

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M247

School Name:

M.S. M247 DUAL LANGUAGE MIDDLE SCHOOL

Principal:

CAITLIN CALDWELL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dual Language Middle School School Number (DBN): 03M247
Grades Served: 6, 7, 8
School Address: 32 W. 92nd Street, New York, NY 10025
Phone Number: 212-799-2653 Fax: 212-579-2407
School Contact Person: Caitlin Caldwell Email Address: CCaldwell2@schools.nyc.gov
Principal: Caitlin Caldwell
UFT Chapter Leader: Alexa Goldstrom
Parents' Association President: Alma Salgado
SLT Chairperson: Anshu Prabha
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Karen Lopez
Student Representative(s):

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent's Email Address: IAltsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax:

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet
Director's Office Address: 333 7th Avenue; New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Caitlin Caldwell	*Principal or Designee	
Alexa Goldstrom	*UFT Chapter Leader or Designee	
Alma Salgado	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Karen Lopez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Justin Chao	Member/ Teacher	
Anshu Prabha	Member/ SLT Chairperson	
Jennifer Henzi	Member/ Teacher	
Olga Rivera	Member/ Parent	
Graciela Rivera	Member/ Parent	
Blanca Chavez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Mission : The Dual Language Middle School is dedicated to the continual development of bilingual, bicultural students through a strong academic program in English and Spanish.

The Dual Language Middle School fosters pride in children's heritage as well as an appreciation for the cultures of others. We believe that developing linguistically and culturally diverse students leads to higher levels of language proficiency, achievement, and self-esteem.

Vision: The Dual Middle School's vision is to provide a place where bilingual, bicultural, urban students can study in an environment that recognizes and celebrates their cultural identities.

The Dual Language Middle School is a welcoming, caring, and inclusive environment and provides a rich educational experience. Staff feel valued and supported, students enjoy learning and parents are happy to send their children to the school. The school's fundamental principles of 'Respect, Enthusiasm, Achievement, Citizenship, and Hard Work,' or R.E.A.C.H., are an indication of the school's very strong values and insistence upon high standards of academic success.

The school's performance has been on an upward trend for the past five years, greatly assisted by the careful tracking and analysis of students' progress, and skillful matching of programs to their needs. One of the most important strengths of Dual Language Middle School is the detailed information that is held about each student and the way in which data is used to plan and deliver good, quality instruction. The students are well-mannered, articulate, and have positive attitudes toward school. During the 2013-14 and 2014-15 school years, the school community identified needs specific to the progress and supports for student with disabilities and current and former English Language Learners (ELLs).

During the 2014-15 school year, the Dual Language Middle School community has focused upon building trust through: collaboration among teachers, supportive environment, and rigorous instruction. These elements have been strengthened through purposeful collaborative planning and peer-feedback structures, implementation of inquiry-based work and Professional Learning Communities, and comprehensive Advisory structures for all students and families to capitalize upon the supportive environment in place. These areas will continue to be those of focus for the 2015-16 school year.

03M247 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	197	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	6	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.3%	% Attendance Rate		95.6%	
% Free Lunch	92.8%	% Reduced Lunch		1.0%	
% Limited English Proficient	27.2%	% Students with Disabilities		23.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		0.5%	
% Hispanic or Latino	99.5%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	N/A	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.13	# of Assistant Principals (2014-15)		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	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.29	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.3%	Mathematics Performance at levels 3 & 4		41.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		59.4%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

o At the beginning of each school year, staff and administrators at Dual Language Middle School engage in comprehensive data analyses. Analyses of the ELA data indicate that at the beginning of each school year, approximately 38.3% of students have achieved a proficiency rating of 1 on the NYS ELA exam during the previous school year. English Language Learners, General Education Students, and Special Education Students are all represented in the category of students achieving a level 1 proficiency rating; as a result, school leaders and staff members recognize the importance of strengthening curriculum and instruction in order to leverage improved student outcomes in the area of English Language Arts.

o A review of qualitative data streams including student work samples and unit assessment data, as well as New York City performance assessments in ELA and Social Studies, indicate that students’ greatest needs are in the areas of analytical and argumentative writing.

o According to New York State student assessment data, as of September 2014 38.3% of students enrolled at Dual Language Middle School achieved a proficiency rating of 1 on the NYS English Language Arts Examination during the 2013-14 school year.

o During fall 2014 a school-wide Reading assessment was conducted using Village Academies Reading Assessment in order to identify students’ independent reading levels to strengthen data streams used to differentiate instruction. At this time, school leadership determined that more than 50% of students enrolled at Dual Language Middle School are reading below grade-level.

o According to the 2014 School Quality Report, Dual Language Middle School students in the lowest third demonstrated an 81.0 percent growth percentile while the school median adjusted growth percentile was 73.0.

o According to the 2014 School Quality Report, the percent of Special Education students in the 75th growth percentile on the New York State ELA exam was 73.8%, which was a nine and four-tenths percent increase compared to the results in 2012-2013. However, the percent of English Language Learners in the 75th growth percentile or higher was 54.9%, an increase of only 1.1% as compared to the 2012-2013 results. These trends provide impetus for increasing instructional alignment and further informing curricula with student data, resulting in improved differentiation.

o As of September 2014, 38.3% of students enrolled at Dual Language Middle School achieved a proficiency rating of 1 on the NYS English Language Arts Examination.

o As of September 2014, 32.6% of students enrolled at Dual Language Middle School achieved a proficiency rating of level 3 or better on the NYS Math Examination.

- o Results from the 2013-2014 New York State Mathematics exam results indicate that students in the lowest third citywide demonstrated a median adjusted growth percentile of 88.5, an increase of 14.5 points as compared to the 2012-2013 results.
- o The percentage of students with disabilities at a 75% growth percentile or higher in Mathematics according to the 2014 New York State Math exam was 64.3%, an increase of 19.9% as compared to the 2012-2013 results. The percentage of English Language Learners in this category was 58.5%, as 11.2% increase as compared to the 2012-2013 results.
- o These data provide an impetus to further align curriculum with students' needs as identified through comprehensive data analyses and individual student mastery tracking.

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.

- o **By June 2016 the percentage of students performing at or above a level 2 in literacy as measured by the New York State ELA Examination will increase by at least 5%.**
- o **By June 2016 the percentage of students performing at or above a level 3 in mathematics as measured by the New York State Math Examination will increase by at least 5%.**
- o **Framework for Great Schools Alignment:** *Rigorous Instruction, Collaborative Teachers, Effective School Leadership, Supportive Environment, Trust*

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Differentiated, small-group literacy intervention	All students	9/2015 – 6/2016	All instructional staff
Quarterly assessment of students' independent reading levels and tracking, including sharing progress with parents	All students and parents	9/2015-6/2016	All instructional staff

English Language Arts and ESL teachers will implement explicit vocabulary instruction within Reading and Writing lessons so build students' background knowledge and strengthen students' academic vocabulary;	All students	9/2015-6/2016	ELA teachers, ESL teachers
Small group instruction developed by Math department provided during after school based on interim assessments results for students identified as Level 1 or Level 2 per the 2013-2014 New York State Math Exam; Differentiated instruction and grouping within the instructional program will be informed by grade-level trackers and student assessment data; student-driven data-tracking and goal-setting;	All students; students performing in the lowest 1/3 rd citywide	9/2015-6/2016	All Math teachers, Special Education teachers, and Bilingual/ESL Math teacher

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.

ELA:

1. Scheduling:

- a. Implementation of differentiated reading comprehension and writing curricula aligned with New York State ELA examination and Common Core State Standards funded by Title III moneys; and
- b. Supplemental ELA support provided during the school day as small-group reading instruction (“Book Club) and additional push-in supports provided by ESL and Special Education Teachers.

