



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**06M052**

**School Name:**

**J.H.S. 052 INWOOD**

**Principal:**

**LUPE LEON**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Inwood Junior High School 52 School Number (DBN): 06M052  
Grades Served: 6-8  
School Address: 650 Academy Street New York, NY 10034  
Phone Number: 212-567-9162 Fax: 212-942-4952  
School Contact Person: Ms. Cecilia Nuevo Email Address: CNuevo@schools.nyc.gov  
Principal: Ms. Lupe León  
UFT Chapter Leader: Mr. Zacariah Plotkin  
Parents' Association President: Mrs. Altagracia Almonte  
SLT Chairperson: Mr. Zacariah Plotkin  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Mrs. Altagracia Almonte  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 06 Superintendent: Mr. Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway New York, NY 10033  
Superintendent's Email Address: MRamire4@schools.nyc.gov  
Phone Number: 917.521.3757 Fax: 917.521.3797

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet M. Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue – 8<sup>th</sup> floor  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Ms. Lupe León	*Principal or Designee	
Mr. Zacariah Plotkin	*UFT Chapter Leader or Designee	
Mrs. Altagracia Almonte	*PA/PTA President or Designated Co-President	
Ms. Vanessa Vega	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mrs. Pamela Ackert-Schons	Member/ Teacher	
Mrs. Karina Herrman	Member/ Teacher	
Mrs. Blanca Aviles	Member/ Parent	
Mrs. Susana Ramos	Member/ Parent	
Mrs. Berquis Veras	Member/ Parent	
Mrs. Florinelly Arias	Member/ Parent	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

1.) I.S. 52 is a middle school with 417 students across grades 6, 7 and 8. The student population comprises of 92% Hispanic, 4% Black, 2% White and 0.2% Asian students. 28% of students are English Language Learners (ELLs) and 18% are special education students. Boys account for 54% of the population enrolled and girls account for 46%. The average attendance rate for the 2014-15 school year was 93.6%.

Our vision is to inspire all students, parents and educators to become active and reflective participants in a community of learners. We aim to provide a safe and nurturing environment that empowers students to become responsible citizens. Through meaningful collaboration and the purposeful use of technology, students will develop the skills necessary to engage in a demanding and ever changing society.

To ensure our students are receiving the best education possible, we ensure there are ongoing opportunities for our school community members to collaborate and feel supported, no matter their role. To better serve our teachers, we are part of several DOE-initiatives aimed at developing and elevating their instructional practices and leadership skills, both in and out of the classroom. One initiative includes the Teacher Incentive Fund (TIF) Program. Under TIF, our school has 2 Peer Collaborative Teachers (PCTs) and 4 Model Teachers (MTs). Together, this team works to:

- develop as leaders by planning & facilitating learning activities for peers
- support colleagues to improve instructional practices and student learning aligned to Framework for Teaching (PIC)
- serve as a laboratory/model classroom as a resource for colleagues

Another initiative is the Learning Partners Program (LPP). The purpose of this team's work is to:

- develop inter-school collaborative learning opportunities
- build capacity to share best practices and strengthen existing ones
- support teacher growth & leadership

The work of each of these initiatives is also aligned to our school's instructional focus: Designing Coherent Instruction. More specifically, we focus on three key areas related to quality classroom instruction:

- Questioning & Discussion Techniques
- Student Engagement & Collaboration
- Using Assessment in Instruction

This instructional focus was chosen because it is our belief that refinement in these three key areas in designing for coherent instruction serves to address the needs of all students, English language learners, and students with disabilities as they access our school-wide curriculum.

To support our parents, we hold monthly parent workshops, organized by our parent coordinator and facilitated by the principal and other school leaders, to build relationships with and foster communication between the school and our students' home. Further, we use this opportunity to share pertinent information with parents relating to curriculum & instruction, safety and Chancellor's Regulations. Topics of discussion include, but are not limited to: Common Core Learning Standards, NY State exams, high school application process, and child development. Essentially, our

collaboration with parents builds a mutually supportive environment that reinforces high expectations of academic success and strengthens ties between community and school.

2.) As students enter I.S 52, they are not only beginning their middle school careers, but are also embarking on a period of complex personal transformation. Our ELL students face the additional challenge of navigating these changes in a new environment and while learning a new language. Given that 28% of our population are ELLs and 37% are former ELLs, attending to the needs of our second language population is a priority area for us at I.S. 52. Each year, we analyze the data from state exams and diagnostic assessments to uncover specific student needs that will help us to support them in meeting both language and content objectives throughout the year. We also support our ELLs through our ESL foundation units, which occur at the start of the school year and invite students to explore the broad themes of identity, belonging, and behavior within a text, alongside beginning to discover who they are and finding their footing in this new setting.

Over the course of these four-week units, students begin to understand the rituals and routines of our school, as well as identifying how specific classroom practices look and feel in order to support their learning. Further, students move from exploring their own identities to engaging in character studies through various reading, writing, listening, and speaking opportunities. This work prepares students to engage with the first ELA unit in each grade.

As students progress through the year, they engage in a study of both literature and non-fiction text, as well as exploring specific styles of writing: informational – Grade 6, persuasive – Grade 7, and literary analysis – Grade 8. We anticipate that, early on, students will respond similarly to tasks and will wait for explicit guidance from teachers as to one ‘correct’ interpretation, but we aim to challenge students to reach outside of their comfort zones and make their own text interpretations, to allow them to uniquely connect to and write about each text. Throughout the year, the assessment tasks follow a logical pattern with ample room for student interpretation, and include exploration of character development and changes over the course of a text, character and language choices, author’s perspective and a critical interpretation of and connection to universal themes. We expect that students will explore themes through various reading, writing, and discussion opportunities, and consider how their own experiences, background and culture shape their text interpretations. Thus, we expect that by the end of the school year, students will have a deeper understanding of how their own thinking, speaking and writing is an individual behavior influenced by others, and be able to consider how the themes that they study are reflected in their own behaviors. The ultimate goal is to see well-developed responses in both content and writing conventions that are individual to each student, that demonstrate student learning over time, and that connect to specific understandings gained throughout our units of study. The I.S. 52 ESL Mini-units are just the first step in attaining this goal.

3.) In the past year, we have made significant progress in 2 key elements of the Framework for Great Schools: Supportive Environment and Collaborative Teachers . As evidenced by our Quality Review, we have instilled structures and systems that support a culture of high expectations and collaboration among staff and families to ensure their understanding of and accountability for expectations, especially those linked to the Common Core Learning Standards. Further, our school leaders consistently communicate high expectations to all staff members and these school-wide expectations are not only aligned to one another, but also to the Danielson Framework for Teaching. In addition, families are provided with information about expectations for their children and supported in learning how to help their children succeed in meeting these expectations. We plan to continue refining this strength to ensure that our school maintains a positive tone and is a place where collaboration, community involvement and academic achievement are interdependent and valued.

Moving forward, we also plan to focus on Rigorous Instruction . While we have a solid curriculum across departments, we want to ensure that what was designed within each unit is implemented in the classroom. Since we believe in one curriculum for all, our goal is that, across classrooms, teachers will provide multiple entry points into the curricula based on student needs so that all students can engage in academic tasks and participate in student-to-student discussions that reflect higher order thinking. We want to see students as active learners, demonstrating high levels of participation, collaboration and intellectual engagement. We will do this by ensuring all initiatives and professional

learning opportunities are aligned to our school's instructional focus: Designing Coherent Instruction through the use of effective questioning & discussion opportunities, engaging students in learning, and using assessment in instruction.

## 06M052 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	484	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	34	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.1%	% Attendance Rate			93.0%
% Free Lunch	88.0%	% Reduced Lunch			3.9%
% Limited English Proficient	31.7%	% Students with Disabilities			16.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			3.9%
% Hispanic or Latino	95.3%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# 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)			17.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			8.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.2%	Mathematics Performance at levels 3 & 4			10.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			40.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strength:</p> <p>As evidenced by our most recent QR Feedback, our curricula, across grades and content areas, has been aligned to Common Core Learning Standards. The school curricula are engaging and coherent and the ongoing refinement of academic tasks promotes engagement in classrooms.</p> <p>The school’s instructional focus for the year is Designing Coherent Instruction. More specifically, we are focusing on three key areas related to quality classroom instruction: Higher-Order Questioning, Student Engagement &amp; Collaboration, and Assessment in Instruction.</p> <p>Teachers are engaged in professional activities that include: teacher team meetings, weekly professional development and classroom inter-visitations, where the focus is on student collaboration and addressing student needs.</p> <p>School-wide systems for professional development, teacher collaboration, instructional planning and progress monitoring have been developed and implemented.</p>		

Specific protocols for gathering and analyzing data have been established and implemented.

School goals are aligned with the Chancellor's 2015-16 Instructional Expectations and address the need for improved instructional practices, differentiation, and rigorous instruction. These needs are addressed in our PD plan.

NEED:

As evidenced by our most recent QR Feedback, there are limited opportunities for all students to engage in academic tasks and participate in student-to-student discussions that reflect higher order thinking. Therefore, the priority need is to ensure that lessons are planned using student data in order to address the needs of all students, especially students with disabilities (SWDs) and English language learners (ELLs), and provide opportunities for students to engage in collaborative talk and higher-order thinking. Improvement will be evident during class walk-throughs and observations, as well as in frequency and levels of student discussions and improved development of ideas in student writing.

Socratic Seminar PD: 1) Promote higher-order thinking; 2) Support comprehension of difficult text; and 3) Increase student participation & engagement.

