

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M177

School Name:

YORKVILLE EAST MIDDLE SCHOOL

Principal:

CHRISTINA RIGGIO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP 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: Yorkville East Middle School School Number (DBN): 02M177
Grades Served: 6 & 7
School Address: 1458 York Avenue, New York, NY 10075
Phone Number: 917-432-5413 Fax: 917-432-5418
School Contact Person: Ruthie Kalai Email Address: rkalai@ms177.org
Principal: Christina Riggio
UFT Chapter Leader: Leslie Profeta
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 Seventh Avenue, 7th Floor, New York, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-3702

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917-705-5856 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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christina Riggio	*Principal or Designee	
Leslie Profeta	*UFT Chapter Leader or Designee	
Ann Delmarmo	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative (staff), if applicable	
Not Applicable	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Jennifer Falk	Member/ Parent	
Michelle Matta	Member/ Parent	
Jodi Dennis	Member/ Parent	
Vinay Jessani	Member/ Parent	
Souha Nikowitz	Member/ Parent	
Ruthie Kalai	Member/ Social Worker	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Keely Zaiantz	Member/ Teacher	
Jessica Brucia	Member/ Teacher	
Rustin Finkler	Member/ Teacher	
Not Applicable	Member/	
Not Applicable	Member/	
Not Applicable	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

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

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

MS 177 prepares students to be critical thinkers, effective problem solvers, and powerful communicators in a rapidly changing 21st century world. We engage students in an education that broadens their interests and deepens their understanding of the world around them in both the social and physical sciences. By embracing academic rigor, student voice, collaboration, self-direction, and empathy, our students will have the confidence, tenacity and skills for success.

As we are in our second year, we are continuing to build the foundation on which our school will expand for the next two years. Our 50% screened, 50% limited unscreened enrollment method has allowed us to have a diverse student population, both in terms of socio-economic status and academic achievement. We are 56% male and 44% female. We are 43% White, 29% Latino, 10% Asian, 10% African American, 4% Native Hawaiian or Pacific Islander, and 4% other. Of our 142 students, 29% have IEPs. 15% scored a level 1 on the 2014-2015 NYS ELA, 41% scored at a level 2, 24% scored at a level 3 and 19% scored a level 4. In math, 16% of students scored at a level 1, 23% scored 2s, 26% scored 3s and 35% scored 4s. We are 2% English Language Learners.

We embrace a holistic approach to education, ensuring our students are supported academically, socially and emotionally. Students engage in collaborative group work in addition to individualized support during core academic classes, enrichment classes, and advisory periods. To support our diversity we have emphasized an individualized approach to instruction in which teachers utilize flexible grouping, frequent formative assessments, station work, and differentiation so that all students are continuously challenged at their level. Our small learning community allows teachers to focus on knowing their children and to plan strategically for their students. In addition to the strategic planning and station work we utilize within the core content areas, 3 days per week we offer an enrichment, extension, and intervention period called Cerebral Diversity. During this period, students engage in Math Counts (in which students tackle advanced mathematical material), Math Games (remediation and intervention), Creative Writing, Research Seminar, and a variety of other courses that change quarterly in response to our students' needs and interests.

To promote student engagement in problem solving, we offer additional courses in STEM (Science, Technology, Engineering and Math). During STEM, students utilize their knowledge of science to design and build engineering models on a variety of topics (including water purifying systems, roller coasters, and prosthetic devices).

During our inaugural year, we made significant progress in developing collaborative teachers and a supportive learning environment for students. This was evidenced by the significant growth made by our current 7th grade students in both ELA and Math, scoring in the 99.7 percentile for NYS growth measures. As we expand, we will be focusing on strengthening these areas as well as continuing to provide rigorous instruction to our students through a vertically aligned and challenging curriculum that promotes critical thinking. Critical thinking across the content areas will be our area of focus throughout the 2015-2016 school year.

02M177 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06	Total Enrollment	56	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	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	N/A	% Attendance Rate	N/A		N/A
% Free Lunch	N/A	% Reduced Lunch	N/A		N/A
% Limited English Proficient	N/A	% Students with Disabilities	N/A		N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American	N/A		N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander	N/A		N/A
% White	N/A	% Multi-Racial	N/A		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)	N/A		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1		
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	N/A		N/A
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		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		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A		N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		N/A
White	N/A	Multi-Racial	N/A		N/A
Students with Disabilities	N/A	Limited English Proficient	N/A		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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		N/A
White	N/A	Multi-Racial	N/A		N/A
Students with Disabilities	N/A	Limited English Proficient	N/A		N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		N/A
White	N/A	Multi-Racial	N/A		N/A
Students with Disabilities	N/A	Limited English Proficient	N/A		N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American	N/A		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		N/A
White	N/A	Multi-Racial	N/A		N/A
Students with Disabilities	N/A	Limited English Proficient	N/A		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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		N/A
White	N/A	Multi-Racial	N/A		N/A
Students with Disabilities	N/A	Limited English Proficient	N/A		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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A		N/A
White	N/A	Multi-Racial	N/A		N/A
Students with Disabilities	N/A	Limited English Proficient	N/A		N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

The 2015 NYS ELA and Math scores and 2015 Quality Review show that one of our school's greatest strengths is in mathematics. While we began the 2014-2015 school year with just 58% of our students at or above grade level in mathematics, we ended the year with 74% at or above grade level. We also decreased the number of students scoring a Level 1 in mathematics from 12% to 4% in one year. This strength is echoed in our Quality Review.

Our NYS ELA scores also illustrated marked improvement by the majority of our students, especially on extended response questions. This is illustrated by the sharp decline in the number of students who scored a Level 1 on the NYS Test (from 21% to 4%), and an increase in students scoring a Level 4 (from 15% to 28%).

The 2015-2016 school year is the second year that our school has been open. As we grow, we are focusing on even greater improvement in ELA across grade levels by ensuring a vertically aligned and differentiated curriculum that meets all of our students needs. We will continue to focus on writing across the curriculum and using CCLS aligned rubrics to improve argumentative writing in both 6th and 7th grade.