2. Staffing/Training:

- c. ESL certified teachers will provide push-in instruction within content area classes
- d. Continued training in the use of SmartBoards and technology in order to differentiate instruction targeting the needs of ELLs
- e. Fifteen teachers will provide small group guided reading instruction three times per week targeting the needs of ELL students
- f. Professional development dedicated to differentiation strategies for English Language Learners as applied to reading, writing, speaking, and listening in all content areas

3. Budget:

- g. Title III funding will be used to fund the ELL after school programs
- h. Tax-levy funding will be used to fund NYSESLAT preparation
- i. Per Session resources devoted to ELL after school preparation workshops through the use of Title III funds.

Math:

1. Staffing/Training:

- a. A full-time ESL certified teacher will provide push-in instruction within Mathematics for all students identified as ELLs based upon the 2013-14 NYSESLAT results;
- b. Special Education teachers will provide at-risk push-in supports in Mathematics;
- c. Continued training in the use of SmartBoards and technology in order to differentiate instruction targeting the needs of ELLs; and
- d. Professional development dedicated to differentiation strategies as applied to reading, writing, speaking, and listening in Mathematics.

2. Budget:

e. Title III funding will be used to fund the ELL after school programs

2. Per Session resources will be devoted to Mathematics after school support.

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

ELA:

- 1. Each trimester teachers will collect and analyze student assessment data regarding reading comprehension skills aligned with 10 Strands: *Making Connections, Genre, Plot & Sequence, Cause & Effect, Character, Words & Phrases, Setting, Facts & Details, Main Idea & Theme and Author’s Point of View* in order to analyze progress; and
- 2. ELA teachers, ESL staff, and Special Education teachers will track and analyze students’ progress in mastering the CCLS specific to the grade level. This data will be used to revise instructional plans and support student mastery during mid-term and final exams (a total of five times during the school year); and
- 3. Analysis of students’ reading level improvements and overall NYS ELA assessment results (June 2016).

Math:

- 1. Differentiated, small-group afterschool program with mastery objectives informed by grade-level trackers and student assessment data will be examined twice per marking period to regroup students and identify target students and standards for re-teaching.
- 2. Small group instruction developed by Math department provided during school day based on interim assessment results for students identified Level 2 per the 2013-2014 New York State Math Exam; and
- 3. During Mathematics department meetings and individual meetings with school leadership team members, teacher teams will evaluate and strengthen Mathematics curricular alignment across grade levels vertically and horizontally as well the implementation of the Common Core Standards . This progress will be evaluated twice per semester during department meetings and individual meetings with school leaders; and

4. Teacher teams will develop re-mastery Mathematics lessons and assessments which are informed by student assessment data. The effectiveness will be evaluated twice per semester as through analyses of student exam data; and

5. Teachers will be provided access to real-time student assessment data through the teacher-developed trackers, updated no less than twice per semester, which are organized according to corresponding Mathematics strands and standards

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.

o In accordance with the 2014-2015 Instructional Expectations set forth by the New York City Department of Education, by June 2015 curricula in all content areas will be revised to reflect the CCLS and Common Core Instructional Shifts, as well as multiple points for students’ to access rigorous content, where appropriate.

o Based upon feedback provided during both announced and unannounced visits conducted by District 3 Superintendent Ilene Altschul, as well as internal needs assessments of content, curriculum, and student progress, one of the greatest areas in which Dual Language Middle School is able to further develop is the alignment of our Advisory curriculum with the Academic and Personal behaviors, as well as to ensure that all content-areas are completely aligned with the common core learning standards through implementation research-based practices (e.g., Universal Design for Learning).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

o By June 2016, one-hundred percent of teachers will align instructional practices with the development and practice of academic and personal behaviors in accordance with the 2014-2015 Citywide Instructional Expectations and in alignment with The Framework for Great Schools as evidenced by review of curriculum maps and student work products.

o **Framework for Great Schools Alignment:** *Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, Trust*

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. In all content areas, teachers will identify strategies by which they can support students' development and practice of academic and personal behaviors including persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation.	All students	9/2015-6/2016	All instructional and support staff
1. Continued implementation of a school-wide Advisory program which reflects a supportive environment, whereby students learn and implement skills that reflect persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation.	All students and parents	9/2015-6/2016	All instructional and support staff
1. Implementation of school wide advisory curriculum that is aligned with the Framework for Great Schools (supportive environment), elements of Universal Design for Learning (goal-setting, progress monitoring), and supporting students' development of Academic and Personal behaviors	All students and parents	9/2015-6/2016	All instructional and support staff

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

a.

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.

• In alignment with the Framework for Great Schools, the school leader(s) will actively support teacher growth as follows:

o Support teacher teams in planning lessons and units, strengthening teaching practices, looking at student work for evidence of learning and gaps, and making purposeful adjustments to narrow the gap between what the standards require and what the students know and are able to do;

o Ensure teachers’ deep understanding of the components of Danielson’s Framework for Teaching included in the new teacher evaluation and development system to help improve instruction and student learning and provide opportunities for implementation of feedback and professional development in alignment with the FfT; and

o Encourage collaborative feedback practices through participation in three cycles of peer inter-visitation and feedback (per year); and

o Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework for Teaching, the Common Core, and other content standards.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

One hundred-percent of teachers will engage in differentiated professional development and collaborative learning which focuses upon a research-based framework for teaching to examine and enhance professional practice during the 2014-2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>By June, 2016 all teachers will participate in a minimum of two peer observations during which they will craft feedback aligned with Danielson's <i>Framework</i> and share the feedback with observed teachers to leverage improved instructional practice.</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>All instructional staff</p>
<p>During the 2015-2016 school year all teachers will participate in school-based PLC or inquiry groups focusing upon a topic selected by the teachers that is aligned with the school'</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>All instructional staff</p>
<p>Departments will engage in cycles of collaboration and feedback focusing upon <i>FfT</i> competencies selected by the department based upon student learning and teacher practice needs determined in partnership with department members and school leadership.</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>All instructional staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. All teachers will be provided monthly, on-site professional development focusing upon examination, analyses, and implementation of Charlotte Danielson's <i>Framework for Teaching</i></p> <p>2. Teachers will set year-long goals rooted in Danielson's <i>Framework for Teaching</i> , which will be revisited once during the year and once at the end of the year to tailor individualized support to ensure teacher growth and strengthen teachers' practice.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		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

<p>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.</p>
<p>Implemented in September, formative assessment and review of professional development throughout 2014- 2015 school year, end-of-year assessment based on PD archives and observation archives in June 2016.</p>

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 outlined in the Framework for Great Schools, by June 2016 curricula in all content areas will reflect multiple points for students’ to access rigorous content and critical thinking across content areas.

Based upon feedback provided during both announced and unannounced visits conducted by District 3 Superintendent Ilene Altschul, the Quality Review, the School Quality Report, and an internal needs assessment of content, curriculum, and student progress school leaders and teachers agree that this is an area of focus.

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.

One hundred-percent of teachers will engage in differentiated professional development and collaborative learning which focuses upon a research-based framework for teaching to examine and enhance professional practice during the 2014-2015 school year .

Capacity Framework Alignment: *Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Trust*

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 parent leadership and engagement as a key lever for school improvement. 	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?
Ongoing (weekly) individualized professional development using Charlotte Danielson’s <i>Framework for Teaching</i> to build teachers’ capacity to plan and deliver quality instruction.	All teachers	9/2015-6/2016	All instructional staff, school leaders
Teacher-driven goal-setting focusing upon strengthening teacher practice and, thus, student outcomes.	All teachers	09/2015	All instructional staff, school leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
1. All teachers will be provided monthly, on-site professional development focusing upon examination, analyses, and implementation of Charlotte Danielson’s <i>Framework for Teaching</i> based upon supervisor and peer-feedback.										
2. Teachers will set year-long goals rooted in Danielson’s <i>Framework for Teaching</i> , which will be revisited once during the year and once at the end of the year to tailor individualized support to ensure teacher growth and strengthen teachers’ practice.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	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.
1. By the end of the school year, teachers will use Danielson’s <i>Framework for teaching</i> to evaluate and reflect upon their own professional growth and areas in need of further development at least two times during the school year by focusing on the eight priority components;

2. Differentiated meetings between individual teachers and administrator(s) provide feedback to teachers using Danielson's Framework for Teaching as a lens for both providing feedback and action planning based on feedback

3. Professional Development: Charlotte Danielson's *Framework for Teaching* will be used to strengthen teachers' capacity to deliver quality instruction through monthly professional development sessions;

4. School leaders will provide strategic, individualized/department specific support for the refinement of curriculum in alignment with the Common Core which reflects multiple points for student access, and strategies for strengthening teacher practice in alignment with Danielson's *Framework for Teaching* during department meetings each week and a minimum of one monthly staff-wide professional development session.