## **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, 30% of ELA classrooms and 10% of other content area classrooms will utilize Socratic Seminar as an instructional strategy that fosters high levels of student engagement and effective questioning & discussion techniques.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Using student data (diagnostic, formative and summative) to identify students performing below, on and above level and to set learning targets specific to these individual needs in order to increase student achievement and monitor progress throughout the year</p>	<p>All Teachers</p>	<p>09.28.15 and 11.03.15</p>	<p>Principal, Ms. Leon &amp; Teacher Mr. Cepeda</p>
<p>Professional Learning for teachers of EBS: Teachers will learn to effectively interpret and utilize data to support students in the</p>	<p>All teachers of EBS</p>	<p>10.05.15 and 11.03.15</p>	<p>Ms. Nuevo &amp; Mr. Namnun</p>

<p>English as a New Language (ENL) programs. They will also use specific ENL data to gain clarity of student needs and begin to consider how to support them in gaining access to language and content. Teachers will explore differentiated instruction, assessment, monitoring of progress and data inquiry. To create a data driven culture which addresses the needs of all students and explicit inclusion with disabilities (SWDs) and Emergent Bilingual Students (EBS) as measured by data inquiry practice of teacher teams for all grade levels 6-8 that function with lens of our instructional focus which is to read across all genres and write citing text based evidence.</p>						
<p>Teachers will develop the instructional practices necessary to engage students in learning, promote critical thinking skills and ensure meaningful work products are produced, while attending to the various learning needs of all students. Together, in teams, they will design lessons that lead to given outcomes and include key components (i.e., clear focus &amp; learning activities, opportunities for collaboration, and higher-order questioning).</p>	<table border="1"> <tr> <td data-bbox="443 1031 565 1409">All te ac he rs</td> <td data-bbox="565 1031 686 1409">Ins tru cti on al</td> <td data-bbox="686 1031 808 1409">Cabine t Member s  Special Educati on Teacher s and Instructi onal Cabinet member s</td> </tr> </table>	All te ac he rs	Ins tru cti on al	Cabine t Member s  Special Educati on Teacher s and Instructi onal Cabinet member s	<p>11.30.15, 12.07.15, 12.14.15, 12.21.15</p>	
All te ac he rs	Ins tru cti on al	Cabine t Member s  Special Educati on Teacher s and Instructi onal Cabinet member s				
<p>Parent Workshops: Parents will participate in activities that provide them with the information and training needed to effectively become involved in planning and decision-making in</p>	<p>Parents/Guardians</p>	<p>10/16/15  11/13/15  01/15/16  03/14/15</p>	<p>Parent Coordinator, School Leaders, Instructional Cabinet members</p>			

support of the education of their children.			
---	--	--	--

**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.

Weekly Professional Development sessions (Monday 80 minutes after school) and weekly common planning meetings (90 minutes; organized by content & scheduled into teachers’ regular programs) will be utilized to support teachers in exploring a variety of instructional strategies around Socratic Seminar. Instructional Cabinet members will meet monthly to plan PD and per session will be paid, where necessary, for this planning time. Model Teachers & Peer Collaborative Teachers, through both the Teacher Incentive Fund (TIF) program and Learning Partners Program (LPP), will lead this work. Title I SWP monies will be used to pay staff per session.

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

	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.

Learning Targets

- After gathering and analyzing multiple forms of data, teachers will generate learning targets to identify those students that are below level, on level, and above level and an action plan for addressing the specific needs of each group. Time frames will run from October – January and January – June. Interim checkpoints will include progress on unit tasks, as well as Performance Series assessments in both ELA and math. Performance Series baselines are administered in October, January and June. Although learning targets are specific to student needs, progress, aligned to the annual goal and Framework element, should be evident through student writing on unit performance tasks – specifically along the *Development* dimension of the I.S. 52 writing rubric.

**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>Strengths:</b></p> <p>School leaders consistently communicate high expectations for teachers through professional development activities and monthly meetings designed to support teachers in obtaining a shared understanding of the school’s values and beliefs about best teaching practices. At these meetings, teachers examine instructional expectations, school policies and procedures.</p> <p>School leaders provide the staff with an action plan delineating expectations for data meetings, planning and designing lesson plans, inter-visitations, evaluating and adjusting the curricula, and developing student leadership activities to support students’ in gaining skills for college and career readiness.</p> <p>The school provides all staff with a professional development plan that highlights the school’s instructional focus for the year and the three key areas of focus for high quality classroom instruction (Higher Order Questioning and Discussion, Student Engagement and Collaboration, Using Assessment in Instruction). The plan is written in alignment with the Quality Review Indicators and illustrates targeted components of the Danielson Framework. It also delineates topics, time frames, participants and the expected outcomes of each professional development activity.</p> <p><b>Priority Need:</b></p>		

The priority need is to foster a sense of ownership for the school within the students by creating leadership opportunities that allow them a clear role in school operations and a voice for future plans.

## **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, 20% of students will participate in leadership training through an advisory program that focuses students on team-building in order to maintain a positive school tone and a create collaborative environment that encourages student voice and participation in school plans and operations.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>As a staff, we will establish a culture for learning that communicates high expectations for all and support to meet goals &amp; expectations; Advisory program overview will be shared, explained, and connected to our school culture</p>	<p>Teachers</p>	<p>September 21, 2015</p>	<p>Ms. Leon, Principal &amp; Mr. Velazquez, Advisor</p>
<p>Advisory for Students: Students will engage in learning about self-awareness, self-regulation and their ability to articulate positive plans for their</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Mr. Velazquez, Advisor</p>

future They will also learn how to contribute to a positive school environment through enhancing their team-building skills.			
Leadership Training for Students: Selected students will engage in learning about leadership, team-building skills and increase their self-awareness.	Students	September 2015 – June 2016	Mr. Velazquez, Advisor
Introduction to Advisory periods for parents to share the plan for supporting social-emotional needs of students.	Parents	September Parent Meeting 2015	Ms. Mendez, Guidance Counselor & Mr. Velazquez, Advisor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Advisory teacher has been selected and created an advisory curriculum during summer hours. Advisory periods are part of the teacher’s regular program and the teacher will be meeting with other teachers to identify students in need and discuss strategies & progress during regularly scheduled weekly grade-level Teacher-Team meetings (90 minutes per week). Any special trips or rewards will be paid for by tax levy monies. Tax levy monies were used to pay for per session hours needed to work on the advisory curriculum during the summer. Tax levy monies will be used for a reduced program for the advisory teacher.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Advisory groups, comprised of 8-12 students, will meet at least once per week for 40 minutes to develop leadership skills, plan activities and monitor progress of the program. In January 2016, teams will reflect on the first half of the year and assess the work thus far. They will ensure that at least 10% of students have participated in leadership training through the advisory program and make plans for the second half of the year to ensure the 20% goal is met.
<b>Part 5b.</b> 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths: As evidenced by our most recent QR Feedback, teachers participate in structured inquiry based professional development activities focused on the school’s instructional goals. Team collaborations provide a vehicle for teachers to have input on key decisions about curricula and teaching practices.</p> <p>The work of teacher teams has resulted in school-wide efforts to achieve school goals, including the implementation of the Common Core Learning Standards, and contribute to improved teacher pedagogy and student learning.</p> <p>Teacher teams promote the implementation of Common Core Standards and the instructional shifts. Teachers are provided with opportunities to meet vertically and horizontally two (2) times per week by grade and by content area for 90 minutes.</p> <p>Teacher leaders plan and facilitate professional development sessions; they establish agenda and keep track of minutes. Teachers report that they have leadership roles within the teams. This allows them to share expertise with the staff and take ownership of their professional development.</p> <p>Teachers in this school are part of the Department of Education’s Teacher Incentive Fund (TIF) Program. This affords the school the opportunity to have three (2) peer collaborative teachers and four (4) model teachers who help to strengthen teacher capacity to deliver effective instruction. Teachers noted that they make decisions in regard to the adjustment and revision of curricula and in the selection of instructional resources for use across grades.</p>		

- We ensure alignment to the instructional shifts through professional learning and instructional feedback where we are focused on questioning, close reading, engagement and assessments.
- We have established a common set of expectations for how curriculum should be adapted to provide access for all learners and provide ongoing professional development for accurate implementation of the reading, writing, math, social studies and science curriculum.

Based on our QR feedback, our priority area is pedagogy. Therefore, our need is to use our strength in collaboration to ensure teachers plan lessons together that align to our instructional focus. Essentially our needs are:

- Designing Coherent Instruction by focusing closely on questioning & discussion techniques, student engagement, and using assessment to inform instruction in the classroom. We aim to meet student needs by providing multiple points of entry into the curricula and differentiating instruction where appropriate.
- To ensure rigor, teachers will meet and plan by grade and content to make sure that lessons are CCLS aligned.

## **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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in common planning periods.

By June 2016, 100% of teachers will participate in Lesson Lab professional learning.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Common Planning: Instructional leaders in each department will lead weekly Common Planning meetings for teachers focused on content-specific issues: units of study, planning &amp; implementing lessons, rubrics, looking at student work, data, etc.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Instructional Cabinet &amp; School Leaders</p>
<p>Teachers will develop the instructional practices necessary to engage students in learning, promote critical thinking skills and ensure meaningful work products are produced, while attending to the various learning</p>	<p>Teachers</p>	<p>11.30.15 12.07.15 12.14.15 12.21.15</p>	<p>Instructional Cabinet &amp; School Leaders</p>

needs of all students. Together, in teams, they will design lessons that lead to given outcomes and include key components (i.e., clear focus & learning activities, opportunities for collaboration, and higher-order questioning).			
Utilize Looking at Student Work Protocol: Provide the teams tools to understand data, identify trends, and consider instructional implications and curriculum interventions using the Rounds Protocol.	Teachers	10.19.15 10.26.15 11.02.15 AND January - March	Instructional Cabinet & School Leaders
Parent Workshops: Regular parent meetings will keep parents informed about current units of study and how teachers are meeting the needs of the students. Also, parents will learn what we are doing to support the professional growth of our teachers.	Parents	10/16/15 11/13/15 01/15/16 03/14/15	School Leaders & Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly Professional Development sessions (Monday 80 minutes after school) will be utilized to support teacher learning. Also weekly common planning meetings (90 minutes; organized by content & scheduled into teachers' regular programs) and weekly grade level meetings (90 minutes; organized by grade & scheduled into teachers' regular programs) will be managed through a pre-selected teacher leader to facilitate these meetings & a recorder to take minutes. Protocols have been set for all meetings with each team. Instructional Cabinet members meet monthly with administration to discuss & plan for common planning meetings. Per session will be paid, as necessary to support this planning work. Any per session needed will be paid from Title I SWP monies.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
---

Check in points will occur at the end of the first cycle of Lesson Lab PD December 21, 2015. Progress will be monitored through lesson plan data gathered during observation cycles and inter-class visits. Next steps will be created based on data gathered during mid-point.

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths:</p> <p>As evidenced by our most recent QR feedback:</p> <p>The school creates and uses common assessments in all content areas and across classrooms. Teachers consistently check for students' understanding of the content and make instructional adjustments based on their findings.</p> <p>The school's assessment practices generate data that provides feedback on student progress and results in revisions and adjustments to the curricula to meet students' learning needs.</p> <p>Teachers develop learning targets for students after analysis of baseline data, in order to address the learning needs of the students. Data meetings are held three times per year with teachers and an administrator to discuss and monitor ongoing progress of the students. Students also self-assess using task specific rubrics presented by teachers.</p> <ul style="list-style-type: none"> <li>Ongoing professional development offered during grade and content meetings, as well as Monday afternoon PD.</li> <li>Professional development is aligned to our school's instructional focus and the Danielson Framework.</li> <li>Professional development is aligned to observation feedback and specific to the overall needs of our school (e.g., feedback received through student data, Quality Review, etc.)</li> </ul>		

- Participation in various DOE initiatives to support improving instructional practices. Initiatives include the Teacher Incentive Fund (TIF) and Learning Partners Program (LPP)
- Leadership PD/opportunities exist through TIF and LPP participation and teachers receive specific and ongoing PD on how to develop their leadership skills in order to support their colleagues' professional growth.

Therefore, the priority need is to develop differentiated, targeted professional development that matches the needs of teachers through information gained during individual data chats.