Part 2 – Annual Goal

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

By June 2016, 80% of students will achieve an increase of 1.5 levels in argumentative writing as measured by the Teachers College Reading and Writing Project rubric for Argument Writing as it applies to ELA and Social Studies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Students will complete short, frequent written informational and argumentative responses as well as longer essays for each unit in ELA and Social Studies and utilize self and peer assessment to provide feedback and improve those responses based on the Teachers College Reading and Writing rubrics.</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>Students; Social Studies and ELA Teachers</p>
<p>Students will engage in argumentation during class discussions and utilize self and peer assessment using a school-wide discussion rubric in all content areas. This process will culminate with extended responses to promote evidentiary-based argument across the content areas. This is especially important for our SWDs and ELL students in creating well-organized, evidence-based responses.</p>	<p>All Students Lowest 1/3, SWDs & Highest 1/3</p>	<p>September 2015-June 2016</p>	<p>Students, All Teachers</p>
<p>Students conduct Student-Led Conferences to explain their current level to their parents and create a plan for improvement and growth based on rubric scores and actionable feedback from teachers.</p>	<p>All Students, Parents</p>	<p>November 2015 and March 2016</p>	<p>All Teachers</p>
<p>All students will complete performance tasks utilizing informational and argument writing as it applies to their content areas. For example, in science, students will utilize Claim-Evidence-Reasoning and in social studies, students will utilize Claim-Evidence-Impact to support their argumentative writing responses.</p>	<p>All</p>	<p>September 2015- June 2016</p>	<p>All Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Instructional Resources: STARS Reading Assessments, Teachers College Reading and Writing Rubrics • Schedule Adjustments: For this plan to be implemented successfully, we have utilized teacher professional periods as well as extra instructional periods. Teachers share unit plans and lesson plans to ensure all adults are utilized effectively while working within classrooms.

- Teacher Training: Social Studies, ELA and Science teachers will be working with Teachers College Reading and Writing Project staff developers on pedagogical approaches that support students writing. We will also conduct inter-visitations with our co-located school, PS 158.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Teachers will conduct progress monitoring throughout the year through formative assessment techniques. The mid-point benchmark will be January 15th – January 30th for all teachers. By January 2016, 80% of students will achieve an increase of at least .5 grade levels on the Teachers College Writing Rubric. These benchmarks will assess written argumentation in the core content areas.

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

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

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

Part 1 – Needs Assessment

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

Overview

Two of our school’s five core values are Collaboration and Empathy . Our school has emphasized the importance and relevance of these core values since our founding year in 2014-2015. However, as we expand it is important to continue to build a solid school foundation as well as a sense of caring within our school community. A culture of caring contributes to the success of student learning. These core values are integrated into all aspects of our school; it is important for our students to know that this school is a safe and supportive environment.

Our school’s strengths:

- Advisory program
- Collaborative classrooms
- Way to Go Wednesdays celebrate students
- Student Council
- Warm, nurturing school-wide environment
- Teachers who understand adolescent development
- Elective program that responsive to student interests and needs

Part 2 – Annual Goal

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

By June 2016, 80% of students will indicate that they feel well supported and have at least one adult with whom they can speak as indicated by our in-house advisory survey and the Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All students will be assigned an advisor and will participate in advisory periods every day, with an extended advisory period once per week. The periods will include circle meetings as well as instruction on empathy, bullying, community-building, and student voice.</p>	<p>All Students</p>	<p>September 2014-June 2015</p>	<p>All Advisors, Social worker</p>
<p>All advisors will participate in advisory professional development led by our school social worker. Special emphasis will be placed on understanding the needs of SWDs.</p>	<p>SWDs</p>	<p>August 2015- June 2016</p>	<p>All Advisors</p>
<p>Our school social worker and teachers will host Parent Workshops each month to engage families and support their understanding of how to support their child in middle school both academically and socially.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>School Social Worker, SLT Members</p>
<p>Students will participate in group counseling and restorative justice practices with our school counselor. We believe that moving toward a restorative justice environment helps set a tone of respect and trust.</p>	<p>At-Risk Students</p>	<p>September 2015-June 2016</p>	<p>School Social Worker</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Instructional Resources: Advisory curriculum including PowerPoint and videos, Jupiter Ed website, group counseling materials including therapeutic books and games, Respect For All curriculum. • Schedule Adjustments: For this plan to be implemented effectively, we have utilized weekly teacher professional development periods for additional training and/or to discuss any concerns regarding student behavior or performance. At-risk crisis management services are available by our social worker, on an as needed basis. Peer mediation and restorative justice services are available by our social worker on an as needed basis. <p>We have also allocated one full period each week in addition to AM and PM Advisory during which our advisory curriculum is implemented.</p>
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• Teacher Training: All teachers were trained by our social worker on advisory curriculum and practices. In August 2015, all teachers received professional development on important social emotional topics including recognizing and identifying indicators of child abuse & maltreatment, Respect For All materials, and anti-bullying practices.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Progress will be measured by a mid-year in house advisory survey that students will take during their weekly extended advisory period. This survey will be distributed at the end of January 2016. By the end of January 2016, 60% of students will indicate that they feel well supported and have at least one adult in the building.

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

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

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

Part 1 – Needs Assessment

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

Overview:

According to our 2014-2015 Quality Review, our area of focus included the development of “teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.” The report found that, “ Although teachers provide multiple entry points in the curricula for all learners, including relevant subgroups and higher-order thinking skills are evident in discussions and student work products, the level of discussions varied across classrooms.”

