

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M514

School Name:

NEW DESIGN MIDDLE SCHOOL

Principal:

FRANCESCA PISA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: New Design Middle School School Number (DBN): 05m514
Grades Served: 06, 07, 08
School Address: 625 West 133rd Street, New York, NY 10027
Phone Number: 212-281-6339 Fax: 212-281-6674
School Contact Person: Francesca Pisa Email Address: Fpisa2@schools.nyc.gov
Principal: Francesca Pisa
UFT Chapter Leader: Daniel Liebersohn
Parents' Association President: Nichele Brown
SLT Chairperson: Wana Rexach
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lisa Brouet
Student Representative(s):

District Information

District: 5 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street - Room 204, New York, New York 10027
Superintendent's Email Address: GReeves@schools.nyc.gov
Phone Number: (212) 769-7500 ext. 236 Fax: (212) 769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, NY, NY
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: (212) 356-7564

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)
Francesca Pisa	*Principal or Designee	
Daniel Liebersohn	*UFT Chapter Leader or Designee	
Nichelle Brown	*PA/PTA President or Designated Co-President	
Frank Walston	DC 37 Representative (staff), if applicable	
Lisa Brovet	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>	
Patricia Thomas	CBO Representative, if applicable	
Shereen jackson	Member/ Parent	
Wanda Rexach	Member/ Parent	
Janelle Burgess	Member/ Parent	
Antionette Phillips	Member/ Parent	
William Brown	Member/ Parent	
Tiffany Mack	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Courtney McMillian	Member/ Teacher	
John Johnston	Member/ Teacher	
Karina Perez	Member/ Teacher	
John Perez	Member/ Parent	
Melissa Sanchez	Member/ Teacher	
	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.

New Design Middle School is a middle school located in West Harlem and serves 275 students in grades 6-8. Demographically, New Design Middle School's population is 60.5% Black, 34.3% Hispanic and 10% receiving ELL services and 32.4% with IEP's.

Our Vision

New Design Middle School (NDMS) is a learning community dedicated to the whole child. We support our students as they design themselves to be productive citizens for the 21st Century.

Our Mission

Learning is constructivist - students do the work and own their learning. Staff support this work by designing academically challenging and engaging tasks that are aligned with common core standards.

Learning is communication - Students and staff engage in intellectual discourse through questioning and dialogue; and communicate effectively through listening, writing and speaking.

Learning is productive -Students and staff thrive in productive disequilibrium that creates opportunity to engage in critical thinking and problem-solving.

Success for the 2015 2016 year looks like:

Students are engaged in tasks that require deeper thinking and reasoning skills.

Students are able to communicate the what, how and why of their learning.

Student Achievement is at the core of the Framework for Great Schools. It is our belief that by making strategic steps in our programming and course offerings (supportive environment, collaborative teachers, rigorous instruction) that we will see gains in our student achievement. This school year we are introducing a new structure to our Math and ELA courses. Our students will have a 90 minute block each day in both subject areas. The first 45 minutes (math) and first 60 minutes (ELA) will be dedicated to whole class instruction/small group instruction. The second half of the class will be used for small group guided instruction. The groups for guided math and guided reading are initially determined using data from New York State exams (2014-2015). Throughout the year these groups will change based on the specific needs of each student. For example, a student that is reading at a particularly low level will have targeted instruction (in some cases using Wilson) to help this student advance as quickly as possible.

05M514 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	275	SIG Recipient	YES
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	3	# SETSS	1	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.4%	% Attendance Rate			88.1%
% Free Lunch	87.1%	% Reduced Lunch			5.2%
% Limited English Proficient	8.1%	% Students with Disabilities			33.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			60.5%
% Hispanic or Latino	34.3%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	3.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)			2.62
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.2%	Mathematics Performance at levels 3 & 4			1.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

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

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

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

Part 1 – Needs Assessment

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

The School Quality Guide indicated that 1.7% of our students received a score of 3 or 4 on the NYS Math exam. Therefore our goal of 7.6% was not achieved. After analyzing math achievement data for the school, it was determined that this is the most significant area of growth for our school. While student performance in Math was in the 47th percentile Citywide, there is still need for improvement. Of the students identified as “schools lowest third,” the median growth percentile 78.5. Although this was around the 56th percentile when compared to the rest of the city, it placed our school only in the 46% percentile when compared to our peer group.