### **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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, 100% of teachers will participate in data chats.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
Focus on accountability and team building for all staff	Staff	September 2015 - June 2016	School Leaders & Instructional Coaches
Parent Workshops: Parent Coordinator will conduct regular workshops for parents to learn about curriculum, professional development for teachers, and understanding how to interpret their child's data.	Parents	10/16/15 11/13/15 01/15/16 03/14/15	Parent Coordinator & 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.

Monday Professional Learning Time, multiple types of student data, teachers, school leaders, common core instructional materials, protocols. Title I SWP monies will be used for any per session planning.

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

	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths</p> <p>As evidenced by our QR feedback, parents reported that the school has an open door policy and that they receive a lot of communication regarding their children’s progress and expectations for the grade, through monthly meetings with the principal and ongoing meetings with teachers. In addition, parents shared that the principal facilitates workshops for parents on the Common Core Learning Standards and the new state assessments, and provide them with a syllabus and handbook that further communicate the school’s high expectations for their children.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>Teachers send home progress reports at the mid-way point of each marking period to keep parents informed of their child’s performance and progress in each subject.</li> <li>Teachers use Tuesday afternoons to conduct parent outreach, whether that be phone calls, emails, letters, one-to-one meetings, etc. to share pertinent information with parents.</li> <li>Teachers use the month of September to administer and analyze diagnostic assessments in each subject area. They look at this data against summative test data and share the information with colleagues in teacher-team meetings. This data helps to create a more clear picture about each child and helps teachers create student groups for classwork and informs instruction.</li> <li>Parent Coordinator conducts monthly workshops to inform parents of current units of study in each grade and subject areas, upcoming exams, and ways to support students at home. School leaders and teachers often serve as presenters.</li> </ul> <p>The priority need is to see increased attendance at parent meetings/conference night.</p>		

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, parental engagement will increase by 50% as evidenced by attendance at parent workshops run by our Parent Coordinator and Parent-Teacher Conferences.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent-Teacher conferences will be held 4x per year so that parents/guardians can meet with all staff members</p>	<p>Parents</p>	<p>09/16/15 11/18/15</p>	<p>Parent Coordinator &amp; School Leaders</p>

and discuss their child's progress.		03/16/15 05/11/15	
Parent Workshops: Parent Coordinator will conduct ongoing outreach to raise awareness about parent workshops. Information will also be sent via school calendar, school messenger, and school website.	Parents	10/16/15 11/13/15 01/15/16 03/14/15	Parent Coordinator & School Leaders
Quality Dialogues with Parents: Principal will hold regular meetings as opportunity for parents to share concerns/ask questions of the principal.	Parents	September 2015 – June 2016	Parent Coordinator & School Leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional time, logs, school messenger, building access during after school hours/weekends, progress reports. Engrade, an electronic grading system, was purchased through tax levy monies.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Attendance will be taken at parent workshops and at Parent-Teacher Conferences. We will monitor progress using this data and conduct additional outreach, where necessary.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELA teachers will provide additional services during AIS periods for students who are not making adequate progress (as is now determined by their formative assessments) and / or have academic deficiencies.	Teachers support students by addressing academic barriers that will lead to improved student performance. More specifically, teachers support students through guided reading activities and provide opportunities to demonstrate their understanding through writing. Teachers also support students in improving their ability to cite textual evidence in their writing.	Small Group	During the school day & after school
<b>Mathematics</b>	Math teachers will provide additional services during AIS periods for students who are not making adequate progress (as is now determined by their formative assessments) and / or have academic deficiencies.	Teachers support students by addressing academic barriers that will lead to improved student performance. More specifically, teachers work with students on improving their ability to understand key academic vocabulary, as well as providing practice problems and building independence in mathematics.	Small Group	During the school day & after school
<b>Science</b>	Science teachers will provide additional services during AIS	Students support students through a variety of strategies	Small Group and one to one instruction	During the school day

	<p>periods for students who are not making adequate progress (as is now determined by their formative assessments) and / or have academic deficiencies.</p>	<p>that best support student needs. More specifically, teachers work with students on improving their ability to understand key academic vocabulary. Teachers also support students in improving their ability to cite textual evidence in their writing.</p>		
<b>Social Studies</b>	<p>Social Studies teachers will provide additional services during AIS periods for students who are not making adequate progress (as is now determined by their formative assessments) and / or have academic deficiencies.</p>	<p>Students support students through a variety of strategies that best support student needs. More specifically, teachers work with students on improving their ability to understand key academic vocabulary. Teachers also support students in improving their ability to cite textual evidence in their writing</p>	<p>Small Group and one to one instruction</p>	<p>During the school day</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are referred by their teacher / teachers for at risk counseling services that may include: Conflict resolution, Academic planning and counseling, Interpersonal skill development, Parent-Outreach, Study Skills, Referrals to Preventive Service Agencies and / or Individual and group counseling.</p>	<p>AIS is provided for referred students in need of additional support. Type of support is dependent upon student needs but may include academic and/or social/emotional support.</p>	<p>Small Group and one to one instruction</p>	<p>During the school day</p>

## 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.
Approximately 90% of our staff are highly qualified teachers (HQT). In addition, we also have a high rate of retention of highly qualified teachers. However, teachers not considered highly qualified are supported in meeting this distinction by making available to them Title I funds to earn the additional education credits necessary to become highly qualified. We also offer them the financial support to become National Board Certified teachers.

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Our high retention rate of highly qualified teachers can be attributed to the ongoing, differentiated PD opportunities provided to all our teachers specific to their content areas. Essentially, our PD plan runs under three phases. Phase one is provided to all staff during the first 2 months of the school year and ensures all teachers understand our school-wide expectations. We lay the foundation for the year through training on the overall mission and vision of our school, annual goals, citywide instructional expectations, the CCLS, staff manual revisions, and various procedures & protocols that must be followed, including formal and informal observations, interclass visitations, and teacher-team expectations. Phase two provides PD to teachers that focus on specific areas of our school-wide rubrics. The key topics are selected as areas for improvement through observations, interclass visitations, and self-assessment practices. Phase three allows selected teachers to learn the theory of instructional practices by conducting and participating in book study opportunities.
A large number of selected teachers also participate in additional PD opportunities in all content areas provided by the DOE, the Learning Partners Program (LPP) and the Teacher Incentive Fund (TIF).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

Teams of teachers collaborated to revise performance tasks within each grade level and subject area and to plan necessary scaffolds for various subgroups of students. Teachers were supported in this work through ongoing PD with our consultant, Learner-Centered Initiatives (LCI), as well as through our participation in the Common Core Lab. Further, a small group of literacy teachers worked together to create a set of school-wide rubrics to assess student writing across grades and content areas. Teachers provided PD to their colleagues on using the rubric to effectively provide feedback to students so that they may improve their own writing and the rubrics have been revised using teacher feedback over time. LCI also provided additional PD on how to provide effective feedback to students. Finally, teachers have been working together to design baseline assessments within each grade and content area. They will be revised throughout the school year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	280,745.00		
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	18,624.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,688,734.00		

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Inwood Junior High School 52**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Inwood Junior High School 52** will support parents and families of Title I students by:

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

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

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

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

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

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

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

**Inwood Junior High School 52**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

### **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Inwood</u>	DBN: <u>06M052</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:           Inwood Intermediate High School (IS 52) is one of the largest middle schools in New York City with approximately 489 students enrolled from grades 6 through 8. The student population comprises 94.5% Hispanic, 4.1% Black, and 0.6% White, and 0.8% other groups of students. The student body includes 149 - 30.78% English language learners, which is a higher proportion of students than is usual in similar schools. The district's Dominican population is one of the largest in New York City and nearly all students speak Spanish at home.

Language Instruction Program - As per the New York City Educational Policy, English Language Learners (ELLs) will participate in either Transitional Bilingual Education (TBE) or freestanding ESL. The purpose of this policy is so that all students will be given the support needed so that they may meet the highest standards. These programs offer students rigorous instruction in ESL and through content areas. Our TBE program will follow the guidelines of the New York City Policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency or when they are at intermediate level, instruction will then be changed to 50% English / 50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of ESL instruction - four periods of forty-five minutes each - for children at an advanced level of English and 360 minutes of ESL instruction - eight periods of forty-five minutes each for children at a beginner/intermediate level of English. Our Transitional Bilingual Education (TBE) follows the guidelines of the New York City policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency to an advanced level, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of English instruction four periods of forty-five minutes each for children at an advanced level of English and 360 minutes of English instruction eight periods of forty-five minutes of each for children at a beginner/intermediate level of English.

Using the AMAO tool it provided us with the data as follows: 30.9% of the school's population are designated as English Language Learners (ELLs) and receive their instruction through the school's bilingual program, which consists of Transitional Bilingual and Free-Standing ESL classes. Newcomers will receive instruction in their native language as well as ESL, with emphasis on language acquisition and literacy skills.

-Of the 190 students that scored level 1 on the NYS ELA Exam, 80 were ELLs and 22 were both ELLs and SWD.

There are considerable challenges for English language learners in math. We may find that our ELLs use different processes to arrive at answers. Problem solving is not just language, but a thought process as well. Students from other cultures may be more concerned with getting the correct response than with the process that was used to solve the problem. They may not be able to justify their answers. Our current ELLs showed deficiencies on the NYS Math exam, scoring below grade level. Out of the 218 students who scored 1 on the NYS Math Exam, 92 students were ELLs and 17 were both ELLs and SWD. After analyzing the data from ELA and math exams, the rationale for the Title III program is to give extra support to students in grades 6-8 in math in their native language / English according to their proficiency and English as a Second Language-ESL. The Title III program was designed to create a situation where there is reason, opportunity and purpose for using language. This includes but is not limited to: fractions, number theory, interpretation of charts and graphs, using measurement, solving algebraic

## Part B: Direct Instruction Supplemental Program Information

equations / expressions and problem solving activities. There will also be role playing situations using ESL methodologies.

There will be approximately 100 targeted students expected to participate. The grade levels that will be attending are 6th, 7th, and 8th grade. We will measure increases in English Proficiency and core academic content knowledge of limited English proficient children with the NYSESLAT and NYS Math tests. The English language proficiency levels will be beginners, intermediate and advanced according to latest NYSESLAT scores. The programs are designed to prepare ELLs for NYS assessments.

The frequency of the activities will total 4 hrs. – 2 hours on Wednesday and 2 hours on Thursday from 2:20 pm – 4:20 pm. There will be equal time for math and ESL (31 sessions are planned for two days per week). There are a total three groups - with approximately 33 students in each. One of the bilingually certified teachers will push into two of the groups for 1 hour each and the provisionally certified teacher will push in the other group for the full two hours.

All postings will be done as per the UFT contract. Title III activities will start on November 12, 2014 to April 1, 2015.