Strengths

- Teachers have strong content knowledge and a clear understanding of discipline-specific approaches to literacy
- Collaborative classrooms
- Collaborative planning periods in which teachers work together to design and implement lessons
- Weekly professional development

Needs

- A common understanding of critical thinking among staff members that is utilized in all content areas and is reflected in unit and lesson plans
- Professional development for teachers around pedagogical practices that promote critical thinking strategies and the development of lessons and performance tasks that measure this thinking

Part 2 – Annual Goal

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

By June 2016, all teachers will participate in professional development, classroom inter-visitations and lesson studies with the lens of studying the rigorous tasks and performance assessments emphasizing critical thinking skills as measured by Advance ratings in 3C and 3D.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will read articles, excerpts and books on critical thinking strategies and rigorous assessment, including the <u>Critical Thinking Handbook</u> by Richard Paul.	All Teachers	September 2015-June 2016	All Teachers
All teachers will participate in two cycles of lesson studies with colleagues and provide feedback to one another regarding the strengths and areas for improvement, with particular regard to struggling students.	All Teachers	September 2015- June 2016	All Teachers
All teachers will participate in professional development on task development and planning for emphasizing critical thinking strategies as measured by Advance ratings in 3C and 3D.	Students; SWDs, ELLs	August 2015- June 2016	All Teachers
The Principal will share school-wide instructional goals with parents during the “State of the School Address” in January, 2016	Parents	January 2016	Principal

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.											
<ul style="list-style-type: none"> • Instructional Resources: Teachers will utilize the rubrics provided by Teachers College Reading and Writing Project to set grade level, Common Core aligned expectations for argument writing and discussion in their classrooms. Teachers will also utilize Hess’ matrix and the <u>Critical Thinking Handbook</u> to rate and revise performance tasks. • Professional Development Resources: Teachers will participate in professional development focusing on inter-visitations, student-led discussions, and questioning. Teachers will read the <u>Critical Thinking Handbook</u> by Richard Paul and utilize the Looking at Student Work Protocol to reflect on their task and lesson alignment. Teachers will also take part in Professional Development with Math In the City and Teachers College Reading and Writing Project. • Schedule Adjustments: Teachers will conduct inter-visitations with administration during their weekly meetings and planning periods. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Activities will be monitored throughout December and January. By the end of January 2016, all teachers will have participated in at least one round of inter-visitations as indicated by teacher reflections.

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

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

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

Part 1 – Needs Assessment

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

As Yorkville East has expanded to include 7th grade, 2015-2016 will be our first year in which we will have two teachers for most core content areas. Our 2014-2015 Quality Review indicated that, “Teacher teams conduct inquiry-based meetings to analyze assessment data related to student achievement, examine student work to surface learning gaps and discuss instructional strategies.”

Strengths:

- The analysis of data generated from STARS reading assessment and the analysis of student writing using rubrics provides teacher teams with information about student comprehension, mastery of vocabulary and extended writing performance. Teachers then work together to ensure that reading strategies, vocabulary development and opportunities to write extended responses are employed throughout their units.
- Scheduling of common planning time ensures teachers have time to meet and collaborate. They also review data, discuss student performance using performance rubrics and class assessments, and develop lesson plans to promote student outcomes. Teachers stated, “We eat lunch daily together to check in on student progress to ensure all students flourish”.
- Teacher teams have created and refined student rubrics and checklists to assess student work. Teachers work collaboratively, before, during and after school and support each other with lesson planning and feedback. Lesson plans, unit plans and curriculum maps are in a common Drop Box and Google Docs folders, which allow for more regular feedback and streamlined communication among staff.

Need:

- Vertical alignment between 6th and 7th grade curriculum
- Training of new staff members in teacher team protocols and expectations

Part 2 – Annual Goal

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

By June 2016, administration will support and guide all full-time staff members in the development of teacher teams and taking on leadership roles within those teacher teams as measured by Advance Scores in 4E.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will work together with their new team members to revise and further develop curriculum for 7th and 8th grade, utilizing Hess’ matrix to critique and provide feedback to unit plans and performance tasks.</p>	<p>All Teachers</p>	<p>July 2015-June 2016</p>	<p>Administration All Teachers</p>
<p>Teachers will collaborate in teacher teams to ensure that all curricula includes scaffolds for SWDs and ELLs using UDL strategies to create access.</p>	<p>All Teachers; SWDs, ELLs</p>	<p>July 2015-June 2016</p>	<p>Administration All Teachers</p>
<p>All teachers will utilize the Looking at Students Work Protocol during teacher team meetings to refine tasks and develop action plans to address student needs.</p>	<p>All Students</p>	<p>September 2015-June 2015</p>	<p>Administration All Teachers</p>
<p>All teacher teams will utilize our Weekly Newsletter to update parents on class projects and content. This will help foster communication and trust between parents and teachers around curriculum content.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>All Teachers Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Scheduling Adjustments: Flexible scheduling and delineation of assignment allow for expanded roles for staff • Professional Development: Teachers will participate in professional development in which they will read the <u>Critical Thinking Handbook</u> by Richard Paul and utilize the Looking at Student Work Protocol to reflect on their task and lesson alignment. Teachers will also take part in Professional Development with Math In the City and Teachers College Reading and Writing Project. • Building connections with universities and other partners to promote leadership development of staff 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By the end of February 2016, all teachers will have participated in at least 3 cycles of utilizing the Looking at Student Work Protocol and Task Analysis Protocol to revise units and performance tasks .

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

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

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

Part 1 – Needs Assessment

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

We have an active parent body and conduct many events to bring parents into the school to chaperone trips, view their children’s work, build community, and learn about DOE initiatives. Nevertheless, we can continue to strengthen communication and expectations with parents and increase parent input and participation in our events.

Strengths:

- Active and engaged executive board
- Many opportunities for parents to participate in the life of the school
- Teachers work in teams to communicate with parents about initiatives and student progress
- Warm, nurturing school culture
- Engaged social worker who communicates with families regularly
- Use JupiterEd to facilitate communication

Priority needs:

Strengthen communication and expectations with parents by increasing the level of parent satisfaction in these areas on SLT created parent surveys and increase parent input and participation in our events.