Part 2 – Annual Goal

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

By June 2016, NDMS will achieve a 10% increase in students scoring at or above proficiency (3 & 4) as measured by the New York State Math Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Set instructional goals (Math teachers) and review mid and end of year (September, February, June) • Work with students to set monthly measurable learning goals (on-going September – June) • Differentiate instruction on a daily basis to better meet student needs (on-going September–June) • Use the Item Skills Analysis to focus instruction on areas of need (on-going September-June) <p>Through frequent observations, administrators will monitor implementation of curriculum. Notes from math team meetings, coaching sessions and PDs will reflect continued implementation with fidelity. Math team meeting note will reflect collaboration around the Mathematical Practice Standards and analysis of student work.</p>	<p>Classroom Teachers</p>	<p>Sept to June</p> <p>Guided reading groups will be reviewed each month</p>	<p>LitLife Consultant, Principal, Assistant Principals</p>
<ul style="list-style-type: none"> • Create routines and rituals that remain the same in grades 6-8, such as purpose, length and types of Do Now <i>activities</i>; frequency of small group and whole class discussion and discussion moves. • Create and implement a homework policy that stays the same in grades 6-8 • This year we will be implementing independent guided math groups to differentiate targeted instruction for specific math skills. 	<p>Classroom Teachers</p>	<p>Routines were discussed during September PD. Monitoring of grading platform (kickboard) and teacher data logs - every two weeks</p>	<p>Principal, Assistant Principals, SLT</p>

<ul style="list-style-type: none"> ● Review lesson plans monthly for evidence of strategic mini-lessons. ● Conduct monthly reviews of classroom data on Kickboard to evaluate teacher use of data and to assess progress of target group. ● Conduct monthly classroom observations and provide written feedback ● Teachers work in teams to create their own assessments that evaluate the effectiveness of the skills/strategies they are teaching. In addition to creating these assessments, teachers work in cross-grade teams to score. Teachers are also responsible for creating, assessing the effectiveness of, and revising writing scoring rubrics. 	students, teachers	Each teacher will meet with the Principal or one of the APs every other week to review kickboard data and data logs (October - May)	Principal, Assistant Principals, Metamorphosis, Bank Street consultant

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>Instructional Resources: Administrators, Metamorphosis, Bank Street consultant; professional development via Pearson, Bank Street.</p>											
<p>Schedule Adjustments: For the purpose of this plan, we will be adjusting teacher schedules to building in coach periods (every two weeks) and data log periods (every two weeks).</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	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>By January 29, 2016 - 5% of students will show an increase of proficiency on the Math benchmark exams as measured by the New York State Math Test (2014-2015).</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

In SY 2014-15, the school invested time and effort in Positive Behavior Intervention and Support (PBIS) system to formally address behavioral expectations and guidance. Through the use of presentations, in-class re-teach, modeling, and a rewards system, the school created a safer school climate. As a result, the impact we have seen is a decline in suspensions. During the 2013-2014 school year, there were 90 total suspensions at New Design. This number declined by 68% to a total of 29 suspensions during the 2014-2015 school year.

