 10/26 Co-Teaching: How to Maximize the Adults in the Classroom
 11/03 Enhancing Instructional supports in the English as a New Language (ENL) and the integrated ENL classroom (Mr. Elabsy)
 11/3 Multiple Entry Points
 11/9 Use of Technology to Address ELL Needs Series
 11/24 Analyzing Special Education and ELLs Work Products
 12/7 Increasing Writing across the Curriculum
 12/21 Integrating Hochman Strategies
 1/25 Use of Technology to Address ELL Needs Series
 2/9 Analyze Your Data through Scholar Work
 3/14 Use of Technology to Address ELL Needs Series09
 4/11 Use of Technology to Address ELL Needs Series
 4/12 Analyze Your Data through Scholar Work
 5/9 Use of Technology to Address ELL Needs Series
 5/16 Hochman: How to Scaffold Writing in Your Planning
 6/13 Use of Technology to Address ELL Needs Series
 6/20 Analyzing the Impact for the 2015-2016 School Year

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?

Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas. All teachers who are responsible for the instruction of LEP students during the regular school day will participate in PD activities offered by OELL. The following teachers will participate in professional development activities: The ESL Teacher, the ELA Teacher, and the Math Teacher will participate in the professional development offered by OELL. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain, but no limited to differentiated instruction, using data to plan instruction for ELLs; QTEL scaffolding strategies; language allocation policy and looking at students' work. Our school assigns a fifty-minute professional development workshops on Wednesdays on a weekly basis.

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

ALL ELL staff will participate in weekly 80-minute seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessments. In addition our ELL department meets two additional times a month for inquiry team projects, where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELLs, to align our curriculum more closely with CCSS. We will continue with our professional development to increase ELL students' performance. In addition to the professional development workshops with which our school provides teachers and staff, our teachers attend a variety of workshops provided by the OELL and Network 411. Our fully-certified ESL teacher attends all the workshops provided by the Office of English Language Learners that mainly concentrates on how to help ELL students smoothly transit from one educational stage to another. During the school weekly PD's, teachers do presentations on the workshops they attend outside the school. Our guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school, and from Middle school to High school. School will work with and provide feedback and resources on programs and other offerings that are available to students. Our school guidance counselor, Ms. Curevo, keeps on attending many professional developments that concentrate on the transition process for ELLs from elementary school to middle school and from middle school to high school as well. To illustrate, Ms. Curevo attends all the monthly district professional development workshops that mainly addresses the needs of ELLs and their parents. For our scholars transitioning to HS, we provide their families with the HS Directory translated in their home languages or the language they prefer. All the city-wide and borough fairs have the HS Application process translated in their home languages as well. Logging into the HS Resource section at school.nyc.gov is highly encouraged to our ELL families so they have access to the resources.

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.

Our school will meet 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 by allowing our highly sophisticated staff to bring their experience, expertise, multiple licenses, and knowledge to the table. The ENL teacher who is fully TESOL certified (k-12) and who is also certified to teach Arabic as a Foreign Language in New York State and who is fully certified to offer Translation and Interpretation Services in Arabic in NYC will convene with other content area teachers to plan and create professional development workshops that address the above needs and requirements. These workshops will aim at creating programs that will promote and enhance the existing home language skills for ELLs. The professional development our school will offer will target the best strategies for language acquisition, co-teaching strategies, and integrating language and content area instruction for ELLs. Records of all these workshops will be kept in a specific file in the main office. In addition, all professional development records are on Google Drive, which helps the school to maintain and track the required hours for all teachers. Teachers will participate in all the workshops that Network 411 and OELL offer for teachers of ELLs to keep them updated. Ms. Williams, the parent coordinator and the school secretary are responsible for keeping and maintaining the records. Ms. Williams, the parent coordinator is responsible for reaching out to parents either via phone, emails or mail. In addition, our school provides all teachers with translation and interpretation services to allow them the opportunity to better connect to parents either through our bilingual staff who are fluent in Haitian Creole, Spanish and Arabic or through the DOE Translation and Interpretation Unit in case our staff does not cover the required language. Teachers have already received all the information regarding how to make the best use of the Translation and Interpretation Services offered by the DOE. Moreover, our school sometimes hires translators from agencies approved by the DOE.

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?