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

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

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

Part 1 – Needs Assessment

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

In alignment with the Framework for Great schools, the Dual Language Middle School is well-positioned to strengthen the school community by welcoming, encouraging, and developing partnerships with families and community-based organizations.

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, 100% of students and parents will have the opportunity to participate in school-based workshops and/or learning opportunities to support student learning, strong family-school relationships, and the arts in all grade levels in partnership with families and community-based organizations.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Conduct two student-led conferences per year (December 2015 and March 2016)	All students and parents	9/2015-6/2016	All instructional and support staff
School wide showcase of student work and arts presentation, Spring 2016, including artists-in-residence from community based organizations (Alvin Ailey)	All students and parents	9/2015-6/2016	All instructional and support staff

Conduct grade-specific workshops for parents – facilitated by teachers – through the use of parent engagement and regular school day time	All students and parents	9/2015-6/2016	All instructional and support staff
Conduct parent workshops based upon topics suggested by parents (SLT and PTA recommendations), including supporting middle school students’ academic success in partnership with community-based organizations.	All parents	9/2015-6/2016	Parent coordinator, guidance counselor

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.											
1. Parent workshops will be scheduled at least once per month;											
2. Students will engage in goal-setting and progress tracking during Advisory two times per trimester											
3. Implementation of differentiated reading comprehension and writing curricula aligned with New York State ELA examination and Common Core State Standards funded by Title III moneys; and											
4. All teachers will provide targeted Advisory support two times per week;											
5. Professional development dedicated to supporting students’ development of academic and personal behaviors, including appropriate goal-setting and tracking progress, as well as communicating progress to students and parents, throughout the year.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.										
1. Students will present their achievements and academic progress to their parents during student-led conferences.										
2. Parents will be able to attend workshops about the new CCLS and the impact of these standards on the literacy curriculum, as well as strategies for supporting their children specific to students’ grade levels and needs;										
3. Parents will be trained in the use of TeacherEase online gradebook in order to have access to students’ academic progress;										
4. Parents will be provided an opportunity to attend a workshop focused upon strategies they can use at home to support their child’s literacy academic progress 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 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)	Low mastery on school-based assessments, students reading below grade-level, students who have not yet demonstrated proficiency as measured by the NYSESLAT, students performing below grade level as measured by the NYS ELA assessment	ELA support, Read180; computer-based and print-based reading intervention	Small group	During the school day
Mathematics	Low mastery on school-based assessments, students performing below grade level as measured by the NYS Math assessment	Small group Math support using standards-based trackers	Small group	During the school day and after school
Science	Low mastery on school-based assessments, students performing below grade level as measured by the beginning of year MoSL assessment	Small group Science support using standards-based trackers	Small group	During the school day and after school
Social Studies	Low mastery on school-based assessments, students performing below grade level as measured by the beginning of year MoSL assessment	Small group Social Studies support using standards-based trackers for re-mastery	Small group	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor,	Teacher recommendation, student request,		Small group and/or individual	During the school day and after school

<i>School Psychologist, Social Worker, etc.)</i>	parent request, attendance below 90% (current year or previous), knowledge of acute traumatic event, and others.			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As part of the hiring and interview process, school leaders prioritize teachers who are HQ and hold certification(s) in multiple areas. Strategies for retention include ongoing professional development, participation in the Model Teacher program, and partnerships with Community-Based Organizations (i.e., Urban Advantage) and the Leadership Program in order to further develop capacity for teacher leadership. Additionally, all staff members are invited to participate in three annual Teacher Leadership Retreats in August, March and May, respectively. These meetings are designed to foster teacher leadership, collaboration, and capacity for sustainability through retention of highly qualified staff members.

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).
Weekly professional development (staff-wide and individual) will be differentiated based on staff members' interests and areas in need of further support as identified during informal and formal observations and teacher reflection. The topics therein will address Danielson's <i>Framework for Teaching</i> , The Capacity Framework, the Instructional Expectations for 2015-16, and the continued implementation of the CCSS. Moneys from the yearly budget will also be set aside to fund continuing education and professional development for those staff members who are identified as non-"HQT". Dress code items, basic school supplies, and academic enrichment field trips will be funded using SWP moneys in order to ensure that all Students in Temporary Housing are able to participate fully in the academic program. Afterschool will be provided at no charge through the use of Title I funds, as well.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school MoSL selection committee meets during the Fall and throughout the year to review assessment selections, timelines, time devoted to/required for assessments, and provide feedback regarding the types and uses of the assessments specific to student learning and teacher effectiveness. The feedback and recommendations from these meetings are incorporated into the assessment decisions made by the MoSL selection committee.

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	132,246.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,357,249.00	X	

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Dual Language Middle School</u>	DBN: <u>03M247</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>51</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: The direct, supplemental ESL service program, provided in English with some native language support (as needed), is designed to support the students' proficiency in the English language through targeted afterschool support. The program will serve 51 students in grades 6, 7, and 8 identified as Limited English Proficient (LEP) as follows: all students identified as Beginner (five 6th grade students, five 7th grade students, and one 8th grade student), Intermediate (three 6th grade students, three 7th grade students, and three 8th grade students), or Advanced (eleven 6th grade students, eleven 7th grade students, and nine 8th grade students) according to the 2014 NYSESLAT results will participate in two 1-hour sessions of supplemental instruction (Wednesdays and Fridays from 2:35 -3:35p.m., and Thursdays from 3:05 - 4:05 p.m.). Teachers who provide the service during the direct-supplemental ESL service program (two ESL-certified teachers and two Bilingually-certified teachers) will provide instruction. The language of instruction is English. The program will begin during the last week of September, 2014 and continue through the last week of June, 2015. Teachers will use content-area materials for ELA, as well as NYSESLAT Preparation materials for this program. All participating teachers will be responsible for planning and implementing the ESL curriculum during the supplemental instructional program. Student gains will be measured using performance results on the 2015 NYSESLAT, 2015 NYS ELA examination and teacher developed assessments. Resources include expanded leveled fiction and non-fiction texts for students' use in the Title III program.

- The ESL-certified teachers will provide support focusing upon ELA/ESL instruction. The groupings are differentiated by grade: one teacher focuses upon the 6th grade newcomer ELLs and the students scoring within the beginner and intermediate according to the NYSESLAT while the other focuses upon the 7th and 8th grade newcomer, beginner, and intermediate ELL students. REFLEXMath software is used in this grouping to support students' development of basic Math skills, as well as classroom libraries of fiction and non-fiction and informational magazines.

- The bilingually-certified teachers support students in the Advanced range of proficiency; one teacher supports students in 6th grade while the other teacher supports 7th and 8th grade scoring within the Advanced range of proficiency. Materials used to support students' academic language development are teacher-created and those from REFLEX math.

Part C: Professional Development

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

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

Begin description here: _____ Dual Language Middle School's instructional focus for the 2014-2015 school year is to improve student outcomes by ensuring that all students - including English Language Learners - have equitable access to content. The following professional development series will provide teachers with tools and strategies for ensuring that we meet the needs of our ELLs in all content areas.