Number of teachers participating: Five teachers will provide instruction to students and one supervisor will serve as a coordinator for the program. SAM # 53 clearly states that Title III teachers should have a bilingual extension or ESL license. Every attempt will be made and positions will be posted to fill them according to the regulations. The program supervisor will be Mr. Luis Tejada, whose normal work hours are 7:30am - 3:20pm Monday through Friday, hence he will be paid for only 1 hour each session. There are no other programs that have a supervisor during those times. Since we were only able to obtain one bilingually certified teacher and one provisionally bilingually certified teacher, we are using content area teachers for 2 of the ELA/ESL and 1 common branch teacher for math.

Program will include: Remedial Math and ESL. Also included will be coordination with academic intervention services in the areas of ESL and Math.

Materials used are as follows:

ELA / ESL - Group 1 - Reading by Standards Level G- RALLY! Education and Understanding Complex

Reading Level F - RALLY! Education

Group 2 - Language! Everyday English For Non-English Speakers and New York ELLs and teacher hand outs.

Group 3 - Rehearsing for the Common Core Standards Level F Reading, Grammar and Usage Workbook and teacher handouts

Math - Group 1 - Glance Skills Intervention for Middle School Mathematics, teacher made materials

Group 2 - Math handbook Glencoe McGraw-Hill in Spanish and teacher hand-outs

The support staff (a family worker, the Parent Coordinator, and the Program Coordinator) that will be working with the program will have a number of duties. They will be responsible for the maintenance and updating of attendance logs. These support staff also have the responsibility to make phone calls to the families of students who are not attending, are absent, or cutting. This support staff is working their normal daily hours and monies are not charged against Title III.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_\_\_\_\_ Teachers will be trained on how to provide extra support in the area of math remediation and ESL strategies to newly arrived students. The topics that will be included in the professional development include but are not limited to math and English instruction using different forms of ESL methodologies, as well as recommendations for teaching reading to ELLs and the

### Part C: Professional Development

importance of building background knowledge.

Staff development dates:

Date: January 9, 2015 from 2:20 pm - 3:20 pm

Title of Workshop: Using ESL strategies in the content areas

Presenter: Amanda Moody

Participants: Maria Rojas, Elisa Deegan, Premila Ashok, Pauline Sawyers, Filomena Borrero, Luis Tejada and

Date: March 6, 2015 from 2:20 pm - 3:20 pm

Title of Workshop: Strategies for ELLs taking the NYSESLAT

Presenter: Amanda Moody

Participants: Maria Rojas, Elisa Deegan, Premila Ashok, Pauline Sawyers, Filomena Borrero, Luis Tejada

We will measure the impact on students' achievements by administering pre-and post-tests.

The overall theme of our work will be teaching literacy through the content areas. More specifically, our topics included: Using effective questioning techniques, assessing language themes, learning key vocabulary through the different content areas, teaching reading through math and helping with the different learning needs of ELLs.

Our high-quality professional development activities are aligned to the instructional program being delivered under the Title III program. Ms. Amanda Moody will present the aforementioned PD sessions. Mr. Tejada, the assistant principal, will support the teachers in the area of data management: gathering, analyzing & interpreting data. Teachers will learn to evaluate students through various formative assessments, to use the data gained to inform their instruction, and to monitor students throughout the duration of the Title III program.

Professional development will also include cutting edge professional articles on ELL strategies. These articles will provide the teachers with an opportunity to further their knowledge of current practices, and discussing and analyzing and applying new insights into the classroom practices. The participants will share this information with the entire staff in our continuing efforts to incorporate ESL into all the content areas. It is expected that this will have a positive impact on our ELL population which is almost 1/3 of our student body.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent involvement is an important component in a child's educational success. An invitation letter will be sent to parents informing them of the programs that will be conducted under Title III. Parents will also be invited to attend a workshop during school hours where they will have the opportunity to voice their concerns as well as learn about the standards. The workshop will include a discussion of student's progress and the importance of parental involvement. The targeted number of parents attending the workshop is 30. The language of service is Spanish. The elements of the curriculum will be explained so they can help their children at home and compliment the work these students do during school hours. This training will help parents to build capacity in order to increase their children's academic performance. We will also be having workshops on how to use the internet in helping their children with homework, how to write a resume and how to access school information.

Parent workshop:

Date: January 30, 2015

**Part D: Parental Engagement Activities**

Title: Developing English language skills at home

Presenter: Amanda Moody

Participants: approximately 30 parents of ELLs

Parent Coordinator will have workshops for the parents during the school day. The tentative schedule is as follows: Oct. 1st, Oct. 10th, Nov. 6th, Dec. 18th, Jan. 9th, Feb. 6th, Mar. 6th, Apr. 1st, May 18th and Jun. 5th.

These workshops will support ELLs achievement by increasing parent awareness of the academic expectations for their children and involvement in the development of their education. No extra funding is needed for this activity.

**Part E: Budget**

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

Allocation Amount: \$20364

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>052</b>
School Name <b>Inwood Intermediate School 52</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Ms. Lupe Leon</b>	Assistant Principal <b>Ms. Suzanne Sheerin</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mr. Santiago Namnun</b>	School Counselor <b>Mrs. Maria Mendez</b>
Teacher/Subject Area <b>Ms. Vanessa Gil</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Mrs. Licette Vasquez</b>
Related-Service Provider <b>Mrs. Elisa Deegan</b>	Borough Field Support Center Staff Member <b>Ms. Yuet Chu</b>
Superintendent <b>Mr. Manuel Ramirez</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>1</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>430</b>	Total number of ELLs	<b>123</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							23	29	24					0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	123	<b>Newcomers</b> (ELLs receiving service 0-3 years)	82	<b>ELL Students with Disabilities</b>	29
<b>SIFE</b>	12	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	30	<b>Long-Term</b> (ELLs receiving service 7 or more years)	11

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	65	7	1	3	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	17	5	3	27	0	17	11	0	6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	23	29	24	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

\* EP=English proficient student

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

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

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

**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							40	45	33					0
Chinese														0
Russian														0
Bengali							0	1	0					0
Urdu														0
Arabic							0	1	0					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	1					0
Other Portuguese							1	0	0					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							18	23	15					0
<b>Emerging</b> (Low Intermediate)							1	3	6					0
<b>Transitioning</b> (High Intermediate)							2	3	6					0
<b>Expanding</b> (Advanced)							21	18	7					0
<b>Commanding</b> (Proficient)							8	10	8					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							15	9	22					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	61	36	7	1	0
7	56	51	8	4	0
8	70	66	17	0	0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	51	13	28	4	14	1	0	0	0
7	42	23	44	4	14	0	4	0	0
8	62	15	67	5	10	0	1	0	0
NYSAA					1				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	10	10	60	15	79	4	6	1	0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	17	14	17	16				
Chinese Reading Test								

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

1. 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.

At IS 52, all of our students' literacy skills are tested at the beginning of the school year using a combination of previously released New York State English Language Arts testing materials and teacher-created writing diagnostics. Every ESL and bilingual teacher uses the same reading diagnostic across each grade level to assess student literacy skills and readiness. The reading and writing diagnostics were developed by a team of teachers to assess the degree to which students mastered the previous grades' Common Core Reading and Writing standards and student readiness to engage in the work of their current grade. In addition, the writing diagnostics were created to align to topics related to the first common units in each grade. All ELLs are assessed using the common diagnostics just as every other student is.

ESL and bilingual teachers implement the diagnostics in a way that meets the needs of their particular ELLs. While general education teachers may just give the assessment and have students complete it independently, ESL and bilingual teachers provide scaffolds and differentiation to meet the needs of students and increase the likelihood that the data gathered from the diagnostics reflects actual ELL reading and writing abilities and not English language proficiency levels. ESL and bilingual teachers have students collaboratively read the texts and unpack the tasks before students are asked to complete the diagnostics. Students are provided with bilingual glossaries, dictionaries, and sentence starters as appropriate to the English proficiency levels and needs in order to give all ELLs access to successfully completing our reading and writing diagnostics. In addition to the common diagnostics, ESL and bilingual teachers individually make decisions about what additional literacy diagnostics are to be used. To assess ELL readiness to actively participate in shared readings and read alouds, some teachers use the Fry Oral Reading Test. Students who score near grade level are ready to participate in collaborative readings, however, students who are significantly below grade level are strategically paired with helpful peers who can model fluent reading and students can do a repeated reading after the helpful peer has read.

Through a combination of common literacy diagnostic results and NYSESLAT modality score 3-year trends, we have noticed that our ELLs need significant support with engaging in text-based, evidence-based discussions, and writing from sources. Since our common units are designed to address these needs, ESL and bilingual teachers collaboratively plan instruction from the common units to

engage ELLs in frequent opportunities for close reading and text-based discussions, as well as writing from sources. Teachers collaborate to plan close reading routines and implement classroom talk structures such as the use of accountable talk stems and Socratic Seminar to support ELL reading comprehension and critical thinking, which transfers to deeper written pieces as seen in students' performance tasks. Also, teachers collaborate to examine student writing to look for patterns and trends and plan instruction to address writing needs. Common writing needs include explicit teaching of paragraph and essay structures, and providing ELLs with the necessary academic language through sentence stems and frames to organize writing. Also, teachers have built in time for students to engage in shared writing and shared text evidence interpretation, as well as peer editing and revising to scaffold the writing process.

Not only are text-based discussion and writing from sources instructional needs for ELLs, they are needs school-wide and we are in active pursuit as a staff to address it within our units of study and daily lessons. To that end, Danielson FT 3b and 3c were identified as school-wide instructional goals in 2014-2015, and will continue in 2015-2016 as we continue to build on the foundations we have set down. In 2014-2015, professional development sessions were offered including Socratic Seminar and analyzing ELL data to identify instructional needs (speaking and writing). Also, during teacher team meetings, teachers collaboratively engaged in teacher interclass visitations, and looking at student work to determine writing strengths and needs, and plan intervention strategies. This year, as part of our professional development plan, teachers will work in problem-of-practice teams to research instructional issues, plan instruction to address the needs, engage in classroom visits to monitor progress and revise strategies. All of this in-house professional learning will be aligned to Danielson 3b and 3c.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns for the NYSITELL/NYSESLAT across grade levels reveal that our students represent a range of overall proficiency levels. In 6th grade, 18/50 (36%) achieved an entering level of overall proficiency, 1/50 (2%) achieved an emerging/low intermediate level of overall proficiency, 2/50 (4%) scored at the transitioning level or high intermediate level of overall proficiency, 21/50 (42%) scored at the expanding level, and 8/50 (16%) scored commanding. In 7th grade, 23/57 (40%) achieved an entering level of overall proficiency, 3/57 (5%) achieved an emerging/low intermediate level of overall proficiency, 3/57 (5%) scored at the transitioning level or high intermediate level of overall proficiency, 18/57 (32%) scored at the expanding level, and 10/57 (18%) scored commanding. In 8th grade, 15/42 (36%) achieved an entering level of overall proficiency, 6/42 (14%) achieved an emerging/low intermediate level of overall proficiency, 6/42 (14%) scored at the transitioning level or high intermediate level of overall proficiency, 7/42 (17%) scored at the expanding level, and 8/42 (19%) scored commanding.