Part 2 – Annual Goal

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

By June 2016, Yorkville East Middle School will increase the level of parent participation and satisfaction by 10% as measured by SLT created parent surveys and event attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Yorkville East SLT will reach out to parents through a variety of means to gauge their interest level in school events.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>SLT</p>
<p>Yorkville East will hold at least 6 parent and family events throughout the year. These events include at least 3 workshops for parents on health, communicating with your child and internet safety/bullying.</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>SLT and PTA</p>
<p>Yorkville East will hold at least one workshop to support student academic needs including organization and study skills.</p>	<p>All Families; SWDs and ELLs</p>	<p>September 2015-June 2016</p>	<p>Administration Teachers</p>
<p>Yorkville East will highlight the positive developments occurring in our school community via internet and newspaper to be distributed throughout the school community.</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>Administration, School Social Worker, PTA and SLT</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>									
<ul style="list-style-type: none"> • Flexible programming allows for event organization and outreach • Supplies and promotional materials to disperse throughout the community • Technology, including a new website and JupiterEd, to highlight our school activities and community 									
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

By the end of the January 2016, we will reflect on our progress through SLT surveys that are distributed to our parent body.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who received a 2.25 or lower on the 2015 NYS ELA Test. Students who are reading significantly below grade level (2 years or more).	Close Reading Guided Reading Groups Repeated Readings STARS Accelerated Reading Program Word Generation	Push-In Support in ELA After School Tutoring Small Group Instruction	During the School Day After School
Mathematics	Students who received a 2.25 or lower on the 2015 NYS Math Test	Foundational Math Work, specifically on mathematical operations Stars Accelerated Math Program	Push-In Support Foundational Math Games (Small Group Instruction) Small Group	During the School Day After School
Science	Students who received a "1" on the MOSL assessment taken in September	Repeated readings Close Reading Guided Reading Groups	Small Group Push-In	During the School Day After School
Social Studies	Students who received a "1" on the MOSL assessment taken in September	Repeated readings Close Reading Guided Reading Groups	Small Group Push-In Support	During the School Day After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student IEP, Teacher Recommendations, Student self-recommendations	Individual and Group counseling sessions, Peer Mediation, Restorative Justice Practices, Crisis Management	Small Group Individual	During the School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 2	Borough Manhattan	School Number 177
School Name Yorkville East Middle School		

B. Language Allocation Policy Team Composition

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

Principal Christina Riggio	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Alana Gerstein	School Counselor Ruthie Kalai
Teacher/Subject Area Leslie Profeta/ELA	Parent Paola Garcia
Teacher/Subject Area Eileen Llinas/Spanish	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	142	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1			1		1				0
Total	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 Spanish							1	1						0
SELECT ONE Japanese							0							0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____													1		1				0	0
SELECT ONE Japanese																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Japanese														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We assess early literacy skills for our ELLs using the Renaissance Learning STARS Reading Assessment. This is done several times per year. This assessment indicates that one our ELL students is struggling with the development of phonics skills in English and that our other ELL student is approaching grade level in reading. This data will inform our instructional programming in a few ways including the techniques utilized during class time. Additionally, we will target vocabulary development by utilizing "Word Generation" in which students are explicitly taught content vocabulary embedded in context. During ESL pullout, our ESL instructor will focus on decoding and phonics skills with our Beginner ESL student and our ELA teacher will focus on comprehension during ELA with our Advanced ESL student. Our Advanced ESL student will be given grade level texts with scaffolds. Throughout the year, scaffolds will appropriately be removed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Performance levels for our ELL students vary. We have 2 former ELLs who both passed the NYSESLAT last year. One of our ELLs is a long-term ELL with an IEP. He consistently fails the writing portion of the NYSESLAT but this is linked to his IEP classification of Speech and Language disability. He has been noted as a Level 6 because he is a long-term ELL who scored 1s or 2s on both the ELA & Math tests for the past several years. He is in the "high risk" category and an "advanced" ELL for the past 3 years. One of our current ELLs needs additional support in the writing component of the NYSESLAT. She is in a lower risk category and is noted as a Level 2 because she has only had one year of testing. If both students pass the written portion of the NYSESLAT this year, they will pass the exam. Each will need to answer 2-3 more questions correctly in order to pass. Both students have good attendance.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data revealed within the AMAO tool informs us that the students who are not passing NYSESLAT need extra support in writing. As we plan to address the specific needs of these students, we're increasing the scaffolds as well as the number of and quality of written assignment so that students have the skills and the tools to be successful writers.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Due to the fact that we only have 2 ELL students, there are few patterns that have emerged. However, our 2 ELLs are "Expanding" ELLs. They receive pull-out ESL services and push-in ESL services based on the SIOP model. The home language is not used in ELA because we are not a TBE or DL program. However, in general, our ELL students seem to perform very well both on tests taken in English as well as tests taken in the home language, so we feel that whether a student takes the state test in English or their home language, does not seem to determine their scores.
 - We do not use the ELL periodic assessments.
 - N/A
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*.]
We do not have grades K-5.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Throughout instruction, we utilize the SIOP model in order to ensure we are meeting the needs of our ELL students. All teachers are aware of their ELL students and use this model as they develop their lesson plans. We use data from the Renaissance Learning STARS program in order to track the Math and ELA progress of our ELL students throughout the year as well as the TC Reading and Writing rubric to measure writing progress. Student cultural background is studied as they study Spanish language culture during their Spanish classes. The ENL teacher works with the classroom teachers to determine where the student is in the stages of language acquisition and what supports or next steps he/she might require. We work together to study language acquisition progressions and determine where a student is on that progression, based on assessments and observations. We also use student work in their home language along with information from the HLIS to consider students' educational history and cultural background and how that may affect instructional decisions around language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We measure the success of our ELL students by utilizing Renaissance Learning Reading Assessments to measure their progress. We also utilize the NYS ELA and Math results to analyze their progress and more carefully plan instruction to support their language acquisition.

Part IV: ELL Identification Process

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

- 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.
HLIS forms are used to determine which students are eligible for NYSITELL assessment and subsequent ELL placement. Students are eligible to take the NYSITELL when the HLIS indicates a language other than English or in addition to English one time in the first four questions and twice in the last four questions; as well as when the interview conducted at registration suggests that the students should take the NYSITELL. Upon registration parents of students new to the New York Public School System complete the HLIS forms. Alana Gerstein, the ELL teacher, and/or our Spanish Teacher, Eileen Llinas, are present to ensure accuracy of the information and conduct an informal interview with the child. When needed, translators are also available to help with this process or we use the translation line provided by the DOE. Once students are given the NYSITELL, those that do not reach proficiency and are Spanish speakers are given the Spanish LAB. As per CR part 154 regulations, students must be identified and placed within 10 days of their enrollment. The NYSESLAT is administered by the ESL teacher and other pedagogues to all ELLs in the Spring.
- 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).