Part 2 – Annual Goal

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

By June 2016, NDMS will achieve a 20% decrease in students suspensions to a total of 23 suspensions (or less) during the 2015-2016 school year as measured by OORS data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School pilot - Rethinking Discipline with The Morningside Center for Teaching Social Responsibility:</p>	<p>This shift in discipline will be designed for both our general student population as well as those</p>	<p>September 2015 - June 2016</p>	<p>Assistant Principals, Deans, Guidance Counselor, and Teachers</p>

<p>This committee was created during the spring semester of 2015 and will be working with The Morningside Center for Teaching Social Responsibility. The purpose of the committee is to dramatically shift how our school approaches discipline. This shift in discipline will be designed for both our general student population as well as those students with special needs.</p> <p>The groundwork for this committee was laid during 2015 and going forward we expect to see this committee continue in its role and likely make policy changes at NDMS.</p> <p>September 2015 onward - The tailored restorative discipline plan will always be a work in progress, as students, faculty, and parents continue to implement it, assess its effectiveness and improve it.</p> <p>During the 2015-16 school year our Assistant Principal will continue working with our deans so that their roles and responsibilities will stay in sync with the shifting approach to discipline.</p>	<p>students with special needs.</p> <p>This shift in discipline will also target how our entire staff approaches discipline and behavior.</p>	<p>Kickboard data will be used in teacher coaching meetings every two weeks.</p> <p>Kickboard data will be discussed amongst the administrative team weekly.</p>	
<p>Guidance Department:</p> <p>Since the 2013-2014 school year the Guidance Department has grown substantially. During the 2014-2015 school year the guidance department was running 12 groups of students a week, supporting almost half of the student body. It is our belief that a consistent, therapeutic space is beneficial to all students. It is projected that given proper scheduling and space that we are able to run more groups so as to meet the needs of more of our students.</p> <p>The guidance department will continue to partner with the grade level teams as well as the Design for Life (DFL) department to ensure appropriate referrals to groups that will support student growth. Through consistent meetings with these teams and the support of the RTI curriculum we will meet the needs of all of our students.</p> <p>Our guidance department will be using data from our kickboard platform to identify students who are struggling (both academically and behaviorally). Teachers, deans, and administrators have the ability to give students warnings for specific behaviors on kickboard. When a student receives three warnings</p>	<p>Student Groups</p>	<p>September 2015 - June 2016</p>	<p>Assistant Principals, Deans, and Guidance Counselor.</p>

in a day, the student will be visited by our guidance counselor. In cases where a student receives detention, 180 minutes during any two week period will result in a circle intervention.			

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.											
Teacher support: Community of Unity, Morningside, Manhattan Borough Support Center											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 30, 2016 our goal will be to have 12 or less suspensions as measured by OORS data.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Overview:

Through an analysis of our classroom observations as well as results from MOSL exams (ELA, Science, Math, and Social Studies) and ELA and Math state exams, we have found that one area in which our students struggle the most is understanding complex informational texts. This is evidenced by our students (in all grades) performing lower than the NYS average on all multiple-choice responses on last years ELA state test.

For student writing to improve, teachers must design their instruction (in all content areas) around activities that represent high-level thinking, complex texts, and opportunities to write, receive feedback, and revise.

Strengths:

- Collaborative classrooms
- Weekly professional development (with content specific coaches)
- Bi-weekly coaching meetings with an administrator
- Collaborative planning periods to design lessons and curriculum

Part 2 – Annual Goal

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

By June 2016, all departments will update their curriculum maps to incorporate high-level thinking and complex texts as evidenced by completed Unit plans.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>During the 2015-2016 school year, we will utilize the following organizations for PD opportunities for our staff (inclusive of our Monday PD time):</p> <p>City Science, GenReady, Goldmansour, LitLife and Metamorphosis will be responsible for delivering desired measurable outcomes (i.e., improving reading scores, increasing differentiation, increasing the rigor of Foundations/Performance Tasks, unit plans, spiraling the curriculum and aligning it to the CCSS, supporting a common language). This will be accomplished through a continued focus on planning collaboratively with school leadership, partner accountability, evaluating impact through targeted classroom observations, and amending PD plans in response to our findings.</p> <p>Consultants will be evaluated via periodic meetings with the principal, the written curriculum, units and Foundations/Performance Tasks, student scores, classroom observations and teacher evaluations.</p>	<p>Teachers</p>	<p>Each month, data logs for all teachers will be analyzed by admin team for evidence of work with consultants impacting lessons and curriculum (October-June)</p>	<p>Principal and Assistant Principals</p>
<p>During the 2015-2016 school year, consultants will continue to work as a team in conjunction with the school’s instructional leaders to revisit and revise our professional development goals based on foundations’ data, classroom observations and teacher surveys and feedback. We will meet every two weeks to ensure that the work is re-focused and evolving to continually meet the needs of teachers and students.</p>	<p>Teachers</p>	<p>Consultants will meet with admin team every two weeks (Oct - June).</p> <p>Teachers will meet with their admin coach every two weeks to discuss data from kickboard, MOSL exams, and data logs</p>	<p>Teachers, Consultants and Admin</p>