The percentage of students achieving each overall proficiency level is somewhat stable across grade levels. Schoolwide, about 38% of our ELLs were entering level, about 7% were emerging/low intermediate level, about 7% transitioning/high intermediate level, 31% were expanding level, and 18% were commanding level. Across grade levels, a roughly lower percentage of ELLs were entering/emerging versus transitioning/expanding/commanding. Entering/emerging students are usually programmed in TBE classes as per parent choice, while transitioning/expanding/commanding students are typically programmed in ESL, with a few expanding students in TBE classes as per parent choice. Our lower entering/emerging versus transitioning/expanding/commanding groups may occur since many of our students are placed in IS 52 as newcomers and SIFE whose parents want their children in a TBE program, while parents with more English-proficient children typically want their children in ESL and monolingual classes.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We are aware that we have not met the AMAO targets for several years, but we are working hard to ensure that we reverse this trend. In October, 2014, all teachers participated in an ESL training in which the ESL Coordinator facilitated a close analysis of NYSESLAT data to examine patterns and trends for the past three years. Teachers worked in teams to analyze patterns and trends within and across modalities and grade levels. It was discovered that our ELLs tend to get higher scores in reading and speaking, while their listening and writing scores do not advance from year to year as we would expect. It makes sense that speaking advances first, since students use English in their daily lives to communicate with each other, and throughout the school day in their classes. It also makes sense that students do well in reading, since reading across the content areas and engaging in close reading are staples in our core instruction. However, knowing that students were not advancing in speaking or writing, we decided to include those modalities within our instructional priorities. These findings are aligned with the school-wide instructional goal of supporting all teachers to plan and implement more effective instruction in the areas of Danielson 3c, Engaging students in learning, and 3b, using questioning and discussion techniques. We understand that if we can improve core instruction by integrating frequent and ongoing opportunities for text-based discussions and shared and extended writing, ELL students' NYSESLAT proficiency scores should advance appropriately. Furthermore, attention to discussion and writing should also help ELLs achieve higher ELA and math test scores, since math discussions and text-based discussions support students with learning comprehension strategies and problem solving skills. We will also be conducting PD on the changes in the NYSESLAT exam so that we can integrate those changes into our lessons across the board.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

At IS 52, our ELLs score better on the ELE than the NYS English test. On the ELE exam, 17/64 (27%) scored at the first quartile, 14/64 (22%) scored at the second quartile, 17/64 (27%) scored at the third quartile, and 16/64 (25%) scored at the fourth quartile. If quartiles are roughly equivalent to levels, ELLs did not fare nearly as well on the NYS ELA exam. In 6th grade, 61/105 scored at level 1 (58%), while 36/105 scored at a level 2 (34%), while 7/105 (7%) scored at a level 3 and 1/105 (1%) scored at a level 4. In 7th grade, 56/119 scored at a level 1 (47%) while 51/119 scored at a level 2 (43%) with 8/119 (7%) students achieving a level 3 and 4/105 (4%) achieving a level 4. In 8th grade, 70/153 scored at a level 1 (46%) while 66/105 scored at a level 2 (63%), and just 17/105 (16%) scored a level 3. The data illustrates that most ELLs scored at a level 1 or 2 on the NYS ELA exam, while on the ELE ELLs scored mostly at Q2-Q4.

Comparing NYS Math scores, students who took the test in their home language (Spanish) tended to score worse than students who took it in English. This pattern is true for 6th and 7th grade, while in 8th grade students fared about equally. In 6th grade, 57% of students who took the Math exam in the home language scored a level 1, while 17% scored a level 2, and 4% scored a level 3. Also in 6th grade, 58% who took the Math exam in English scored a level 1, while 32% scored a level 2, and 16 percent scored a level 3. In 7th grade, 79% of students who took the exam in the home language scored a level 1, while 14% scored a level 2. Also in 7th grade, 41% who took the test in English scored a level 1, while 43% scored a level 2, 14% scored a level 3 and 4% scored a level 4. This data shows that a greater percentage of students score at a level 1 when taking the math test in the home language than students who took it in English. However, in 8th grade the percentages are comparable at 63% level 1 in the home language versus 46% in English, 21% level 2 in the home language versus 49% in English and students taking the test in English scored 7% and 1% levels 3 and 4 respectively while no students got a 3 or 4 taking the test in their home language. Overall, students fared worse when taking the NYS math exam in Spanish.

At IS 52, we do not use the ELL Periodic Assessments. We use the performance tasks embedded in our common units by grade to keep track of ELL student progress, and ESL and bilingual teachers also informally assess students with formative assessments aligned to the performance tasks. Formative assessments are typically teacher-developed evidence worksheets and scaffolding activities used to prepare ELLs for our performance tasks. Additionally, teachers informally monitor speaking and listening skills via whole class, small group, and pair discussions.

- 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*.] Not applicable.

- 6. How do you make sure that a student's new language development is considered in instructional decisions?  
At IS 52, teachers collaborate during teacher team meetings to plan instruction for their students. Part of this collaboration involves closely exploring our common units and creating lessons from them to address the needs of our ELLs, depending on their proficiency levels. Teachers work together to plan instruction that is appropriately scaffolded and differentiated for their ELLs. Furthermore, teachers collaborate to plan instruction that helps ELLs bridge their home language knowledge and skills with the new language across content areas. ESL and bilingual teachers sometimes visit other content area teachers to offer contextualization, bridging, scaffolding, and differentiation strategies to better support the needs of ELLs at different proficiency levels. In addition, teachers share scaffolds they have created for their students with other teachers to be adapted, as needed, to fit their students' needs.

In addition, ESL and bilingual teachers begin the year with an ESL foundations unit of study in which ELL students learn and engage in listening, speaking, reading and writing routines to build community and master key terms and concepts that are further explored in the ELA common units in each grade. The foundations units are unique in that they were developed specifically to support ELLs at entering and emerging levels, and are easily adaptable for higher proficiencies as well, since the teacher must make informed decisions about texts, tasks, and scaffolds while the unit is underway, based on students' diagnostic results and ongoing formative assessments. The foundations units help ELLs transition from reading, discussing, and writing about short texts and articles to longer literature that is explored in our ELA common units of study.

- 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?

Not applicable.

- 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Our ESL and bilingual teachers meet regularly during Monday afternoon professional development time, and weekly teacher team and grade level meetings to review ELL data and implications for instruction. In September and then updated in October, the Data Specialist provides all teachers with NYSESLAT and NYS exam scores so that teachers can determine the strengths and instructional needs of our ELLs. In these meetings, we use RLAT data aggregated by class for teachers to closely examine the NYSESLAT and NYS

exam scores of their particular ELLs. This data is collaboratively analyzed, and each teacher keeps a copy of it for their data binders. Teachers examine whether or not there is an increase in overall proficiency for each student, and in cases where there is not, teachers examine modality scores to determine where students did not make progress. Based on these meetings, we have discovered that overall, students are not progressing in listening and writing as well as they are in reading and speaking. Furthermore, ELL students are clustered at levels 1 and 2, with very few reaching level 3 in both ELA and math. To that end, our CEP goals are to increase ELA and math scores, particularly for students who scored level 1 in 2015.

In addition, one of our CEP goals is to improve the overall quality and effectiveness of our bilingual programs by intensively preparing expanding level ELLs for a monolingual classroom setting, and boosting scaffolding and differentiation support for emerging and expanding-level ELLs. This year in order to meet the needs of our ELLs and FELLs in monolingual classes, we are providing push in and pull out services using ESL methodologies. In 2016-2017, we are looking forward to create a bridge 6th-7th grades Emerging ELL language-intensive class to support Newcomers who are at the earliest stages of proficiency to teach them classroom routines and the academic language needed to participate in all content classes. Our plan is to use Newcomer/Beginner ELL units of studies released by the DoE as well as picture dictionaries and vocabulary building resources to help Newcomers rapidly build an English language base before transitioning them to regular ESL and TBE classes with their Emerging to Commanding-level peers. In terms of supporting our Expanding and Commanding ELLs, many parents have elected to move their children from the bilingual program to the ESL program as their children reach the expanding level of English proficiency in order to accelerate their English language development. Parents of our ELLs appreciate the support that the transitional bilingual program provides especially well for our entering, emerging and transitioning-level students.

Finally, our Special Education Coordinator regularly communicates with teachers to discuss the progress and needs of SWD/ELLs. These students, depending on their IEP recommendations, are provided with push-in ESL support, or pull-out support.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

During registration, parents or guardians of new arrivals complete a Home Language Identification Survey (HLIS), which is administered by Ms. Cecilia Nuevo, a highly-qualified bilingual teacher and licensed pedagogue. She speaks both Spanish and English and serves as our Testing Coordinator/Data Specialist. The HLIS is comprised of an oral interview in English and in the native language, which, generally speaking, is Spanish. The HLIS also includes a formal initial assessment. Based on the responses, we can determine what language the child speaks in the home. If the family uses a language other than English at home, we administer the NYSITELL test. The NYSITELL determines whether or not the student is an English Language Learner (ELL) and, therefore, also determines the child’s entitlement to English as a Second language services. Further, if the NYSITELL determines that the child is an ELL and speaks Spanish at home, we administer a Spanish NYSITELL to determine language dominance. These steps are all completed within the first 10 days of initial enrollment.

All ELLs within our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). This exam measures students’ levels of proficiency across the four language modalities: reading, writing, listening, and speaking. Student results of the NYSESLAT help to determine the future program placement of our ELLs and the level of bilingual or ESL services provided to them from year to year. In order to maintain our data accurately, IS 52 has centralized student information in the admissions office which is managed by Ms. Cecilia Nuevo, our Data Specialist. We use a Microsoft Excel spreadsheet to input all information which pertains to the student. The information in this database comes from reports such as RLAT, RDGS, RPOB, RESI, and NCLB. RLAT provides information that tells us if the student is entitled or non-entitled. RDGS (NCLB Disaggregation Groups Report) gives us the student’s ethnicity and denotes if they are ELLs. RPOB provides the student’s place of birth and the home language. RESI provides us the student’s testing information for the last three years as well as ethnic data, attendance whether the student is an SWD. In case of new admissions, the student’s information is immediately inputted into the spreadsheet and indicates if the child is an ELL. Any discrepancies are investigated and corrected. Based on the list generated from our database, the students are tested during the test window provided to us per the DOE Assessment Memorandum. The test includes the four components: speaking, reading, writing and listening. Accurate attendance is kept to ensure that any absent students are given a make-up test during the testing window. For the speaking test, the ELL students are called by grades and the students are assigned to different proctors (all

highly-qualified, licensed pedagogues) who administer the test individually. For the other three components, the school follows a stationary schedule while the ELLs are being tested to ensure that all mandatory test conditions are adhered to.

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).