At this time we do not have any SIFE students. However, at our school we do have a system in place that would help us identify SIFE students within 30 days of enrollment. When we interview the student during the HLIS, we would ask about educational background and be sure to notice any students that may have received interrupted education. We have a questionnaire that we would then administer to the student and we would also look at the student's current and prior schoolwork, both in English and in the native language if we can access it. We would use age and grade appropriate assessments that are culturally sensitive to gain further information about whether or not the student is a SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team includes: Keely Zaiantz (Special Education Liaison), Ruthie Kalai (School Social Worker), Alana Gerstein (ENL Teacher), and Christina Riggio (Principal/Administrator). The LPT meets with the parent and reviews student work in English and the native language (when available) as well as the student's interview. If necessary, a translator is also present, or the LPT uses the translation services provided by the DOE. They also discuss other aspects of the student's history of language use, including past schooling and language use at home. The team then decides if the student may have second language acquisition needs and if they should take the NYSITELL. If it is determined that the student should take the NYSITELL, he or she takes it and their ELL status is determined based on their results. The student is also placed in an ENL program within 10 days of enrollment. If the decision is that the student should not take the NYSITELL, the LPT team makes their recommendation to the principal, who can either accept or reject the recommendation. If accepted, she then sends the recommendation to the superintendent and the superintendent has 10 school days to either accept or reject the recommendation. If the final decision is for the student to not take the NYSITELL, a letter is sent home to parents in their native language within 5 school days alerting them of the decision and the student's ATS LEP indicator will show that they are not NYSITELL- eligible, as determined by a formal LPT.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL is scanned and scored, our ENL teacher, Alana Gerstein, gives the correct notification letters to our school secretary, Iris Morales. Ms. Morales distributes the information to the parents within 5 school days. A letter is also sent home with the child and mailed. Continued entitlement letters are sent between the beginning of the school year and September 15th. The letters are written in the preferred language of the parent.

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).

At the ENL Parent Orientation, the ENL teacher explains that parents have the ability to appeal ELL status within 45 days of enrollment. At this meeting, all information is given in parents' preferred languages, either through the use of a translator or through the DOE translation services. Also, any parents that express concern about their child's ELL status are asked to have a one-on-one meeting with the ENL teacher to discuss their concerns and the appeal process, which also includes translation, when necessary. Any letters that are received by the principal or the ENL teacher are filed and stored in our main office. Additionally, copies of these letters are placed in students' cumulative folders.

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.

After all ELLs are identified and NYSITELL tested, a Parent Orientation meeting is held by the ENL teacher, Alana Gerstein (TESOL certification K-12), in September for the parents of those students who have been identified as being eligible for ENL services. During this meeting, Parent Survey and Program Selection letters are given to each parent. There is also a viewing of the orientation video in which each program available in NYC is described in detail along with an explanation of parent options. A parent has the option of choosing between Transitional Bilingual Education, Dual Language and Freestanding ENL. The ENL teacher gives any further explanation that may be needed and answers all questions that parents may have. Literature in the parents' native language is also available along with translators if needed. The Parent Survey and Program Selection letters are then collected within 5 days of the Parent Orientation. They are reviewed and then kept on file. Our school only offers a Freestanding ENL program and the trend here has been that of choosing the Freestanding ENL program. All students are placed in an program within 10 school days of enrollment.

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.

Parents are given the Parent Surveys and Program Selection forms in their native language at the Parent Orientation meeting, and most parents fill out and return the forms immediately following the meeting. However, parents are contacted by phone by Alana Gerstein, or through a translator when necessary, when they have not returned the forms within 5 days of the Parent Orientation. She maintains a spreadsheet where she writes down parents' choices as indicated on the Parent Surveys, and monitors which programs parents tend to select. Once collected, all Parent Surveys and Program selection forms are stored in the main office, and a copy is placed in each student's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We encourage parents to complete the survey while at our school so that we can ensure that the form is completed and returned. However, if parents do not wish to complete it at our school, our school secretary, Iris Morales, reaches out to parents to encourage them to return the form. Letters in the parent's preferred language are sent home via mail and the student's backpack. We keep records of all outreach efforts in our main office and if necessary, utilize certified mail.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once parents return the survey, we distribute the appropriate placement parent notification through the student. In addition, a copy is mailed home to the parents. We ensure that the family receives the letter in their preferred language. The ENL teacher follows up by reaching out to the family to ensure they have received the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of ELL documentation are filed and maintained by the ENL teacher in an ELL compliance binder. Relevant documentation is also maintained in the students' cumulative folder. All teachers and staff have access to cumulative folders and may find relevant ELL documentation there. If necessary, they may also reach out to the ENL teacher in order to review students' ELL documentation.
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 ENL teacher generates the NYSESLAT eligibility report from ATS to determine which students are eligible to take the NYSESLAT. The ENL teacher creates a schedule of when eligible students in each grade can take each session of the NYSESLAT. The speaking portion is administered one-on-one. Students take the other sections, which include reading, writing, and listening, in small groups with students from their same grade level. Parents are informed months in advance, as soon as dates for NYSESLAT administration are set by NYSED, so that they can avoid taking children out of the country or on vacation during testing. They are then reminded again a few days beforehand so that they can prepare students for testing and so that they know which days their children will be taking tests.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Utilizing the sample letters noted on pages 59-61 of the ELL Policy and Reference Guide, our school secretary, Iris Morales, is given a list of students who are entitled to services and she distributes the letters accordingly via mail and backpack. The letters are provided in the parent's preferred language.
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).
Our school is only in its 2nd year. We have had three ELLs in the past two years. All parents have requested freestanding ENL services.

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.
We use both push-in and pull-out instruction to support our ELLs. In 6th and 7th grades, our students are enrolled in a variety of general education classes. Students are pulled out for station work three times per week during class. This is part of our Freestanding ENL program. Teachers also utilize the SIOP model in order to support language acquisition and promote student understanding. Our ENL teacher also pushes into classrooms to support our ELL students.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A

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

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

The mandated number of instructional minutes is provided according to proficiency level. In order to be in compliance with CR Part

154, students at the Entering and Emerging stages receive standalone ENL 4 periods a week for 180 minutes and integrated ENL 4 periods a week for an additional 180 minutes. The students that are Transitioning and Expanding receive Integrated ENL 4 periods a week for 180 minutes. Students that are Commanding receive 2 periods a week for 90 minutes of instruction. The ENL teacher, along with classroom teachers and interventionists, work together to make sure there are no conflicts with the ENL schedule.