Part C: Professional Development

Universal Design for Learning for ELLs (One professional development session per month): This comprehensive approach to instructional delivery that reduces barriers and increases all students' access to content will be incorporated into professional development on an ongoing basis throughout the school year. The UDL approach involves identify students' learning strengths and needs and designing instruction specifically for those students through: Providing Multiple Means of Representation; Multiple Means of Action and Expression; and Multiple Means of Engagement. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Universal Design for Learning framework. Professional development sessions about on the topics previously indicated will take place from 2:35 to 4:00 p.m. the following dates: September 15th; October 27th; November 4th; November 17th; December 8th; December 22nd; January 12th; March 9th; March 23rd; June 1st, and will be provided by the principal.

Second Language Acquisition PLCs: ESL teachers and teachers of bilingual courses will participate in ELL/Second-Language Acquisition PLCs one Monday per month during designated professional development time (2:35 – 4:00 p.m.). These sessions will focus upon conducting research and implementing research-based practices to support the learning of ELLs and former ELLs for a total of 10 sessions from October through June. Teachers in the PLC select the areas of focus based upon the research.

Bank Street College Language Series: (January and February) ESL and bilingually-certified teachers responsible for the planning and implementation of the ESL afterschool program will be given opportunities to participate in the Bank Street College Language Series, as well as any other city and state sponsored conferences and workshops focused on the instruction of LEP students. The PD will be provided by Bank Street professors in Spring 2015 (schedules is forthcoming, approximately 4 sessions). Four teachers will participate.

DOE-Sponsored ELL/SIFE PD: One bilingually-certified teacher will participate in a year-long PD sequence offered by the DOE, the focus of which is supporting the language acquisition of ELLs and Students with Interrupted Formal Education (SIFE). This information will be implemented during the Second Language Acquisition PLC meetings each month. This PD will be taking place one day per month from October through May.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent workshops will be held four times per year for an hour and a half during the school year in order to support the parents of LEP students. Workshops will be provided by the Parent Coordinator, Blanca Ortiz, in collaboration with a facilitator from The Leadership Program and Ms. Mayela Gaytan, guidance counselor. During these workshops, parents will be invited to visit classrooms and explore ways to best support their child's academic success. Workshops will take place: September 23rd at 8:30 a.m. (Supporting ELL students' progress in middle school and supporting 8th grade ELLs application to high school), December 19th at 11:00 a.m. (ELL students and the Arts), February 12th at 9:30 a.m. (Use of technology to support ELL students), and May 15th at 12:00 p.m. (Enrichment opportunities for ELL students during the summer). These programs will be paid for by funds other than Title III. Parents are notified of workshops in three ways: calendars are set home outlining workshops, workshop notices are sent home with students, and direct outreach is conducted by the parent coordinator. Translation services will be provided by bilingual staff and teachers.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 3	Borough Manhattan	School Number 247
School Name Dual Language 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 Caitlin Caldwell	Assistant Principal None
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Maria Cahn	School Counselor Arlenys Rojas
Teacher/Subject Area Alexa Goldstrom/Math	Parent Maria Caseres
Teacher/Subject Area Sasha Arias/HLA/Social Studies	Parent Coordinator Blanca Ortiz
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	195	Total number of ELLs	59	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	21
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	10

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	27	3	3	22	0	14	10	0	4	0
ENL										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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE													22	37	21	51	16	48	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: 0

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							5	5	1					0
Emerging (Low Intermediate)							1	1	1					0
Transitioning (High Intermediate)							2	0	1					0
Expanding (Advanced)							15	15	13					0
Commanding (Proficient)							1	2	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	7	0	10	0	0	0	0	0	0
7	9	0	5	0	3	0	0	0	0
8	2	0	5	0	2	0	1	0	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	1	0	5	1	3	1	0	0	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.
 At the beginning of each year, a Fountas-Pinnell aligned reading assessment is administered to all students regardless of English Language Proficiency. The assessment, administered in October 2015, revealed that none of the English Language Learners enrolled were reading on grade-level. Further, 100% of ELLs, regardless of proficiency, currently demonstrate reading proficiency at least two levels below grade level.

 This data is used to drive student groups within our small-group literacy program, also known as "Book Club". English Language Learners in the Advanced range of proficiency, as well as former ELLs and English Proficient students, are grouped according to independent reading levels. Small-group reading instruction is then provided to the students using texts within students' instructional reading level. Additionally, all teachers utilize students' reading levels to provide leveled content-area texts within content-area instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 General trends indicate that students in all grades consistently demonstrate the highest levels of proficiency in the speaking, listening, and sometimes the reading comprehension portions of the NYSESLAT. This can be attributed to the fact that English Language Learners practice listening and speaking skills in all content areas throughout the school day, as well as during push-in and small-group ESL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage listening and spoken language proficiency of all students, especially English Language Learners. Progress was made in the reading comprehension section as compared to last year due to interventions through multi-modal ESL support, including small group and computer-based literacy instruction. In contrast, students have demonstrated the lowest levels of proficiency in writing. This need is being addressed by incorporating more written work across all contents areas and focusing on ELL strategies and scaffolds schoolwide.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We utilize the data required by the AMAO tool (however the tool itself has not been used because the RNMR has no data) in order to identify subgroups and patterns to target individual students instruction. Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting. Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs.

4. For each program, answer the following:

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

Consistently we see a pattern of improvement in performance levels on all school assessments as ELLs move up through the grade levels. Across proficiencies and in the Dual Language and ESL programs, students who demonstrate greater English proficiency as measured by the NYSESLAT exam also demonstrate improved performance as measured by the NYS ELA and Math exams. ELLs demonstrate a lower average proficiency in both Math and ELA as compared to their English proficient counterparts. As a result, teachers work collaboratively with school leaders to examine and refine curriculum in order to: explicitly teach content-area vocabulary, scaffold students' work to support analyses and critical thinking, and group students more strategically in order to better ELL students' needs within regular classroom instruction and ESL push-in instruction. The ELL periodic assessments are used by school leaders and teachers to reveal specific standards and areas in need of further instruction for target groups of students within the ELL cohort. We are looking forward to reviewing the ELL periodic assessment results in order to inform instructional decisions made to support the ELL students.

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

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

Home language surveys and parent interviews are used by teachers to gather information about students' second language development. Students' historical NYSESLAT performance data, as well as NYS Exam history data (when available) are utilized to determine strategies for supporting students' second language development in all content areas. When available, students' prior-year report cards and portfolios are used to assess second language development over time. Additionally, results of students' HLIS are utilized to provide native-language supplements within content area instruction. During professional development and department meetings each week, teams collaboratively examine curriculum and discuss best-practices for supporting ELLs. For example, the Math department reviews ways to explicitly teach Math vocabulary and to provide students with multiple means for learning and applying concepts. Additionally, Social Studies and Science teachers frequently provide students with materials in both their native language and English in order to ensure that students have access to content. The ELA department collaborates with school leaders to enhance scaffolds and linguistic supports, in English, which serve to increase students development of the English language. The Spanish, Social Studies, and Math departments work collaboratively to design schoolwide Spanish assessments in order to identify how the use of students Home Language can improve instruction for ELLs. Also a schoolwide diagnostic was administered in Spanish at the beginning of this year to identify students' foundational Spanish level.

7. For dual language programs, answer the following:

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

English proficient students are assessed using the ELE exam which is administered every Spring.

Results from the 2014-2015 exam indicate that 60% of English-proficient students tested performed at or above 50 percentile.

English proficient students demonstrate the following performance levels as measured by the NYS ELA Exam: , 54.1% of ELLs performed at a level 1, while 45.9% performed at a level 2. English proficient students performed as follows: 30.4%, Level 1; 53.9%, Level 2; 13.9%, Level 3; and 1.7% Level 4. With respect to Math, the results of ELLs were as follows: 48.8%, Level 1; 51.2%, Level 2. English proficient students performed as follows: 15.7%, Level 1; 50.4%, Level 2; 27.0%, Level 3; 7%, Level 4.