To date, all of our SIFE students have been identified as SIFE before they arrived at IS 52. In the future, we plan to use the LENS and SIFE questionnaire, along with student work, to determine if any new students are SIFE. If they are SIFE, ESL and bilingual teachers will work together alongside content teachers to plan sufficiently scaffolded and differentiated instruction to meet their needs.

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 enrolled students with IEPs is that the new students are flagged in the ATS system as "IEP." When they come for enrollment, they are tested using the NYSITELL and the Spanish LAB. If they do not score proficient on the NYSITELL, they are identified as ELLs.

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.

During registration, the parents of newly arrived students are given a letter to sign which indicates if the student is entitled or non-entitled. For the students who are enrolled in our school, original letters of entitlement are sent to parents either by calling parents in to the school, reviewing the letter with them, and having them sign for it to verify that they have received it, or sending the letter home with their child to be returned signed by the parent. All copies are then filed in the admissions office.

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).

When the child is registered and identified as an ELL, the parent selects a program and is informed of all of their rights and options. If a parent expresses the need to appeal a decision, we would review the steps with them accordingly. However, we have not encountered this yet.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of our ELLs are invited to attend an orientation session within 10 days of enrollment. This invitation comes in the form of a letter in the preferred language of the parent/guardian. Although most parents attend with the letter invitation, we follow up with parents by phone as needed. At the orientation session, parents receive a brochure entitled "A Guide for Parents," and view a videotape of the program options. Here, parents receive information on and ask questions about the instructional programs available to ELLs. Currently, there are three (3) types of programs available for ELLs in New York City Public Schools: Dual Language (DL), Transitional Bilingual Education (TBE) and English as a Second Language (ESL). Ms. Nuevo, the Testing Coordinator/Data Specialist, uses this session to communicate with parents in their native language to ensure understanding of the programs available to their children. At the end of the orientation session, parents complete the Parent Survey and Program Selection form that indicates the program they are requesting for their child. Using this information, she, along with the Assistant Principal, decides on the class that best meets the needs of the student.

The programs that we offer at our school (Transitional Bilingual/ ESL) are aligned with the parents' requests. At this time we do not have a sufficient number of parents interested in a Dual Language program, so we do not offer one. However, if there are a sufficient number of parents across two consecutive grades who express interest in this program, this option will be made available to them.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

During new student registration, the parents of newly arrived students are given a letter to sign which indicates if the student is entitled or non-entitled. For the students who are enrolled in our school, original letters of entitlement are sent to parents by the student who must sign a copy. All copies are then filed in the admissions office. Parents of our ELLs are invited to attend an orientation session within 10 days of enrollment. This invitation comes in the form of a letter in the preferred language of the parent/guardian. Although most parents attend with the letter invitation, we follow up with parents by phone as needed.

Ms. Nuevo, the Testing Coordinator/Data Specialist, uses the orientation session to communicate with parents in their native language to ensure understanding of the programs available to their children. At the end of the orientation session, parents complete the Parent Survey and Program Selection form that indicates the program they are requesting for their child. These forms are appropriately filed.

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

Ms. Nuevo or another IS 52 intake team member follows up with parents via phone or a letter sent home, or both, to ensure that Parent Survey and Program Selection forms are completed and returned in a timely fashion. Parents are encouraged to come to IS 52 to fill out the forms if they did not do so at the orientation.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Our Registration Team calls parents in and has them sign the parent notification letters at school, to ensure that parents receive them.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL identification materials are filed in the Registration Team's office once they are received.
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.

The Testing Coordinator sends the entire staff an email informing teachers of NYSESLAT testing dates, times, and who will be proctoring which group, along with NYS proctoring regulations. Teachers are advised to review the proctoring regulations ahead of time. In addition, the Testing Coordinator works with ESL and bilingual teachers to attend NYSESLAT administration professional development, and train additional teachers who will be testing students. The testing coordinator works with a team of certified teachers to administer all sections of the NYSESLAT during the annual testing window. ESL and bilingual teachers administer the listening, reading and writing sections during reading and writing periods. Certified pedagogues individually test students for the speaking section. Students are individually escorted to the library to complete the speaking section and then escorted back to their classes once they have completed the speaking section. The testing coordinator keeps a list of students who have completed each section and coordinates with ESL and bilingual teachers to administer sections to students who were absent, during the annual make up window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our registration team calls parents in and has them sign the continued entitlement and transitional support parent notification letters at school, to ensure that parents receive them.
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).

For Spanish-speaking new arrivals in our school, parents have selected a transitional bilingual program 100% of the time. For students that score in the transitioning or expanding levels on the NYSESLAT, parents have selected a standalone ENL program 90% of the time. No parent in our school has ever requested dual language program. The program models we offer are aligned to parent requests because we offer bilingual and ESL programming in each grade and program students according to parent program selections.

## 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.  
Our standalone ENL program consists of one class per grade. Each standalone ENL class is heterogeneously grouped and blocked, so the students mostly travel together. The only periods that they might not travel together for are their talent classes. We include our recently tested out ELLs (former ELLs) in the standalone ENL classes to ensure that they receive the appropriate support as per CR Part 154.2. Students in our standalone ENL program are taught using same common units as their general education peers. Some standalone ENL program students also receive push-in support in their content classes.
  - b. TBE program. *If applicable.*  
Our transitional bilingual program consists of one class per grade. Each TBE class is heterogeneously grouped and blocked, so the students mostly travel together. The only periods that they might not travel together for are their talent classes. Students in our TBE program are taught using same common units as their general education peers.  
This year in order to meet the needs of our ELLs and FELLs in monolingual classes, we are providing push in and pull out services using ESL methodologies. We have purchased the Language Power, Building Language Proficiency series to use for

the Newcomers. We are aiming to create a 6th and 7th grade Newcomers bridge class in 2016-2017 to help build foundational academic English. We will be using the Language Power, Building Language Proficiency series to use for the Newcomer bridge class.

c. DL program. *If applicable.*

Not applicable.

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

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

In our TBE program, students receive 10 periods per week (45 minutes each) of standalone ENL. In the TBE program, students are taught math, science, and social studies in their home language (Spanish), which shifts to more instruction in English as students gain English proficiency. In the standalone ENL program, students are taught in English, but they are provided with appropriate home language supports including translated materials to communicate with parents, translated versions of texts covered in our common units (ex. "To Kill a Mockingbird" and "Animal Farm"), access to bilingual dictionaries and glossaries, and ongoing opportunities to engage with peers in their home language and in English while completing in-class activities.

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

In both our TBE and standalone ENL programs, teachers focus on building content knowledge and academic language within our common units of study across content areas and grades. All students engage in the same school-developed common units (for each grade and subject), and as such, all students must be able to access to grade-appropriate complex texts and actively participate in daily lessons. Literacy coaches, ESL and bilingual teachers work with ELA and social studies teachers to help them scaffold their instruction for ELLs by focusing on building academic vocabulary related to unit concepts, integrating the use of new terms into class discussions, and requiring students to use terminology on graphic organizers, and in performance tasks. In addition, teachers develop PowerPoint presentations with key content, concepts, text-based quotes and visual representations to ensure students are able to collaboratively engage in close reading activities, math talks, science inquiry, and learn new academic vocabulary that is applicable across content areas. ESL, bilingual, science and social studies teachers also support ELLs at all proficiency levels by exposing them to a variety of writing experiences. Students are supported through the use of graphic organizers, templates, and sentence starters at the beginning level, and move to developing extended writing pieces in both content and style as they advance. ELLs are also supported via teacher modeling, shared writing experiences, and opportunities to engage in self- and peer-assessment using our school-developed common rubrics.

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

Students in our TBE program take the ELE exam, as do students in the standalone ENL program whose home language is Spanish. The results of the ELE assessment help our school to identify students who need extra support in Spanish language arts, and to place students in the appropriate level of Spanish native language arts instruction. Furthermore, TBE teachers administer assessments in students' native language as part of their regular practice. To support students' native language development, the majority of formative assessments in TBE classrooms occur in our students' native language (Spanish). TBE teachers of math, science and social studies informally assess students' home language growth and needs through classroom discussions and one-on-one conversations, and more formally through content-based tests in Spanish. ESL teachers encourage entering and emerging students to engage in discussions in both Spanish and English, and complete shared writing in Spanish and English.

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

To ensure ELL students are appropriately evaluated across all four modalities of English throughout the year, all teachers, ESL and bilingual included, follow our own, teacher-designed curricula that has been vetted by NY State. Each unit contains embedded CCLS-aligned performance tasks to measure students' progress toward meeting the CCLS standards, mastering key academic vocabulary, and content. ESL and bilingual teachers work with ELA teachers to design scaffolds to ensure that all students can successfully complete tasks. Scaffolds for speaking, listening, reading and writing include graphic organizers with key terms and sentence stems or frames, paragraph and essay outlines, Socratic Seminar talk stems for participating in argument and text-based discussions, and peer evaluation forms for listening and writing. In addition, engaging classroom structures support the informal assessment of ELLs in each of the four modalities. Students regularly work in pairs and groups to discuss complex texts, to find and analyze text-based evidence, to create shared writings, and to analyze their own and peers' writing. Teachers informally assess speaking, listening, reading and writing skills while students work together. Structured opportunities for student collaboration ensure our ELLs are actively using all four modalities to develop English proficiency and engage in the tasks embedded in our common units of study.

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

For our SIFE students, we focus on connecting students' prior knowledge to their current learning. Also, our teachers plan multiple entry points for their lessons, often including video clips and PowerPoint slides to build background and contextualize concepts and texts. Teachers choose engaging topics and texts that appeal to a wide range of student interests and needs, and make connections between disciplines to enhance understanding and to further promote academic language. In addition, our teachers provide a variety of learning experiences to develop students' critical thinking, collaboration skills, and learner autonomy. SIFE students need to feel some amount of control over their learning to feel valued and be motivated.

For our Newcomers, we focus on "survival" skills and on connecting students' learning to the content areas of social studies, math, science and language arts. Students' English language development is supported through the purposeful use of scaffolding and differentiation strategies as teachers engage Newcomers in our common units of study. \*\*\*\*\*In 2015-2016, we will offer a 6th and 7th grade Newcomers bridge class to help students build necessary academic language while also building content knowledge. We will use the Language Power, Building Language Proficiency series for this bridge class. In addition, Newcomers participate in our after-school Title III program to further build their English language skills. \*\*\*\*\*

For students receiving 4 to 6 years of ESL services, or developing ELLs, we know that it is important to analyze their data in order to identify patterns and trends, set SMART goals, and identify interim benchmarks of progress, so our teachers meet regularly to discuss student data. Teachers use findings from student data to plan opportunities for re-teaching concepts and skills that need further attention, and to revise curricula as per student learning needs. We find that developing ELLs often need support with organizing and developing their ideas in writing, so we provide graphic organizers and outlines to support them. We also find that some struggle with grammar and conventions, so we work with them individually on any issues. We also engage students in self- and peer-reflection in order to teach them how to set their own achievement goals and work toward achieving them. These students are also generally placed in monolingual classes (as per parent choice) so that they will receive their content in English. Further, these students are invited to participate in our after school homework helper program.