We will continue to improve the balance of teacher and student talk, using formative assessment to differentiate instruction and supporting all teachers in the inclusion of literacy lessons across the curriculum.	Students	Teachers will meet with their admin coach every two weeks (October - June)	Teachers
Each department will provide minutes from their weekly meetings showing evidence of collaboration with their content consultant. All teachers will track their work throughout the year on their curriculum map as well as data logs. Progress in planning and preparation will be evidenced in teacher ADVANCE ratings (domain 1) and student growth on MOSL and NYS exams.	Teachers	Teachers will meet with their admin coach every two weeks (October - June)	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Instructional Resources: teachers will utilize google docs as their platform for data logs • Professional Development Resources: Consultants from City Science, GenReady, Goldmansour, LitLife and Metamorphosis • Schedule Adjustments: Teachers will have programs with periods assigned specifically for data logs, inter-visitations, consultants, and admin coaching 											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 75% of teachers will be rated effective in designing coherent instruction as measured by Advance data.
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.

Building capacity is a crucial element of school leadership. At NDMS we have 23 full-time staff members that take on a variety of roles to ensure our students’ needs are met. These staff members vary in background, content expertise and experience. However, they all have a wide range of skills to offer our school community. To do this we need to focus on developing staff in order to appropriately share leadership and build strong community ties.

Part 2 – Annual Goal

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

By June 2016, based on targeted professional development, 75% of our teachers will be rated effective or highly effective in 4e as measured by Advance data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>By the end of the year all of our teachers will have completed a minimum of 20 artifacts into their data logs reflecting their professional development throughout the year including data from colleague (informal & formal observations, common planning, inter-visitations, outside school visits, conferences, or any other learning interaction). The data log entries will serve as evidence of teacher growth and will be reflected in their ADVANCE rating (component 4e: growing and developing professionally) - 75% of our teacher ratings in 4e will be effective by June 2016.</p>	<p>All Teachers</p>	<p>September 2015 to June 2016</p> <p>Teachers will meet with admin coaches every other week and consultants each week</p> <p>Mid-Year Review of data week of February 1, 2016</p>	<p>Principal and Assistant Principals</p>
<p>Social Studies will use the new curriculum maps developed this past year that are based on the NYS Scope and Sequence for Social Studies and the Common Core State Standards for Social Studies. Teachers will continue to use data from MOSLs and Foundations to assess student progress. They will have bimonthly coaching meeting with administrator and bi monthly coaching meetings with a content consultant to work on their individual goals and create artifacts for their data logs.</p>	<p>Teachers in all core content areas</p>	<p>September 2015 to June 2016</p> <p>Teachers will meet with admin coaches every other week and consultants each week</p> <p>Mid-Year Review of data week of February 1, 2016</p>	<p>Principal and Assistant Principals</p>