Parent workshops are implemented on a monthly basis and include the following topics; How to assist your child with subject area homework, Updates on School Activities, Resources to Assist your Child at School and in the Community, Tutoring services, High School Application Process, Recreational Activities, Workshops on Bullying Cyber Safety, Discussions on Dual Language Programs, Programs for ELLs, Community Health fair, etc. All workshops, whether specifically geared for ELLs, have translators available for non-English speaking family members. The ELLs parents also attend the mandated meetings, e.g. Title II Rights of the ELLs. A log is kept for these meetings by the parent Coordinator. Of course, translators in the needed languages are provided in all meetings. New Heights Middle School provides translation and interpretation services to the parents of ELL's. We usually provide these services through our bilingual staff who are fully proficient in languages such as Arabic, Spanish and Haitian Creole. In case we do not have a staff member to cover a required language, we use the DOE translation services and sometimes we use the services provided by other legal, professional agencies. NHMS partners with other agencies or Community Based Organizations to provide workshops on services to ELL parents. The Parent Coordinator is the Liaison between the Parents and the Administration. In a timely fashion, Ms. Williams disseminates information of importance to Parents of ELLs. This would include but not limited to activities they could do with their children, important resources for them in the larger community, upcoming school events, deadlines for services, etc. Written notices, verbal communication, as well as the school's auto-dial system is delivered in the parent's native language. Translation services are provided at meetings. Our school recognizes that families and other community members are a vital part of student academic and social success. We also consider family involvement an important ingredient for a successful educational program. Our parent coordinator keeps contact with our ELLs' parents by inviting them to visit our school and informing them about various workshops designed specifically for parents of ELLs. Parents of ELLs also receive school related materials and communications in their home language as well as English. Orientations for ELLs are scheduled periodically to inform parents about the ELLs' programs so that they can make program choices, familiarize them with the school system and the different programs that are offered. These meetings are also available in the parent's home language. We also evaluate the needs of parents by looking at the students and parent surveys from the School Progress Report, and concerns brought by the PTA. Open House per grade are scheduled for parents. Usually, administration and / or guidance counsellor takes the parents on a tour of the school where they can see students at work and experience the various programs offered throughout the school year.

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.

During our intake process, after watching the DOE Orientation DVD for parents of Newly Enrolled English Language Learners in their native languages, parents receive entitlement letters, Parent Survey and Program Selection forms. The signed documentation is returned during the registration process. All entitlement letter records, all phone calls logs and in person meetings are kept in students' files, as well as digitally archived. Ms. Williams, the parent coordinator, and the school secretary are responsible for keeping and maintaining these records. In addition, because we are a technology based school, we keep and maintain an electronic copy of scholars' master sheet which is updated regularly.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are important partners in the education of all of our students including ELLs and Special Education students. Parental involvement at New Heights Middle School is comprehensive and includes a number of parent engaging activities and meetings. Our parents are involved in PTA activities , SLT , Parent Teacher conferences, disciplinary meetings , Family Math and Family Literacy Meetings , and Cultural diversity celebrations International . Our parent coordinator serves as a conduit by which parents participate in their child's overall development at NHMS. We have improved our level of communication with parents by providing them with translated resources in their native languages .We have a new parent support system in place to make the students' families feel more welcomed and to give them access to the tools they need in order to fully participate in the education of their children .

The ELLs' Parental calendar for the 2015-2016 school year includes the following: - ELLs parent orientation meetings, telephone conferences with parents of ELLs, monthly Family Math and Literacy Programs, access training to NYC DOE web sites, parent workshops to access technology programs such as Teenbiz 3000. The following is our school calendar for 2105/16 parent workshops:

Community School District 17

Month by Month Parent Workshop Plan (2015-2016 School Year)

Parent Coordinator: Gwendolyn Williams

New Heights Middle School

School: New Heights Middle School 17K722

Indicate at least (2) Workshops per month

The	Workshop Titles/Topics	Resources Needed
September	<ul style="list-style-type: none"> ● Learning Leaders: High School Application Process. 9/16/15, 5:30-pm 7:00pm ● Back to School Night 9/17/15 5:30pm-8: 30pm 	<ul style="list-style-type: none"> ● Materials from Learning Leaders ● Resources from PTA meet and greet with teachers, staff within school building, and light refreshment.
October	<ul style="list-style-type: none"> ● Coffee & Donuts: High School Admissions ● Transitioning to Middle School 10/16/15 9:00 AM ● RCSN: Learning how to read your and understand student's IEP. 10/20/15/ 10:00 am -11:00 am ● Parent Volunteer 10/2/15. 3:00pm-7:00pm. 	<ul style="list-style-type: none"> ● Resources from Guidance Counselor ● Materials from New Heights Middle School and NYC DOE about transitioning to middle school. Laptops and projectors, light refreshments. ● Materials from RCSN and copies of IEP's for parents Who attends workshop. ● Parents and families help teachers and staff level books for classroom libraries. Light refreshments will be serving.