For our long term ELLs, we mostly follow the same plan as our developing ELLs. We pay attention to data and plan instruction accordingly. Where our students are not advancing in reading or writing, we plan instruction to target their needs. To support reading needs, we pair long term ELLs with proficient peers to engage in classroom activities. Long term ELLs work alongside proficient peers to complete close reading activities, text excerpt analyses, and quote interpretation. To support writing needs, teachers confer with students one-one-one multiple times during the writing process to offer formative feedback on language, content, and organization needs. We work with students to improve their writing through the multiple draft process. We also pair them with proficient peers to provide additional feedback. ESL teachers also support content teachers to help long term ELLs reach standards by integrating self-regulation strategies into their instruction. ESL teachers recommend that content teachers help long term ELLs build academic language skills by having students keep interactive notebooks, journals, and personal vocabulary lists.

For our former ELLs, the ESL Coordinator in charge of Instruction regularly collaborates with teachers of former ELLs during teacher team meetings to offer support. The ESL Coordinator conducts classroom visits on teacher request. During classroom visits, the ESL Coordinator examines how the teacher interacts with former ELLs, how ELLs interact with classmates and with the content, and thinks about how to scaffold and differentiate instruction for the former ELLs. The ESL Coordinator meets with teachers to offer feedback and suggestions for how to support the needs of former ELLs. Common suggestions include purposeful student pairings and groupings, use of video clips to build background and provide context, student-generated vocabulary dictionaries and regular AIS instruction to provide one-on-one or small group support.

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.

It is uncommon to have a child re-identified as an ELL or a non-ELL. However, if this were to happen, the LPT would arrange a meeting with the child's teachers and parents to check student progress and ensure that the child has been progressing and been graded appropriately. Since all of our students are taught the same curricula, we do not foresee any potential issues with academic progress being interrupted by a re-identification.

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

In working with our ELL-SWDs, instruction is prescribed in a manner that accommodates the student's exceptionalities. With the exception of the inclusion program, ELL-SWDs have access to the same common units of instruction as their general education peers. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our ESL teachers with ELL-SWDs carefully scaffold instruction and follow IEPs of their students to ensure their learning needs are being

Chart

met. Our bilingual special education teachers develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate student progress, and develop individual plans and materials as needed. English language learners whose parents “opt out” of the bilingual program, or students who test out of the bilingual program, continue to receive support services, including standalone ENL instruction, from licensed ESL teachers daily, depending on their level of English language proficiency.

- 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?

Our ELL-SWD have individualized education plans (IEPs) and receive services through the school’s special education program, which provides students with the least restrictive environment consistent with their individual needs. An IEP teacher monitors the implementation of each student’s plan. Inclusion, mainstreaming, and special education teacher support services (SETSS) are instrumental in achieving our goals. The inclusion program places ELL-SWDs in general education classes full time, while maintaining a student-teacher ratio of 12:1 (two teachers are assigned to each inclusion class). Students are placed in the inclusion program through IEPs, teacher input, and review by special education staff. The inclusion program allows ELL-SWDs to receive content instruction from licensed specialists in each subject, and also to interact fully with their peers.

As per our ELL-SWDs students' needs and IEP recommendations, we offer one ICT (integrated co-teaching) class in each grade, and several self-contained classes, mixed grades. In ICT classes, special educators are paired with content teachers to provide support as mandated by students' IEPs, and two ESL teachers provide push-in services to self-contained ELL-SWDs. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common units as all general education, ESL and bilingual classes. Self-contained classes, whenever appropriate, use common units as well, supplemented with texts and materials that meet ELL-SWD needs.

### 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 (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 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

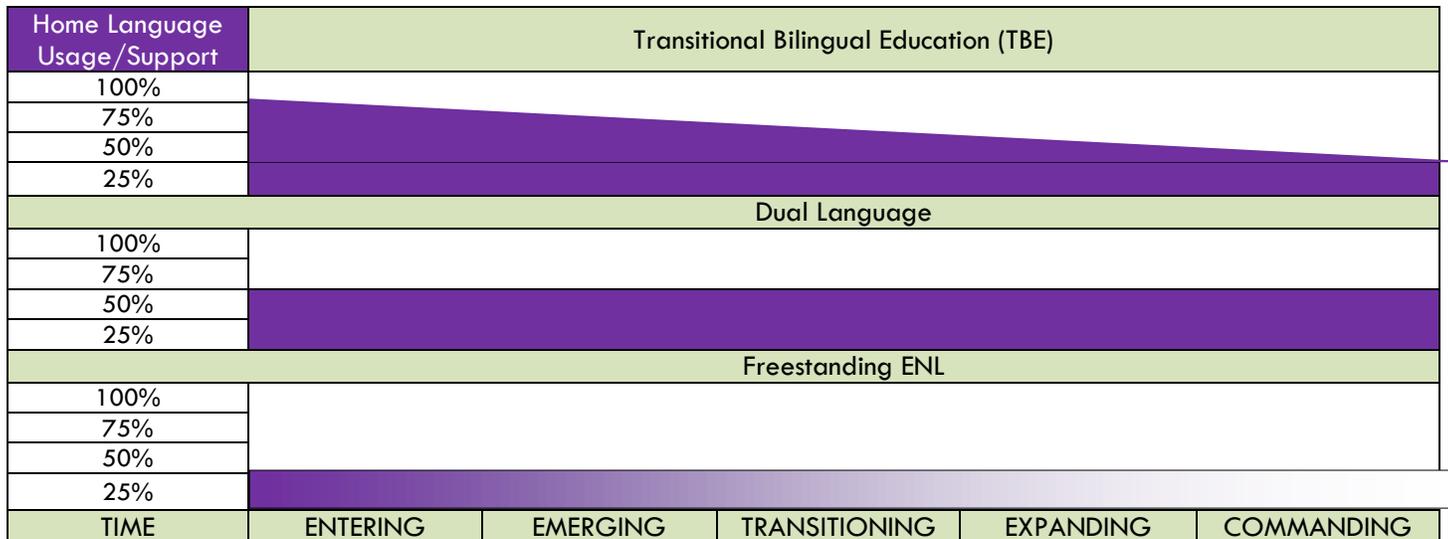


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. To meet the intervention needs of our ELLs, we offer push-in ESL support, academic intervention services (AIS), after-school and enrichment programs. As part of the CR Part 154.2 regulations, ESL teachers push in to content classes to offer Integrated ENL for up to 5 periods per week. Our English and math AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Level 1 on NYS English or mathematics exams. Teachers use a combination of their own and purchased test preparation workbook materials to provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students approximately one period per week in a pull-out model to offer targeted academic language instruction. Our after-school program is offered through an extended school-day program designed to service Level 1 students, both ELLs and SWD-ELLs. The program provides extra support to our students in the areas of reading comprehension, vocabulary, grammar, word analysis, and math skills. It also provides our students with test preparation.

In addition to AIS intervention and push-in and pull-out support, all ELLs are invited to attend the Title III program. This program will be held on Saturdays to engage students in intensive literacy and math instruction to supplement their regular school day academic program. Students use supplemental materials ordered with Title III funds to practice literacy and math skills needed to succeed on NYS ELA and math exams, as well as the NYSESLAT. All programs are provided in English, with the exception of AIS and pull-out, which may include instruction in Spanish, as per ELL students' needs and proficiency levels.

In 2016-2017 we will also offer a 6th-7th grade Newcomer bridge class to help students build necessary academic language and content to succeed in their other classes. Students will use the Language Power, Building Language Proficiency series in this class. The ESL teacher will adjust the scope and sequence and daily lessons to meet the needs of the students in this class.

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 ELL and ELL-SWD intervention programs are designed to be effective, providing the proper level of support to each student who needs it while continuing to challenge them. Our tier 1 interventions include ESL and bilingual teachers working with content teachers to plan student groupings and scaffolding and differentiation strategies to meet students' needs. Within ESL and bilingual classrooms we also regularly regroup students to expose them to other differentially skilled peers and push their language and content learning while also building social skills and collaboration competence. Our tier 2 and 3 interventions are our AIS programs and Saturday program as well as homework help, as well as ESL push-in / pull out support for our Newcomers. This support addresses a weakness we had in our programming, knowing that we need to better support the language and content learning needs of our Newcomers, especially those that come in as SIFE or have low levels of literacy in their home language.
12. What new programs or improvements will be considered for the upcoming school year?
- In 2015-2016, we are offering ESL push in and pull out services to help our ELLs and FELLs that are in monolingual classes build necessary academic language and content to succeed in their other classes. Students will use the Language Power, Building Language Proficiency series in this class. The ESL teacher will adjust the scope and sequence and daily lessons to meet the needs of the students in this class. We are providing these services because we want to help all ELLs acquire the language and skills needed to be active participants in their other courses as quickly as possible, and integrating them in our regular TBE and Standalone ENL classes has proven not to be enough support for students just beginning to learn English.
13. What programs/services for ELLs will be discontinued and why?
- None. We will continue to provide programs and services as per ELL population, parent choice, and student needs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs and ELL-SWDs are given first priority in our after school and supplemental service programs. They are all invited to participate and regularly attend Title III and homework help after school sessions.
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.
- This year IS 52 is being outfitted with new Apple technology to enhance our capacity to provide technology-rich and enriching instruction for all of our students. Each classroom is being equipped with an Apple TV for the teacher to project lesson content and interact with students. Each student will have access to an iPad to engage in lesson activities and hone research skills. Currently many teachers use projectors and computers in their classrooms, and some classrooms are equipped with laptops for student use. For developing and long term ELLs, we offer grammar instruction student workbooks to supplement ELA/ESL instruction, and for our Newcomers, they will use the Language Power, Building Language Proficiency series. In addition we have purchased Scholastic Picture Dictionaries with vocabulary building workbooks for our Newcomer ELLs, especially our non-Spanish speakers for whom we do not have as many home language support materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In the TBE program, students are taught math, science and social studies in their home language, while they are taught standalone ENL in English with home language support, including bilingual dictionaries, texts translated into Spanish, and peer translation as

needed. In the ENL program, students are taught in all content areas in English, with home language support including access to bilingual dictionaries, translated materials, and peer translation when needed.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All ELLs are programmed appropriately according to their age and previous school records indicating the correct grade level for them to be placed in. Since ELLs are carefully programmed to be at the correct grade level, and in a class aligned with parent program selection, we rarely encounter incorrect services and placements. In the rare event that this occurs, teachers and parents meet with intake personnel to reprogram the student appropriately, and when needed, offer alternatives to meet the child's 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).  
When ELL students arrive at our school, the registration team welcomes the students and their families to IS 52. The student is given a brief tour of the school. A class schedule is given to the student and the child is shown how to read it. The student is introduced to the Floor Advisor/Dean. If the student is in eighth grade, the student is introduced to the eighth grade counselor to discuss high school options. They are also given information about additional programs which are in our school such as AIS, extended-day programs for at risk students, Title III and after-school homework help.
19. What language electives are offered to ELLs?  
In the eighth grade, Spanish is offered and mandated.
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)?