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

We evaluate the success of our programs for ELLs using multiple quantitative and qualitative data points. First, every student in our school completes a Fountas-Pinnell leveled reading assessment at least three times per year. This assessment allows our teachers and school leaders to evaluate the effectiveness of our small-group leveled reading program (Book Club) which serves to accelerate

students reading proficiency. Students' improved reading proficiency as measured by these assessments is one way in which we evaluate the success of the programs provided to ELLs. Additionally, we examine students outcomes as measured by the NYS Math, ELA and Science tests specific to the ELL subgroup. We consider the percentage of students who demonstrate exemplary proficiency gains each year and use those results to better focus our efforts in supporting ELL students' learning. During the 2014-2015 school year, 50% of ELLs performed at a 2 or higher with respect to ELA. With respect to Math, 60.%% of ELLs performed at a level 2 or higher. Finally, we analyze the results of the NYSESLAT examination each year to identify the percentage of students demonstrating proficiency and those who demonstrate at least one level of improvement.

Part IV: ELL Identification Process

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

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

The home language is determined by the parent responses on the HLIS, which is provided in the Parent's native language, in conjunction with the results of the informal interview administered by the ESL teacher to both parent and child. Each year DLMS begins the process of identifying students who have previously identified as ELLs through NYSESLAT analysis and review of ATS data for students who have been previously enrolled in the New York City school system. The ESL teacher, Ms. Cahn, who also speaks Spanish, administers the home language survey in order to identify necessity of administration of the NYSITELL during an informal interview. The home language is then determined using both of these data sources with support from Ms. Cahn. For those students who are newly admitted to the New York City Public Schools system upon enrollment at DLMS, Home Language Identification Surveys are completed immediately by parents in their native language when students are enrolled with assistance from the ESL teacher(s) or administrator. All students' whose families indicate a home language other than English are then administered the NYSITELL in order to determine eligibility for ESL services during the school day. The HLIS is administered to any newly enrolled students within 10 days of enrollment by the ESL coordinator. Most often, the HLIS and orientation are conducted on the day of enrollment. According to these surveys, for any students whose home language survey indicates any language other than English, the ESL teacher conducts an interview and decides whether the NYSITEL should be administered to the student. The Spanish LAB is administered to all Spanish-speaking ELLs; this is also conducted by the ESL coordinator, Ms. Maria Cahn. The parent orientation presentation informs parents of the 3 NYC ELL programs: ESL, TBE and DL (not the programs in the school) so they can make an informed choice and is provided in their native language. In order to ensure that parents are aware of the different options available. The parent orientation video, parent choice resources, and the parent choice letter are provided at this time by the ESL coordinator. All materials are provided to parents in the language of preference. Finally, each year begins with a strategic analysis of the NYSESLAT, NYSITELL, and Spanish LAB data by administrators and instructional staff. Staff use these data to identify trends in students' instructional needs across the content areas as well as within models of instruction provided to ELL students throughout the school day.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

After the ESL coordinator administers the HLIS and informal interview, she will determine if it is necessary to administer the LENS and SIFE questionnaire to identify 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 same identification process for identifying newly enrolled students with IEPs is followed as all other students (see #1). When possible we utilize the ELAND to determine students with IEPs who are not eligible to receive ELL services, however to date that has not been applicable.

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.

The Language Access Coordinator reviews the NYSITELL results and distributes the parent notification letters in the parent's preferred language within five school days of administration.

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).

During the HLIS administration, the Language Access Coordinator informs parents that they have the right to appeal ELL status revealed by the NYSITELL results.

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.
- During the month of September, workshops are conducted to explain language-support programs available in our school. The ESL teacher, School Leadership Team, and Parent Coordinator and Community Associates explain the program details and discuss options for ESL and dual language instruction with parents. Parents are also consulted regarding TBE, DL, and ESL support. The three programs are described to parents and available programs (push-in ESL and dual language support in Social Studies and Native Language Arts) are explained to parents during these meetings. Parent orientation sessions are provided on an ongoing basis, for students newly enrolled in the NYC public schools within 10 days of admission. The parent orientation presentation informs parent of the 3 NYC ELL programs: ESL, TBE and DL (not the programs in the school) so they can make an informed choice.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- In order to ensure that program selection and parent survey letters are returned, community associates, ESL staff, and the Parent Coordinator organize a comprehensive parent outreach effort through phonecalls, one-on-one conferences, and meetings with parents to address any questions about program availability and/or ESL services within the school. Entitlement letters are provided to parents during the orientation. The documents will be collected and stored in the cumulative record card for each student. All parents are asked to complete entitlement letters during the orientation phase of the school year. Letters are collected, catalogued, and responses are organized by the Language Access Coordinator in order to meet the needs of ELLs as indicated by parent choice. The placement letters are also catalogued in students' cumulative record cards.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Language Access Coordinator meets with the parents individually to ensure that the surveys and program selection forms are completed upon enrollment. This person is bilingual and can conduct the meeting in the parent's preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. The Language Access Coordinator and Parent Coordinator work together to distribute placement parent notification letters in the parents' preferred language and has the parent sign one copy and take the other copy home to keep a record of receipt.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained in the student's cumulative record card which is stored in the administrative office and the administrator and Language Access Coordinator is responsible for maintenance of records.
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.
- Students who are eligible for the NYSESLAT exam are identified using the RLAT and RLER reports from ATS. In order to ensure that all sections of the NYSESLAT achievement test are administered to all ELLs each year, school leaders begin by constructing a schedule for administration of the Speaking, Reading, Writing, and Listening assessments. These assessments are given on the first date of the testing period in order to provide time to make-up exams for those students who are absent. Exams are then administered those students who are absent before the end of the administration period. Ms. Maria Cahn, ESL coordinator, is responsible for the administration of the NYSESLAT examination in collaboration with the school principal.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The Language Access Coordinator and principal work together to ensure that entitlement and transitional support parent notification letters are distributed in the parents' 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).
- The school leaders and ESL coordinator review the parent choice letters twice each year to ensure parent satisfaction with the program offerings and to ensure that parent choice is honored. Parents who opt for a TBE program are provided opportunities to transfer to schools which offer the desired program. According to parent survey and program selection letter responses, 100% of respondents indicate a desire to participate in the English/Spanish language program with freestanding ESL support. Trends from previous years indicate the same selections.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The program model is a "block" model comprised of heterogeneously-grouped ELL students. Students identified as ELLs receive stand alone ESL using a co-teaching model in their ELA course. They receive integrated ENL within content-area instruction to support learning in math, social studies, science, and other content areas.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
English Language Learners participate in dual language instruction with push-in ENL support. They receive Native Language Arts instruction and bilingual instruction in math and social studies.
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)?
All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or co-teaching support in English Language Arts. Students who demonstrate NYSESLAT results within the Entering, Emerging, or Transitioning proficiency range receive small group Freestanding ESL for 360 minutes in addition to 315 minutes of integrated ENL in English Language Arts instruction. Students who demonstrate results within the Expanding and Commanding range according to the NYSESLAT receive 180 minutes of ESL instruction in addition to the 315 minutes of integrated ENL in ELA instruction. Additionally, 180 minutes of native language arts instruction is provided in students' native language, Spanish in both NLA and Social Studies. Finally, students also receive Social Studies instruction provided in Spanish for 180 minutes per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
In all three grades students are provided Social Studies instruction in Spanish, which is the native language of students who are identified as ELLs during the current school year. English and Spanish language resources are gathered from TCI resources, as well as those resources which are translated from English by the bilingual teachers. English Language Arts, Science, Mathematics, and the Arts are provided in English with ESL supports (scaffolding, translations when appropriate, and bilingual glossaries). Science and Math instruction are delivered in English, however, Spanish language supports are provided in these content areas through the workshop model with language scaffolds. Methods include explicit vocabulary instruction within the content areas, use of annotated supports and visual models, implementation of technological resources for presentation and response, and multiple methods of response when appropriate. Further, teachers provide scaffolds which provide students access to the content or critical thinking required within the curriculum in the native language when appropriate. Curriculum in Math, Science, Social Studies, and ELA are aligned with the CCLS and are collaboratively created by teachers. Teachers in Math, Science, Social Studies, and ELA utilize SmartBoard technology, Googledocs, and supplemental technology resources through a 1-to-1 laptop to student program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are evaluated using school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. Students are evaluated in their native language in consultation with the ESL provider, Social Studies, and NLA teachers through the use of teacher made assessments. Students present oral reports, engage in classroom discussions which are evaluated by teachers, and complete reading and writing tasks which are both provided in Spanish and aligned with the CCLS.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In collaboration with the ESL provider and ELA teachers, students who are identified as ELLs are provided opportunities to demonstrate their proficiency in English through speaking, reading, writing, and listening within regular content area instruction. Writing tasks reflect critical thinking and reading comprehension that are aligned with the CCLS for English. The ESL provider collaborates with ELA teachers to assess students' progress in these areas. The periodic ELL assessment was used to determine students' reading and listening proficiencies. Informal assessments of students speaking proficiencies are administered by the ESL provider during content-area instruction throughout the school year (at least once per semester). Assessments of writing proficiency are administered once every 6-8 weeks.
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