November	<ul style="list-style-type: none"> • Napoleon Peterson from Major Office of Immigrants Affairs presents the ID NYC to call New York Residents. 11/12/15. 9:00am -10:00 am • RCSN: No Bullying Workshop 11/20/15 10:00 am-11:00 am 	<ul style="list-style-type: none"> • Projector, laptops, and copies of literature for parents. Presenter explains benefits of ID NYC for all NYC residence. • Resources from RCSN, copies of resources, laptops and projectors.
December	<ul style="list-style-type: none"> • Keeping Tracks of Scholars Academics Progress; Parent breakfast. 12/4/15. 9:00am -10:00 am • Getting ready for SCL .12 /11/15 9:00 am -10:00 am 	<ul style="list-style-type: none"> • Laptops and projectors. Resources for parents, parents get access to student's NYC DOE Accounts and access New Heights jumprope and Gmail account. Light breakfast will be served • Parent Teachers Conferences, resources NYC DOE and New Heights Middle School, preparations for SLC (Scholar Led Conference).
January	<ul style="list-style-type: none"> • CPR and First Aid Training. Learn simple first aid training techniques that could make a big difference 1/15/16 • Fire Safety for Families 1/19/16 	<ul style="list-style-type: none"> • TBA • FDNY presents safety routines and safety habits for families. Literature and smoke detectors may be distributed.

February	<ul style="list-style-type: none"> • Common Core; Learning the meaning of Common Core. Strategies to help students and families manage stress during common core test time and during testing in general. 2/4/5/16 • Promotion Criteria and Graduation requirements; Assuring your child succeeds in school. 2/23/16 	<ul style="list-style-type: none"> • Laptops and literature to educate parents and families about common core. Meaning of the common core. • Laptops and literature for parents from DOE and New Heights Middle School.
March	<ul style="list-style-type: none"> • UA presents and Encourages Parents About the Sciences and Arts 3/11/16 • Math Game Night 3/22/16 	<ul style="list-style-type: none"> • Resources from Urban Advantage, projectors and laptops • Games and activates from math presenter. Paper, pencils, light refreshments.
April	<ul style="list-style-type: none"> • Financial Literacy Workshop, tax information. Teaching families and community importance of saving and early investment. 4/8/16. • Resources for summer camps and activities. 4/8/20/16 	<ul style="list-style-type: none"> • Resources From Presenter, Carver Bank. Gives students opportunity to save open a student account. Teaches parents ways to save colleges and life retirement. • Camps and summer resources for parents and caregivers.
May	<ul style="list-style-type: none"> • Muffins for Mom. 5/6/16 • Health and wellness, being healthy leads to preparation to a good start for school. 5/17/16 	<ul style="list-style-type: none"> • Light breakfast, students display work and creative poems and works for mothers and women as role models in their lives. • Laptop, projectors, and health and wellness literature. Presented by PE teacher.
June	<ul style="list-style-type: none"> • Ceremony for Volunteers; Appreciating parents and families for volunteering in 	<ul style="list-style-type: none"> • Laptops, literature, awards, certificates breakfast

	<p>school, being active in their children's education, and being part of the school community. 6/10/16</p> <ul style="list-style-type: none"> • Donuts for Dad for Fathers Day. 6/17/16 <p>Some Dates and Titles May Change Due to Scheduling.</p>	<ul style="list-style-type: none"> • Breakfast, resources for fathers, recognition of dads and men who are mentors and role models in student's lives. 	
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*Coffee & Donuts will happen on a monthly basis. The topic will be determined based on the needs of the families.

All Parent Coordinators are responsible for e-mailing their Month by Month Parent Workshop Plan to Margot Sargeant at msargeat@schools.nyc.gov by September 28,

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school partners with the following agencies: Learning Leaders, Ramapo for Children and Dancing Classrooms.

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

Parents are asked to complete specific surveys in their language to ascertain what programs or services they would like or need in order to address their concerns. These are, of course, delivered in the parent's native language. Other parent involvement for ELLs include, Orientation for the Newcomer, Title III meetings and workshops for addressing the needs of the ELL parents. In addition, our school maintains communication with families through our parent coordinator as well as our bilingual office and support staff. This communication network allows us to gather needed information and make appropriate outreach to address the needs of parents.

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

Parents are involved in monthly classroom celebrations and regular arts and science events that allow parents to become partners with their children in learning. In addition, based on the feedback our school receives from parents, we are oriented what our parents' needs are and based on that information, we add more activities that address those needs.

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.

N/A

Part VI: LAP Assurances

School Name: _____

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 (11/13/15)
Jessica Luciano	Principal		(11/13/15)
Michael Wiebusch	Assistant Principal		(11/13/15)
Gwendolyn Williams	Parent Coordinator		(11/13/15)
Tarek Elabsy	ENL/Bilingual Teacher		(11/13/15)
Maria Goris	Parent		(11/13/15)
Kayhesha Gardner/ Special Education	Teacher/Subject Area		(11/13/15)
	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: 17K722
Clarence Ellis

School Name: New Heights Middle School

Superintendent:

Before you begin, please check the following:

- X Principal has designated a Language Access Coordinator (LAC) in Galaxy
- X The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit
- X 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.