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.

At our school, we use the SIOP model to deliver ENL instruction. The content area instruction is delivered to allow multiple points of access to the content through text, visuals, scaffolded supports and talk. Rather than providing modified content, we enhance content. Students are exposed to concepts through multiple modalities. Students are provided with explicit instruction in how to develop an argument to support their ideas using text evidence. This protocol is repeated throughout the content areas to provide consistent strategies and repeated practice. The ENL teacher provides content area support in the ENL program by utilizing station work focused on a different content area each week. This allows students to build background understanding across content areas, further strengthening the acquisition of the subject matter. Throughout our content areas, ELLs are provided with language supports such as sentence starters and direct teacher feedback. Students also use native language support such as text in their native language, connection of content area vocabulary to native vocabulary, and conversations in native language to prepare to discuss in English. We use the SIOP model to deliver instruction.

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

We assess all native Spanish speakers by using the Spanish LAB when they enroll. Additionally, we allow students to complete tasks in their native language when appropriate.

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

All ELLs are continually evaluated in all four modalities throughout the year. The NYSITELL and NYSESLAT raw scores are considered as baseline assessments, and regular informal and formal assessments are performed throughout the year by both the ENL teacher and classroom teacher as a way to monitor students' progress. For entering and emerging students that are receiving pull-out instruction, the ENL teacher administers a performance assessment 3 times a year in order to evaluate students' reading, writing, listening and speaking progress. This also helps to determine any struggles or supports that students may require, and students' scores on these tasks are shared with parents in order to reflect on progress. When working with students in the general education classroom, the ENL teacher uses a language acquisition checklist as a way to monitor and assess students' progress in listening and speaking skills. She also consults with classroom teachers on administering and analyzing formal reading and writing assessments at least 3-4 times a year in order to track students' progress in these areas. We also use the Renaissance Learning STARS assessments to formally assess reading, listening, and speaking. We use the TC rubrics to assess writing.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

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

a. We do not have any SIFE students, therefore no SIFE model exists currently. However, if a SIFE student were to register, the student would be age-appropriately placed in a classroom. That student would be served individually to suit literacy needs using relevant scaffolding techniques.

b. Newcomers utilize station work that emphasizes phonics, schema building, and comprehension. We provide pull-out services to our

ELL students who have been in the U.S. for less than three years as well as text in their native language and SIOP supports during

classroom instruction. Our one newcomer student has tested at an advanced level.

c. We do not have any developing ELL students but if we did, their instruction would include an emphasis on reading comprehension

and writing organization. Students would also receive testing accommodations on formal assessments and state tests. Examples of

accommodations include the use of bilingual dictionaries and extended time.

d. We have one long term ELL student who also receives in class supports. We differentiate instruction for all by providing

him with special education and ELL supports and utilizing RTI approaches to address his academic needs in both ELA and Math.

e. Our one former ELL student continues to receive services in a general education program and works with peers in order to clarify

his confusion with idioms during class time. The ENL teacher works collaboratively with the classroom teachers to determine any areas of weakness and to help provide scaffolds that best support the student's needs. In addition, he continues to receive test accommodations when necessary, such as the use of a bilingual dictionary and extended time.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will review assessments, student work, and teachers' observations and notes about the student to determine if their work has been adversely affected. She will also consult with the ENL teacher, the classroom teacher, the parent/guardian, and the student in order to discuss student's progress. Because the ENL teacher is the staff member responsible for managing both the initial identification process and the re-identification process, she can also provide insight into the students' language and academic needs and if there have been any adverse affects caused by 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?

The ENL teacher articulates with all service providers for those students and is aware of all necessary accommodations. The ENL teacher and the Special Education teachers and service providers meet regularly in order to discuss students' progress and to collaborate on scaffolds and supports for the student. We also collaborate with the classroom teacher in order to plan appropriate instruction for students, based on their language level and IEP goals. We also discuss tools and other strategies that can be used in the classroom in order to support students and ensure that they are understanding the material and able to perform classroom tasks independently. Some materials we have used to support students in this work include the Accelerated Reader online program and the Renaissance Learning online program. These materials are determined grade and age-appropriate based on the skill that they target as well as students' interest in using the materials and ability to use them independently.

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

We use acadmemic goal setting conferences and flexible scheduling. Cerebral Diverity time provides extra support so that students can be in the Least Restrictive Environment for the rest of the school day.