Those students who are identified as SIFE we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. These students are provided small group support by content-area teachers and ESOL co-teachers within content-area instruction in order to differentiate and address students' learning and linguistic needs. Finally, students are provided enrichment throughout the school day and access to after school programs for small group instructional support and experiential learning in order to further build background knowledge and provide students' with relevant, non-classroom experiences that support instructional outcomes. ELL subgroups experience differentiated, small-group literacy instruction rooted in students' independent reading levels and aligned with NYSESLAT and LAB-R outcomes. Those students performing within the Entering or Emerging range also have an opportunity to participate in intensive, small group literacy instruction through a program called READ 180.

In order to enhance all ELL students' language proficiency, language support is provided as a part of the general education curriculum. During the 2011-2012 year, Dual Language Middle School began implementing a computer-based reading comprehension and fluency program that is research based and proven to improve language development of ELLs as a part of the ESL program. With respect to assessments, Emerging Bilinguals are given all examinations first in the language of instruction, with a supplemental examination in the students' native language (in this case, Spanish) for reference. All ELL students participate in Spanish language instruction in order to strengthen the transference of language development in both native and second language. Sixth, seventh, and eighth grade ELL students and ELL students with disabilities participate in the general education curriculum full-time with push-in support. Finally, Visual Art is offered at least two periods per week and performing arts (Dance) a minimum of three periods per week for all students, including ELLs and ELLs with disabilities.

For SIFE students, small group instruction is utilized within the regular school day in all content areas order to ensure students are developing appropriate academic and linguistic skills which will advance language proficiency and content-area learning.

For Newcomer ELLs who have been receiving ESL services for 0-3 years, small group instruction and individualized supports are provided based on students' needs identified through the use both state and teacher generated assessments sorted in a standards-based tracker. Students are provided guided notes and modified homework assignments which address needs specific to the Entering and Emerging range of English proficiency. Students are also included in a technology-based Reading support program three times per week during the regular school day to accelerate language proficiency.

For Developing ELLs who have been receiving ESL services ofr 4 - 6 years, small group instruction and modified graphic organizers, classwork assignments, and homework assignments are utilized to address the needs specific to the Transitioning and Expanding range of English proficiency.

For Long Term ELLs who have been receiving ESL services for more than 6 years (Long Term ELLs), students are provided with appropriately modified guided notes supports, glossaries, and vocabulary instruction which appropriately address the needs of students within the Advanced proficiency.

Former ELLs receive testing accommodations and targeted or small-group teacher support in all content areas to continue supporting students' language proficiency maintenance for two years following demonstration of proficiency as measured by the NYSESLAT.

All ELLs receive time and a half during both state and school-based assessments.

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.
For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of enrollment, ESL teachers and content-area teachers review student work on a weekly basis to ensure that the student's academic progress has not been adversely affected by the 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?
Small-group instruction and student-specific scaffolding, as well as modeling and graphic organizers, are utilized to provide ELL-SWD students with access to the grade-level curriculum. In Social Studies and Sciece teachers provide content-area texts which

are aligned to students' instructional reading levels in order to accelerate students' English language development but which also reflect the grade-level concepts being learned. Teachers strategically identify the core concepts required in each content area to leverage improved student outcomes and scaffold students' assessments and learning tasks in alignment with these decisions. Additionally, all teachers identify content-specific vocabulary and explicitly teach these target words within instruction in addition to content-area concepts. Materials used are scaffolded texts, graphic organizers and modified homework, bilingual resources in Math, Science and Social Studies, visuals and videos, whole class and small group tier 3 vocabulary instruction using the Frayer Model, etc. All of these materials accelerate students English language acquisition by giving them access to the language that is scaffolded just beyond their ZPD so that they are constantly challenged to improve their language use both in class and on homework.

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?

Our school utilizes students' IEP recommendations, as well NYS Exam data and content-area diagnostic assessments in order to ensure that students are placed in classroom environments which meet their diverse learning needs. In addition to the use of small-group instruction and student-specific scaffolding, all ESL services and Special Education Teacher Support and ICT services are provided through a push-in model of support in order to provide students with access to the curriculum in the least restrictive environment. All ELL-SWDs also receive supplemental, small-group reading instruction based upon gender and independent reading levels. This program is provided to all students, including those who are identified as English proficient. These practices ensure that all students have access to the grade-level curriculum, thereby advancing students' through content as they achieve their IEP goals and develop English proficiency. Students are placed in the ICT program after reviewing the IEP recommendations made during the student's most recent annual review.

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	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 DUALY 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.

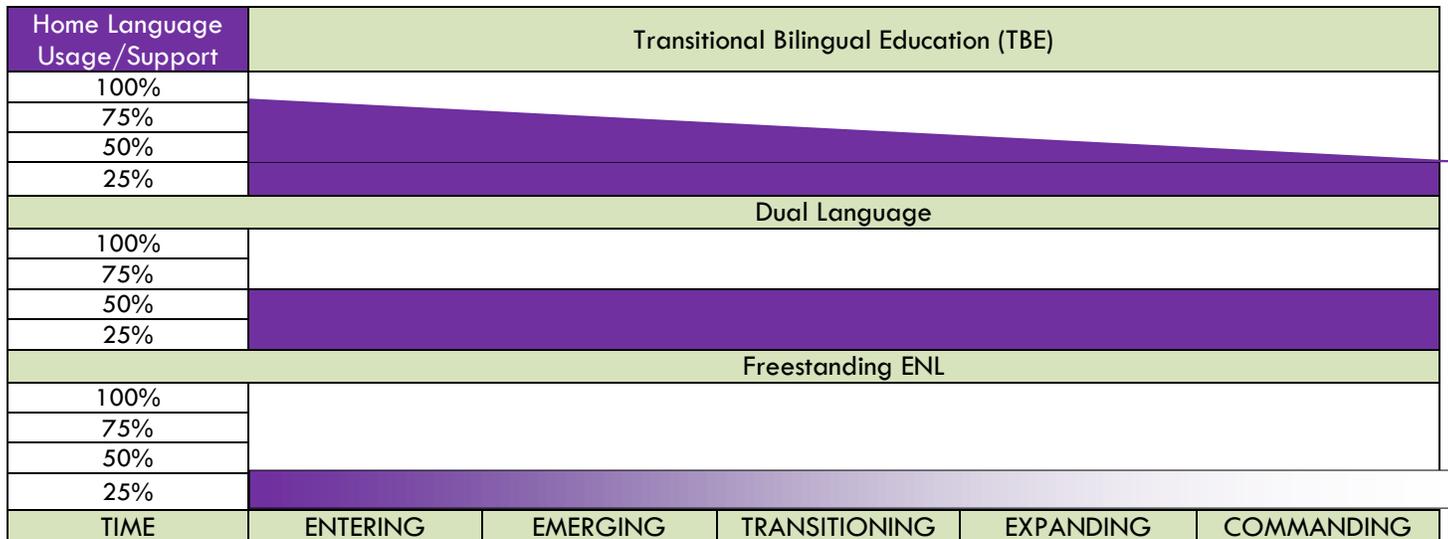


*Note: “other approved services” does not apply to New York City at this time.