All newly-admitted scholars' parents or guardians are given the Home Language Identification Survey (HLIS) to determine the language spoken at home. If a language other than English is spoken at home, the newly admitted scholar will be eligible to determine their linguistic proficiency in English. Utilizing the data in HLIS allows the school the opportunity to update ATS and simultaneously assess language preferences of parents or guardians. To accommodate the linguistic needs of guardians who speak a language other than English, the school utilizes all the services provided by the NYC DOE Translation and Interpretation Unit in addition to private vendors providing translation and interpretation services. In addition, New Heights Middle School utilizes its staff linguistic skills who are native speakers of Haitian Creole, Spanish and Arabic to help communicate with parents who speak Haitian Creole, Spanish and Arabic. By utilizing the HLIS, Emergency Contact Cards, Parent Questionnaires in addition to the Home Language Identification Survey, we are able to assess the written translation and oral interpretation needs of our parents. Our data shows that the background language of our parents are essentially Haitian Creole, French, Spanish as well as one family who speaks Arabic.

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.

At New Heights Middle School, the preferred written and oral languages are English, Haitian Creole and Spanish. There is a small population of families that speak French and one family that speaks Arabic.

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.)

Every Friday parents will receive a weekly newsletter to capture school wide news and important dates. Parents will receive newsletters that include general information of Common Core standards and school's curriculum. Parents will receive notices for parent teacher conference announcements. Parents will receive information on after-school program services available. In addition, parents will receive notification letters of New York State testing dates. For parents of ELLs whose preferred communication is a language other than English translated copies of all the above notification letters are provided.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In mid-June, we hosted a family orientation for incoming scholars. We have scheduled an additional family orientation to keep families informed about our mission, core values, and expectations. We will host a school wide Curriculum Night and Common Core Chats throughout the school year. Every month we have a family breakfast where our families learn about our school such as JumpRope, Scholar Led Conferences, Internet Safety, among others. Furthermore as we prepare our students to become advocates of their own education, our conferences are in the form of Scholar Led Conferences that occur in the form of parent workshops. Throughout the school year, we will hold parent workshops (e.g. transitioning to high school, high school admission requirements, etc.) as well as celebrations such as NJHS Ceremonies, Academic Award Ceremonies, and Arts Performances.

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.

The following will be the protocol for providing language assistance services:

- New Heights Middle School will maintain a record of the primary language for each scholar. This information is maintained in the scholars' cumulative records.
- New Heights Middle School addresses the language assistance needs, including translation through existing resources and Interpretation Unit, interpretation at group and one-on-one meetings upon request when such services are needed. We will communicate with school faculty about their child's education or needs. Within our staff community, there are teachers who speak languages reflected by our school community to ensure parents have an identified person to communicate on a consistent basis. Parent Coordinator and Advisors are also points of contacts between the school and home.
- Budgetary and staffing resources allocated to fulfill those needs include PTA funds and DOE funding in compliance with requirements in Section VII of Chancellors' Regulation A-663.

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.

New Heights Middle School ensures that the channels of communication with parents are always open. Therefore, all the necessary interpretation and translation services. The school has a huge variety of staff members who are n Creole, Spanish and Arabic (one staff member) and who provide the translation and interpretation services on site whenever necessary. For other languages that are not covered by our staff, translation and interpretation services a Translation and Interpretation Unit. In addition, private companies that provide interpretation and translation service

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.)

Our staff members receive the necessary training that makes them aware of how to successfully utilize translation a services provided by the DOE Translation and Interpretation Unit. In addition, school leadership includes such infor Weekly to avoid any lack of communication and to ensure that all staff members are fully knowledgeable of the abo

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

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

Our school will fulfill Section VII of Chancellor's Regulation A-663 by providing each parent whose primary language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which in regarding translation and interpretation services. We will obtain translated versions of this document, in the covered <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>. Additionally, when more than 10% of the childr primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretat such a language of the signage and forms required pursuant to this section and shall post and provide such forms i section.

To conclude, to fulfill Section VII of Chancellor's Regulation A-663, our school will provide the following:
(A) Bill of Parents Rights and Responsibilities are sent in translated version in September of each year.
(B) The sign regarding the availability of interpretation services are posted in the main office, at the front entrance a
(C) Staff members will ensure that parents are aware of translation services provided to them.

Part F: Monitoring and Quality Control

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

Our school gathers feedback from parents through written surveys and oral communication either over the phone or one-on-one meetings in which parents have the freedom to express their opinions and to make suggestions which improve their children's learning skills. At the beginning of the school year, we provide families with a volunteer survey to gauge their interests. During Scholar Led Conferences, we ask parents to complete an online survey for additional feedback. We are always in touch with our parents either by the phone or by mail or any other means to ensure that all the services provided are satisfactory.