Chart

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

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

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

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



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

Chart

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

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

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

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

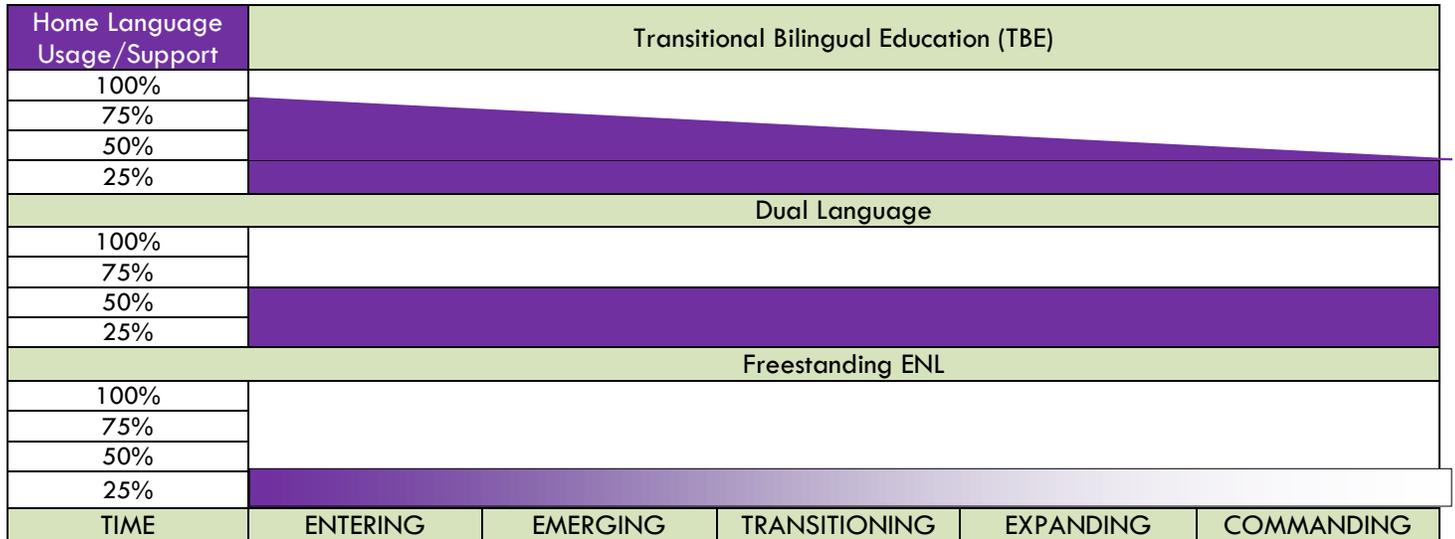


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Regular formal assessments as well as informal observations and anecdotal notes are used in all content areas in order to determine the effectiveness of instruction and the intervention program for all students. Our interventions are provided in Math, ELA, Science, and Social Studies through differentiated instruction, after school extra help, advisory as well as during Cerebral Diversity, a period in which targeted interventions take place. During Cerebral Diversity our ELLs receive small group literacy and math based instruction. ELLs also utilize Word Generation to support vocabulary acquisition during morning advisory. STAR Mathematics program is offered through Renaissance Learning for mathematic support. In terms of classroom supports, ELLs are targeted for small group instruction in ELA, Math, Social Studies, and Science based on teacher data. All teachers also employ SIOP strategies to support schema and content specific vocabulary.
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 two 7th grade ELLs made significant progress on both the ELA & Math exams. One of these ELLs took the New York State ELA test after only being in this country for one year and scored a 2 after beginning the school year with little or no english abilities in the 4 modalities. Our other 7th grade ELL student scored 4s on both the ELA & Math exams. This was also the first time he was required to take the New York State tests. Both informal and formal classroom assessments reveal that our ELL students make consistent progress in all content areas including ELA, Math, Science, and Social Studies and they made grade level achievements during last school year.
12. What new programs or improvements will be considered for the upcoming school year?
We are looking to increase the amount of small group and 1-on-1 services for our ELL population.
13. What programs/services for ELLs will be discontinued and why?
We do not plan on discontinuing any ELL programs or services at this time. We anticipate continuing to provide our Freestanding ENL program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students including ELLs have access to attend after school programs. Manhattan Youth provides our after school services and they offer a wide range of athletic, artistic, and academic programs. Some current after school programs are extra help, robotics, soccer, and art. Notices for upcoming programs are posted on our website which is translatable into other languages. ELLs also have access to all of our school enrichment programs when qualified such as Math Olympiads. Surveys and permission slips are provided to students in languages spoken at home. All ELL students are invited to attend and are given the opportunity to enroll in our after school programs.
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.
We utilize smartboards in all classrooms to provide visuals and models for students during instruction. We also utilize laptops to provide language based centers and support development of literacy skills as well as mathematics skills for all students. All students have access to Google Translate and visuals to support their comprehension of materials used. We also use the Renaissance Learning online program for both ELA & Math. We use the Accelerated Reader online program. Translation services are utilized during research projects when necessary. Spanish classes are offered during the school day and during after school programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Text and dictionaries are available for all students in their native lanague in several content areas. Additionlly, ELLs have access to laptops which provide a variety of options for supporting instruction in the native language in both content areas and Freestanding ENL classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use the SIOP model to deliver instructionally appropriate grade level material to ELLs. We utilize a variety of level texts in order to ensure equity of access to all of our students including our ELLs. These texts ensure students can master the materials and our reading with frequency to ensure their growth.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our ENL teacher, Alana Gerstein, offers newly enrolled ELL students with school tours to help them get acquainted with our school building and important places to know. In addition, our school secretary, Iris Morales, is available to speak to both students and parents in Spanish. Two of our teachers, Ashley Gallegos and Eileen Llinas are available to help ELL students transition into our school. We also partner students in a "buddy system" to support their transition into the new school community.
19. What language electives are offered to ELLs?
We currently offer Spanish.
20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Yorkville East Middle School utilizes the Workshop Model for instruction and these modalities are brought directly to ENL instruction. Lessons begin with an explanation of the purpose of the day's lesson followed by a mini lesson. Students are able to observe the teacher as a model, practice the skill independently then with pairs or small groups, leading to whole group discussion and share out. Instruction also includes shared reading, read alouds, independent reading, journaling, writers' and readers' notebooks, modeling and countless opportunities to view model reading and writing. All teachers receive multiple professional development opportunities during our Tuesday (80 minutes) and Wednesday (75 minutes) morning professional development sessions. Our ENL teacher receives an email newsletter from the Office of English Language Learners that lists PD opportunities for ELL educators in the region and attends the sessions that seem most appropriate and beneficial. She communicates any information gained to staff in order to ensure that necessary steps are taken to follow compliance regulations. She also meets with colleagues, including other ENL teachers in District 2, for a monthly peer consultation group. This group regularly discusses changes to compliance regulations, various teaching methodology, and testing information. We also discuss any workshops and conventions that we have attended in an attempt to support each other with new instructional techniques and ELL compliance information. Records are maintained in a Professional Development folder in our school's main office.
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?
Professional development focuses on differentiation strategies including ELL specific strategies utilized in the SIOP model. This structure ensures that all students are able to access a Common Core aligned curriculum. In addition, we work with the ENL teacher of PS 158, Alana Gerstein, who receives professional development through the Office of ELLs as well as through Columbia University's Teachers College at PS 158. As we are also using the Teacher's College Reading and Writing Project curriculum, Alana has access to the same strategies and approaches we utilize within our classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To assist ELLs as they transition from elementary school to middle school, we offer small class sizes, homeroom, and weekly advisory. During this time, all of our students are supported in terms of organization, creating academic goals, and vocabulary development. In addition, during weekly advisory, all students are engaged in lessons to support the acquisition of positive social skills, study skills, bullying, and what to expect during middle school. Our guidance counselor assists teachers in writing the advisory curriculum and special attention is placed on helping students transition to middle school. Next year, when we graduate our first 8th grade class, the guidance counselor will work with any ESL students and their families, as they prepare to transition to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As prescribed by CR Part 80, 15% of the required professional development hours are dedicated to language acquisition focusing on best practices for co-teaching strategies and integrating language and content instructions for ELLs. At our school, we focus on ensuring all teachers are proficient in the SIOP model. For our ENL teacher, 50% of her required professional development hours are dedicated to language acquisition and alignment with core content area instruction, best practices for co-teaching strategies and integrating language and content instruction for ELLs. Records and agendas for all professional development activities are kept in a binder by the principal.