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. Although we are not a strict Dual-Language model school, we do offer an English/Spanish Dual Language approach to Native Language instruction across all three grades. The language needs of ELL students inform instruction across all content areas in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level in English.

After school programs allow homogenous ELL groups (Entering, Emerging, Transitioning, Expanding, and Commanding, respectively) to work within their own proficiency levels in a small group setting.

Those ELLs in need of intensive ELA support (Entering and Emerging or long term ELLs still at or below transitioning) are identified using the results of the NYSESLAT exam and the NYS ELA exam, when available. During the 2014-2015 school year, 50% of ELLs demonstrated grade level mastery on the ELA exam. These ELLs participate in additional enrichment during both extended day and after school programs. ELA support is offered primarily in English; NLA support is offered in Spanish. Those ELLs in need of intensive ELA intervention participate in additional small-group enrichment during both extended day and after school programs.

A review of the NYS Mathematics exam data from 2014-2015 revealed that 13.7% of ELLs scored within the Level 3 or Level 4 range. Those students who scored within the Level 2 and Level 1 range have been identified as ELLs in need of intensive Mathematics intervention who participate in additional enrichment during both extended day and after school programs. Math intervention is provided in both English and Spanish. Those ELLs in need of intensive Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs.

With respect to Social Studies, students are provided small group, in-class instruction which focuses upon strengthening students' content area knowledge and language proficiency in both Spanish and English.

During the school day all teachers participate in collaborative planning meetings within and among departments in order to enhance language instruction within the content areas. Within the ESL program, specifically, all ESL instruction is delivered within the core content areas. Students' schedules and service provision reflect students needs and proficiency levels, as follows: for those students within the beginner range of language proficiency, ESL services are provided according to mandates within ELA and small group literacy in addition to Social Studies instruction. For those students within the intermediate or advanced ranges of proficiency, ESL is provided within ELA and Social Studies instruction. In all content areas teachers use SmartBoards, individual computers, and audiovisual equipment (including video clips and audiobooks, as appropriate) to engage and support students' language development and overall learning. With respect to language electives, a unique feature of Dual Language Middle School is Spanish language and literacy instruction: one-hundred percent of students, including English Language Learners, participate in Spanish language instruction during all three years of enrollment.

Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Book Club, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs allow homogenous ELL groups (Entering, Emerging, Transitioning, Expanding, Commanding, respectively) to work within their own proficiency levels in a small group setting.

Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs. With respect to Social Studies, Science, ELA, and Math, teachers utilize mastery trackers to identify standards in need of further instruction and to develop methods of providing ELLs with targeted support (small group instruction, use of models and visual aids, basic skills intervention) to ensure mastery. These trackers are also used to identify target ELL students with whom teachers work closely during small group instruction within the regular class period.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is effective in ensuring that all students, regardless of language proficiency, have access to content and concepts taught in all content areas. Content-area and support teachers provide resources in students' native language(s) when appropriate, specifically in Science and Social Studies. Native language resources include glossaries, translated editions of texts, translated student handouts, and native language-English dictionaries. Based upon current student performance data and comparisons to students' performance on the NYS exams and teacher-created diagnostic assessments, students in the current program are demonstrating improvements in English proficiency and content area mastery (Science, Social Studies, and Math)

across 6th, 7th, and 8th grades. In order to track student progress throughout the year, teachers created 3 midterm and 3 final assessments during each trimester. The results are used to track student progress and provide immediate intervention when necessary. Since the school has such a large ELL population, all staff spends time during PD and at the beginning of the school year identifying who the ELLs are and strategizing about what scaffolds can be used across the content areas to improve their instruction.

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

This year we will enhance the implementation of the READ180 platform for reading instruction in order to support ELL students' development with respect to reading. We will also be implementing small-group Math support for ELL students during the school day.

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

N/S

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

All ELLs participate in a comprehensive visual and performing Arts program which is provided within the regular instructional program. Finally, all ELLs are enrolled in the school-based afterschool program at no cost to families. Long-term and former ELLs are provided supplemental content-area support as a part of the afterschool program. During this time ELLs may participate in musical theater, homework help, Science Club, and dance team, should they choose. Students and families of ELLs are invited to participate through direct parent contact and invitations to participate which are sent home in both English and Spanish.

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.

All teachers utilize SmartBoard technology in order to support students who are identified as ELLs as well as all students in the classroom. Additionally, teachers provide students with content-area materials in students' native language(s) when appropriate. Native language materials include translated editions of primary source texts and content-area texts, Spanish-English glossaries, Spanish-English dictionaries, and oral translations (when appropriate).

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

Home language materials include translated editions of primary source texts and content-area texts, Spanish-English glossaries, Spanish-English dictionaries, and oral translations (when appropriate). Native language skills are also taught within Native Language Arts, including grade-level writing skills, grammar, syntax, and comprehension of primary/technical texts in students' native language.

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

At the middle school level it is essential that students have access to all of the content within regular classroom instruction. As a result, all services are provided within the content-area classrooms in order to ensure students' needs are met using methods and content reflective of the grade-level curriculum.

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).

Parents and families of newly enrolled ELLs, including the newly enrolled student(s), are invited to meet with the parent coordinator, ESL teacher, and Language Access Coordinator at the beginning of the year to discuss the program options and academic programs available within the school. Families of new ELLs who enroll throughout the school year also meet with the LAC, ESL teacher, and parent coordinator to assist students in transitioning into the school community.

19. What language electives are offered to ELLs?

Students participate in Native (Spanish) Language Arts within the regular program.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

All students receive at least seven periods of Dual Language instruction in the target language in each grade. English

Proficient Students and ELLs are integrated during the entire instructional day. A sample schedule for a beginner ELL is:

1st Period: Native Language Arts

2nd Period: Math

3rd Period: ELA (ESL push-in)

4th Period: Dance

5th Period: Social Studies (in Spanish)

6th Period: ELA

7th Period: Small Group ESL

(Science is included also, however, not on this particular day).

The target language, Spanish, is the language of instruction for both Native Language Arts and Social Studies. The Dual Language model of instruction for ELA and NLA is a modified side-by-side approach, as skills taught during ELA are reinforced in NLA. Emergent literacy is addressed through a simultaneous approach.

EP students take a school-based diagnostic in Spanish at the beginning of the year. In their NLA class they are assessed formally 6 times during the year and then the whole school takes the ELE at the end of the year. The 2015 ELE showed that 60% of EPs are above the 50th percentile in Spanish reading.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
In addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in no fewer than 5 professional development sessions (a total of 7.5 hours) focusing upon strategies to support ELLs in language acquisition across content areas. Instructional staff use multiple resources, including *Building Academic Vocabulary* by John Marzano and *Classroom Instruction That Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. All staff participate in professional development every Monday during the school year. Professional development is provided by school leaders and teacher leaders focusing upon: strategies for providing differentiated instruction which meets the needs of ELLs, Common Core Learning Standards, and strategies for supporting students in acquisition of academic vocabulary and improved reading comprehension, as well as the use of data to drive instruction. Also the ENL specialists meet on a weekly basis to plan instruction and professional development for teachers and staff. The parent coordinator meets weekly with the school leader and teacher leaders to discuss strategies for outreach to ELLs and their parents. (No fulltime secretary at the school).
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?
In-house Professional development focuses upon: strategies for providing differentiated instruction which meets the needs of all levels of ELLs in all modalities and Common Core Learning Standards. Staff also work collaboratively to implement strategies driven by the Universal Design for Learning in order to ensure that all students have access to curricula regardless of students' level of English proficiency. All instructional staff members including the principal, ENL coordinator, ENL teacher, content area teachers (bilingual and monolingual), guidance counselor, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language need. Also ENL and bilingual teachers are encouraged to attend relevant PD outside of school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All of the aforementioned school staff utilize strategies from professional development and ample co-planning opportunities with ESL certified staff to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum. The parent coordinator meets with the principal and LAC to discuss transition supports for students from middle school to high school. The guidance counselor receives training in selection of appropriate high school programs for ELLs of all levels so that she can better assist parents and students in their high school application choices. The parent coordinator and guidance counselor also meet with all parents during the high school application process to ensure students are prepared for the transition and that parents make informed choices about schools which best meet the needs of their child(ren).
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.
The professional development plan for 2015-16 includes participation in the Bank Street Language Series and professional development opportunities provided by DELLSS such that 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers are ELL-specific professional development. Records, including sign-in sheets, agendas, notes, and supporting materials, are retained at the school level.