Not applicable.

## 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.)

In order to better meet the needs of our English Language Learners, IS 52 offers different PDs to support ESL and content-level teachers in exploring student data and implications for instruction, new pedagogical methods such as Collaborative Strategic Reading, and differentiating learning targets and tasks to meet the needs of ELLs. These objectives will be achieved by organizing opportunities for staff to observe and reflect on each other's practices, developing and facilitating professional development meetings, assessing teacher needs, modeling lessons and engaging in teacher interclass visitations, and turn-keying professional development workshops that the ESL/Bilingual teachers offer to other content area teachers. In addition, ESL teachers will assist content teachers in creating scaffolds for ELLs of various proficiency levels using our common curriculum and in researching and acquiring additional instructional materials that will meet the needs of our ELL students.

In our continued efforts to better support our ELLs, we acknowledge the significance of creating a collaborative environment where teachers feel comfortable sharing questions, concerns and ideas, and discussing the structure and content of their lessons and instruction. To that end, all teachers are programmed to attend two Teacher-Team meetings weekly, one that is content-based and one that is interdisciplinary by grade. These meetings require teachers to work together to solve classroom issues, plan lessons from common units of study, engage in inquiry, or share a presentation on a specific topic with colleagues. These on-going meetings were designed to enhance collaboration amongst staff, aid teachers in scaffolding their lessons to reach all students, and to help teachers develop confidence, familiarity, and independence within their subject area and grade. These meetings have been instrumental in discussing and planning for our ELLs, and serve as the space where ESL teachers and teacher leaders turn-key professional development received from outside of our school setting.
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 ELLs regularly attend staff-facilitated professional development, and the ESL teachers attend NYC Department of Education and School Support Network-offered professional development and turn-keys it to teachers during Monday after school PD sessions. Teacher-facilitated staff development for teachers of ELLs (and all teachers) has included using assessment data to inform instruction, implementing Socratic Seminar to support students' critical thinking and close reading of texts, effective strategies to teach vocabulary, and effective strategies to teach writing with a focus on organization and transitions. We are in the process of turn-keying professional development on implementing Collaborative Strategic Reading (CSR) across content areas, which supports students with developing close reading skills through ongoing collaboration with peers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The RAPP coordinator works with teachers to coordinate a schedule with their classes to offer workshops on transitions and building healthy relationships. Typically, the RAPP coordinator facilitates multiple sessions with the same class to build knowledge and understanding of these transition periods with a focus on developing healthy relationships and knowing how to navigate unhealthy relationships to either end them or work on improving them. Teachers of ELLs meet informally with the RAPP Coordinator and School Counselor to proactively address any adjustment or transition issues, and prevent bullying while promoting tolerance and acceptance.
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.

Last year all teachers participated in professional development to unpack ELL data including NYSESLAT scores and NYS ELA scores to determine patterns and trends, and implications for instruction. These sessions were facilitated by the ESL Coordinator. In addition, ESL and bilingual teachers attended multiple PD sessions offered by our School Support Network specific to English language learners called ELL Specialist Meetings. Topics of the ELL Specialist Meetings included ELL Compliance-related concerns (ATS data, ELL identification and Parent Notification, ELL Compliance Cases and Problem Solving, using SLOP to observe and improve lessons, Using 9 McREL strategies of Classroom Instruction that Works for ELLs (ASCD), and NYSESLAT Turnkey training. Other PD offerings attended include Planning for an Implementing Transitional Bilingual Programs, Collaborative Strategic Reading, and Leading Advanced Literacy Instruction to Foster ELLs Achievement in Middle Schools (multiple sessions). Agendas for PDs offered and attended are kept in a binder, as are staff attendance records.

### 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?

I.S. 52 recognizes the crucial role of parental involvement in students' academic performance. In order to build a strong and productive partnership between school and home, a full-time Parent Coordinator facilitates two-way communication with parents and coordinates activities among the staff, School Leadership Team, and Parents' Association. The Parent Coordinator is also involved in the initial orientation sessions, as well as focus groups and training workshops for parents. Our Parent Coordinator speaks Spanish, as do most our parents, and is available during school hours. We also invite the parents of our ELLs to our monthly parent meetings. These are held during a morning session over breakfast in the school, and also within the evening, in order to accommodate our parents' various schedules.

Throughout the school year, the ESL Department will be invited to attend meetings to explain the NYSESLAT exam and will provide ways to help parents help their children at home. The guidance department with the assistant principal in charge of the ELLs, will conduct workshops to inform parents about promotional and graduation requirements, and to help parents enable their children to meet these requirements. The special education department will conduct parent workshops to explain the IEP, and "town meetings" to discuss ways in which parents can help their children succeed academically, improve their attendance, and maintain a healthy parent-child relationships.

Further, our school partners with several Community Based Organizations, including RAPP and Inwood Community Center, to name just two. These programs are provided during both school and after-school hours, and both have bilingual leaders. RAPP builds students abilities to communicate effectively and promotes healthy relationships of all kinds. Inwood Community Center helps students with their homework and offers extracurricular activities that give our students the ability to express themselves.

Our parents' needs are heard and addressed through the monthly meetings with our Parent Coordinator. In addition, we also analyze the data from the annual Learning Environment Survey that we ask parents to complete. This gives us information on parents' opinion of our academic and social programs, the progress of our school, and expertise of our teachers.

Parents may take an active role in our school by volunteering within the school. Further, our school holds workshops for parents on how to support their children to succeed academically at home, and how to support their children with the Common Core Standards.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At IS 52, the parent coordinator, guidance counselor and principal hold monthly parent workshops to address parents' questions and needs, and promote their involvement in school activities. Periodically, ELL parents meet with the parent coordinator to plan workshops and extracurricular activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Not at this time.
5. How do you evaluate the needs of the parents?

Our parents' needs are heard and addressed through the monthly meetings with our Parent Coordinator. In addition, we also analyze the data from the annual Learning Environment Survey that we ask parents to complete. This gives us information on parents' opinion of our academic and social programs, the progress of our school, and expertise of our teachers. Also, teachers regularly communicate with parents on Tuesdays after school to discuss their child's progress and needs.

6. How do your parental involvement activities address the needs of the parents?  
Our monthly meetings for parents are designed to answer parents' questions about their child's instruction and ways they can support their child's learning at home. Our Parent Coordinator works with parents to decide what the workshops should be about and approaches administrators, teachers, and other guest speakers and facilitators to ensure the most highly qualified individuals facilitate the workshops to meet parents' 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.

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 (mm/dd/yy)
Ms. Lupe Leon	Principal		1/1/01
Ms. Suzanne Sheerin	Assistant Principal		1/1/01
Mrs. Licette Vasquez	Parent Coordinator		1/1/01
Mr. Santiago Namnun	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Ms. Vanessa Gil	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Maria Mendez	School Counselor		1/1/01
Mr. Manuel Ramirez	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: **06M052** School Name: **Junior High School 52**  
Superintendent: **Manuel Ramirez**

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

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

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

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

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

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

According to our 2015-2016 school demographics 91.9% of our students are Latino. Administrators, teachers and staff reported that many of our parents are Spanish monolinguals. At various meetings and workshops, parents have indicated their preference for materials to be in Spanish. Also, according to our Parent/Guardian Home Language Identification Survey, the majority of our students speak Spanish most of the time with their parents. According to the ATS Home Language Report- RHLA, our students' home language is the following: English 19.5%, Albanian 0.44%, Arabic 0.22%, Bengali 0.22%, Haitian Creole 0.22%, Portuguese 0.22% and Spanish 79%. Our parents' selection of preferred language of communication is: 19.5% English, 0.22 Albanian, 0.22% Bengali, 0.22% Arabic, and 79% Spanish. For those few parents who speak Albanian, Bengali and Arabic, we use a translator. As a result of these surveys, we have identified the need to ensure that communication is provided to our parents in both English and in Spanish. All parental communication (written and oral, as well as School Messenger) is sent home in both English and in Spanish. All Parent Association meetings are held in English with Spanish translation. All Parent-Teacher Conferences are held in English with Spanish translation available in each classroom for monolingual teachers. Any teacher-parent meetings or administrator-parent meetings has Spanish translation available. Main office personnel are bilingual. Our Parent Coordinator is bilingual. Staff in both the health and dental clinic are bilingual. General school-based information is typically laid out before the school-year begins in an agreed upon school calendar of events and important information. Therefore, all other required DOE information to parents is provided in both English and Spanish.

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.

The list of parents' preferred languages for both written and oral communications are as follows: English, Spanish, Arabic, Bengali, Haitian Creole, Portuguese and Albanian.

## **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.)

The following documents are translated and disseminated to parents: a monthly letter and calendar (every month), parent / student handbook (beginning of the school year) Parents Association flyers (monthly) Parent Teacher conference flyer (4 times a year Sept, Nov, Mar, May) NYS testing dates (each spring) NYS testing dates (spring) extracurricular activities (as they occur) any special education meeting announcements (as they occur)

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

Parent teacher conferences (Sept, Nov, Mar, May), Parent Association monthly meetings, special education meetings, meetings with guidance counselor about high school application.

## **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 school sends all pertinent information in Spanish and English. ATS provides school information on student languages spoken at home. Our school currently has a large Spanish population. The parents receive communication via letters, phone calls and a monthly calendar prior to any upcoming events. The School Messenger that converts the written word into a digital phone call, as necessary, to ensure that parents receive information in a timely fashion. Since numerous staff members speak, read and/or

write Spanish, outside contractors are not necessary. The Parent Coordinator provides assistance to the parents and teachers whether is to translate into English or Spanish. For non-Spanish or English speaking parents, DOE has provided written translations in other languages. When necessary, the school will request support from the DOE's Translation and Interpretation Unit to help with written and oral translations. Every parent letter or document will be translated into Spanish. Bilingual certified staff will work with all written translations. They will make sure that translated versions are sent home together with the English versions.

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.

The oral presentation services are provided to parents by our school's Parent and Intake coordinator, counselors, and members of our school staff. When necessary, the school will request support from the DOE's Translation and Interpretation office to help with written and oral translations. At every parent activity we will have bilingual staff providing oral interpretation services. We will also have bilingual staff providing oral interpretation services anytime a parent requests it. We will continue to offer all workshops, conferences, meetings and activities in both Spanish and English.

#### **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.)

We will have a professional development session to explain to the staff all the services available.

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

---

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

##### Checklist of Notification Requirements

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

In our parent student handbook, we have listed the parents' bill of rights. As the visitors sign into the building there is a Language ID Guide on the wall.

## **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)

We will have a small survey during one of the monthly meetings asking parents if they are satisfied with the quality and availability of translation services.