C. Parental Involvement

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

We add an additional meeting at the beginning and end of the year in which we discuss the goals and current levels of achievement of the student. At this conference we present SART goals based on the data collected in each of the 4 modalities to the parents. When necessary, translation services are provided either by an in house staff member or by hiring an outside contracted vendor.

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.

Parents and the ENL teacher communicate frequently through email and phone calls in order to discuss students' progress and any specific concerns or questions parents may have. When appropriate, classroom teachers or other school staff are cc'ed on these emails as well, and meetings are scheduled as necessary. All emails are kept in electronic form and other records from individual meetings are stored in a file in the ENL teacher's filing system. Additionally, the ENL teacher maintains a parent meeting log, where she logs information from each parent meeting, in order to track parent involvement and ensure that all ELL teachers attend at least one annual meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parents of our ELLs participate in our school potluck at the beginning of the year, are invited to monthly parent workshops, attend student led parent teacher conferences, and attend PTA events. Translation services are provided when necessary. We currently do not have a parent coordinator at our school.

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?

We do not have a parent coordinator. The principal and the PTA write and distribute an internal school survey to all parents. One of the main purposes of this survey is to address and evaluate the specific needs of parents. The survey is sent to the translation and interpretation unit for translation into the preferred languages of our parents.

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

We use data gathered from our internal survey to help design parent workshops including: "How best to support child in ELA, Math, Science, and Social Studies" as well as "The Transition into Adolescence." Translation services are provided when necessary.

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.

Currently we only have 2 ELLs and one former ELL in our school. We work with PS 158, our collocating school, to ensure adequate ENL services are provided to our students.

Part VI: LAP Assurances

School Name: <u>Yorkville East Middle School</u>		School DBN: <u>02M177</u>	
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)
Christina Riggio	Principal		10/28/15
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Alana Gerstein	ENL/Bilingual Teacher		10/28/15
Paola Garcia	Parent		10/28/15
Leslie Profeta/ELA	Teacher/Subject Area		10/28/15
Eileen Llinas/Spanish	Teacher/Subject Area		10/29/15
	Coach		1/1/01
	Coach		1/1/01
Ruthie Kalai	School Counselor		10/28/15
	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: 02m1 **School Name: Yorkville East Middle School**
Superintendent: Bonnie Laboy

Before you begin, please check the following:

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

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

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

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

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

The methods with which we assess our language preferences include gathering data and information included on our Home Language Surveys, new student registrations, ATS reports, student records (including emergency contact cards and reports on ATS that include home language information), meetings with parents, and information offered by our ENL teacher, Ms. Gerstein. Our school secretary, Iris Morales, maintains a spreadsheet with all of this information and updates it as necessary. The majority of our translation needs continue to revolve around Spanish translation and interpretation services.

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.

This year, we have 2 ENL students at our school. Although the parents of these students have indicated that a language other than English is spoken in the house, they have requested that they receive all written and oral communication in English. In addition to our 2 ENL students, we have a small number of students whose parents have indicated on the Home Language Survey that a language other than English is spoken in the house. They have also requested that all written and oral communication be provided in English. The languages that make up our student population include: English, Chinese, Albanian, Spanish, Italian, Bulgarian, Japanese, Pilipino (Tagalog),

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.)

In September at the beginning of the school year, all families receive a copy of our family handbook. This document is also available in Spanish. During our Curriculum Night, held in September, all parents are encouraged to regularly visit our school's website for important information regarding events such as test dates, after-school program information, overview of student curricula, and parent-teacher conference announcements. All information on our website can be translated through the "Google Translate" feature. In addition to information listed on our website's homepage, additional information is added weekly such as our weekly newsletter, school calendars, and weekly highlights. The "Google Translate" feature is also available to translate this information. We send documents to the interpretation and translation unit at least two weeks in advance to be translated into different languages.

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.

We meet formally with parents in the following ways:

- Enrollment intakes
- Initial meetings with ENL families
- Curriculum night (September)
- Parent Teacher conferences (November and March)
- Parent workshops (monthly)
- Student Exhibition Night (June)
- New student orientation (June)
- Chess breakfasts (monthly)

We meet informally with parents in the following ways:

- Parent phone calls and emails from social worker, administration, and/or advisors
- Parent meetings with administration and social worker on an as needed basis

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.

During our Curriculum Night, held in September, all parents are introduced to our school website. We let parents know that any information on our website can be translated through the "Google Translate" feature. In addition, parents of ENL students are given the phone number for the Translation & Interpretation Unit. For communication with families regarding many school services such as the Parent's Bill of Rights, we utilize the Department of Education that have already been translated and can be found on the schools.nyc.gov website. If needed, we will submit important information to the Translation & Interpretation Unit at least two weeks in advance so as to ensure a timely return.

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.

In order to meet the interpretation needs, we will utilize in house school staff when available. Additionally, we will use over the phone interpreters via the Translation and Interpretation Unit when in-school interpretation is not available. If needed, we will secure outside vendors to provide translation/interpretation services for families.

Part D: Training Staff on Policies and Procedures

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

During one of our Wednesday staff meetings, we will provide information during professional learning time on how to use translation services and over the phone interpretation services. During this meeting, the Language Palm Card will be distributed. Our ENL teacher is available to support staff in the use of translation services and over the phone interpretation services. We will dedicate one of our professional development meetings to translation and interpretation services.

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

All of the relevant translation and interpretation information can be found in our main office and are available for parents upon request.

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 create and distribute a survey to coincide with the distribution of the learning environment surveys that will gather feedback from parents on the quality and availability of services. This survey will be translated to accommodate the needs of the parents. We will schedule a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on our services.