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?

Dual Language Middle School uses multiple approaches to ensure that parents understand program choices available for all English Language Learners. In September, DLMS hosts a parent orientation for all parents of students new to the DLMS community. During this meeting parents are informed of the programs available within the school. Each month parents are invited to attend school-based events (September 26, October 31, November 27, December 19, January 31, February 28, March 28, May 22, and June 23) as well as PTA meetings (September 26, October 24, November 22, December 19, January 30, February 27, March 27, April 24, May 29, and June 12). School administrators, faculty and staff, office support staff and the Parent Coordinator work collaborate in order to provide parent workshops and opportunities for parent involvement throughout the school year. At minimum, two workshops per year focus upon the needs of ELL students and their parents. Translation and interpretation supports are available during all of the workshops, both written and spoken by the bilingual teachers and staff. The ENL teachers (Ms. Cahn and Ms. Goldstrom) will hold annual individual meetings with all parents of ELLs at least twice a year to discuss progress in English acquisition and ELL level. For every parent meeting held, an attendance sheet will be signed, as well as a copy of any materials distributed. Notes will be recorded in each students anecdotal file during individual meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

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

Dual Language Middle School uses multiple approaches to ensure that parents understand program choices available for all English Language Learners. In September, DLMS hosts a parent orientation for all parents of students new to the DLMS community. During this meeting parents are informed of the programs available within the school. Each month parents are invited to attend school-based events. School administrators, faculty and staff, office support staff and the Parent Coordinator work collaborate in order to provide parent workshops and opportunities for parent involvement throughout the school year. At minimum, two workshops per year focus upon the needs of ELL students and their parents. Translation and interpretation supports are available during all of the workshops.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school collaborates with arts organizations throughout the city, as well as The Leadership Program, to provide workshops to the parents of students who are ELLs. These workshops include, but are not limited to, transitioning to life and school in NYC, technology ABCs, how to support ELLs acquire English, how to prepare for NYS exams, etc.

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

Parent responses to NYC survey results are analyzed in order to evaluate the needs of parents.

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

Throughout the year, all notices and school-home communication are provided to parents in both Spanish and English. ESL teachers, the Parent Coordinator, and support staff members remain in constant communication with parents as new program options arise. During all parent meetings, support staff and all bilingual staff are available to interpret information in the parents' native language. Parent survey data indicate that Free Standing ESL instruction is the current program of preference. In accordance with these findings, DLMS currently offers Free Standing ESL in grades 6-8. This program takes place both during the school day and after school hours in the form of team-teaching and small group instruction, respectively. The Parent Coordinator, Advisors, and ESL teachers continuously use informal conversations and parent workshops to further identify parent preferences. In addition to these ongoing, informal means of data collection, students' advisors and ESL teachers reach out to individual families to identify students' ESL needs in conjunction with NYSESLAT proficiency levels and length of time in an English-language school system. In sum, ESL programs currently offered at DLMS are aligned with parent requests and undergo revision as necessary. ESL programs are differentiated to meet the needs of students testing in all levels of proficiency according to the NYSESLAT, as well as students who have recently matriculated to an English Language Education system.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: Dual Language Middle School

School DBN: 03M247

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)
Caitlin Caldwell	Principal		10/28/15
	Assistant Principal		1/1/01
Blanca Ortiz	Parent Coordinator		10/28/15
Maria Cahn	ENL/Bilingual Teacher		10/28/15
Maria Caserez	Parent		10/28/15
Alexa Goldstrom/ Math	Teacher/Subject Area		10/28/15
Sasha Arias/HLA/Social Studies	Teacher/Subject Area		10/28/15
	Coach		1/1/01
	Coach		1/1/01
Arlenys Rojas	School Counselor		10/28/15
Ilene Atschul	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: **03M247**

School Name: **Dual Language Middle School**

Superintendent: **Ilene Altschul**

Before you begin, please check the following:

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

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

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

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

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

In order to assess our written and oral interpretation needs, we consult home language indicators per ATS, as well as parental preference which is indicated during one-on-one conversations with the LAC, ESL coordinator, Paren Coordinator, and/or students' advisors on staff. DLMS has several native speakers of Spanish on staff, as well as many members who are proficient Spanish speakers and writers. All written communications between the school and students' homes are provided in both languages as a matter of school protocol. All school functions, such as Open School Night, graduation, and other celebrations, are also conducted bilingually. A bilingual staff member is always available to facilitate parent-teacher conferences if the need arises. Additionally, our bilingual school aides are always available to assist any non-English speaking parent at school. The Parent Coordinator at DLMS is also bilingual individuals who strive to strengthen the connection between home and school.

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.

Analyses of these data reflect that 100% of our students' parents are speakers of Spanish, English, or both, we have decided to provide all written and spoken communication in both Spanish and English. We fulfill all our school's written translation and oral interpretation needs using the resources present in our staff. Bilingual staff members facilitate meetings between parents and teachers in order to ensure that all translation needs are met. Bilingual members of staff also support english-dominant

staff members in translating notices and letters to parents to ensure all materials are provided in students' language of preference. Based on the minutes of Parent Association meetings and communication with Parent Coordinator, our parent community is very satisfied with our method of home-school communications.

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.)

- Handbook - Newsletters
- Grade-level updates
- School calendars
- Weekly student progress updates
- Parent-teacher conference announcements
- Testing Dates
- Schedule changes (shortened sessions)
- Afterschool information
- Curriculum letters
- Letters from school leadership regarding scheduling, school events, and updates
- Academic (twice per marking period) and behavior alert notices (case-by-case basis)

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.

The school holds four face-to-face meetings with all families in the Fall, Winter, Spring, and Summer. Two of these meetings are traditional parent-teacher conferences (December and March). The other two are curriculum and student progress conferences (September and May). Teachers and guidance counselors will also conduct informal interactions daily, including during parent engagement time every Tuesday.

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.

Dual language middle school ensures that all critical information regarding a student's education is provided in both Spanish and English, the languages indicated by parents on the HLIS and during meetings with parents conducted by the ESL coordinator, LAC, Parent Coordinator, and/or students' advisors. All written translations will continue to be performed by native Spanish speaking staff members, and checked by a bilingually certified teachers. Parents are always informed of their right to translation services as well as the translation services available within the school building to facilitate meetings and interpret school-based and external documents into the parent's language of preference. Translation and interpretation services are available for all parents within the DLMS community, and resources available are shared with parents during each parent meeting.

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.

DLMS will continue to provide oral interpretation services described above. All oral interpretation will be provided by native Spanish speaking staff members or will be translated into the parents' language of preference by a Spanish speaking staff member.

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.)

All staff members will be provided with the T&I Brochure at the start of the school year, including instructional sessions regarding access to and use of the T&I resources.

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 these materials will be made available at the beginning of the school year. All parental notification translation and interpretation needs for the DLMS community are met in-house. All notices to parents are sent home in both English and Spanish throughout the year. Due to the nature of the school, i.e. a

Spanish-English dual language program, and analyses of HLIS, English and Spanish are the only languages needed to communicate information to parents. All notices, schoolwide events, parent-teacher conferences, parent workshops, etc. are provided in both English and Spanish to consistently meet the language needs of our school community.

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)

The Language Access Coordinator, Parent Coordinator, and School Principal will gather feedback from parents during parent workshops and conferences. They will discuss concerns and recommendations based upon the feedback and will make adjustments accordingly, on a bi-monthly basis.