<p>Science teachers will continue to refine their curriculum maps, unit plans and lesson plans in accordance with the CC Science Standards. The work they do will be reflected in coherent updated curriculum map that is more reflective of teachers’ increased understanding of content and pedagogy. They will have bimonthly coaching meeting with administrator and bi monthly coaching meetings with a content consultant to work on their individual goals and create artifacts for their data logs.</p>	<p>Teachers in all core content areas</p>	<p>September 2015 to June 2016</p> <p>Teachers will meet with admin coaches every other week and consultants each week</p> <p>Mid-Year Review of data week of February 1, 2016</p>	<p>Principal and Assistant Principals</p>
<p>DFL -</p> <p>During the 2015-2016 school year our DFL teachers will continue to work with the Morningside Center for Teaching Social Responsibility. During the 2015-2016 school year there will be further implementation of circle curriculum (that was initiated during the current school year). The purpose of the circle curriculum is to build community among our students in all grade levels. They will have bimonthly coaching meeting with administrator and bi monthly coaching meetings with a content consultant to work on their individual goals and create artifacts for their data logs.</p> <p>DFL teachers in 7th and 8th grade will continue their already created curriculum, and infuse more circle curriculum into their work. The 6th grade DFLs will continue to be in smaller groups with one teacher. We have found that it is developmentally appropriate for our 6th graders to be introduced to the concepts of DFL in a smaller setting. Our 6th grade DFL will focus on community and culture building. A strong focus will be placed on the DESIGN values. Our 6th grade DFL teachers will be trained (and continue training) in the Morningside Circle Curriculum during August PD and other PD sessions. They will have bimonthly coaching meeting with administrator and bi monthly coaching meetings with a content consultant to work on their individual goals and create artifacts for their data logs.</p>	<p>Teachers in all core content areas</p>	<p>September 2015 to June 2016</p> <p>Teachers will meet with admin coaches every other week and consultants each week</p> <p>Mid-Year Review of data week of February 1, 2016</p>	<p>Principal and Assistant Principals</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher support: Consultant for each content area and administrative coach

Teacher program: All teacher programs allow for coach meetings, inter-visitations, data log development and consultant meetings.

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.

By February 2016, 45% of teachers will be rated effective or highly effective in 4e as measured by Advance data.

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.

On the 2015 Framework for Great Schools Report, New Design scored a 67% positive rating in the category Parent Involvement in the School. Though this was higher than the Citywide average (66%) we believe we can do much better.

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, we will increase our rating on the Parent involvement rating form 67% to 80% as measured by the 2016 Framework for Great Schools report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will continue to bring parents in monthly to learn about the curriculum and how to support their child. Our teachers will be available for open-house events throughout the year (in addition to DOE events). We will advertise this work through our robocall, flyers, and personalized phone calls.</p>	<p>Parents and Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Parent-Coordinator</p>

We will continue to have online software and real-time methods for parents to monitor their students success both academically and social emotional; such as our Kickboard online grading tool which also give parents a print out of their students behavior. We will purchase software for improved monitoring of attendance.	Parents	September 2015 to June 2016	Principal, Assistant Principals, Parent-Coordinator
We will send home a parent handbook to help establish our expectations at New Design Middle School, in the handbook we will ask parents to volunteer in the school for 2 hours a month.	Parents	September 2015 - October 2015	Principal, Assistant Principals, Parent-Coordinator
By surveying the parents, we will generate new ideas to encourage more parent participation at NDMS (utilizing Tuesday PD time).	Parents	First survey: November 2015 Second survey: January 2016 Third Survey: April 2016	Principal, Assistant Principals, Parent-Coordinator

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.											
Parent Support: Computer software and general supplies to open more lines of communication. Teacher Support: Outside consultants to support teachers on how to effectively reach out to parents.											
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	X	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.
By February 2016 the school administration will expect to see and increase of 5% of parent involvement in the school as evidenced by attendance sheets at school events.

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)	<p>Students scoring level 1 or 2 on the ELA State Exam.</p> <p>NYC Performance task (analysis of individual traits).</p>	<p>Waggle (intervention program), small group, and one-to-one tutoring (both in and out of school)</p> <p>Reading Club (during school day), ELA after school tutoring. Guided reading, intensive writing tutorials, and vocabulary instruction for ELLs, and MOSL baseline exam</p>	small group, one-to-one tutoring (after school)	During the day and after school.
Mathematics	<p>Students scoring level 1 or 2 on the Math State Exam.</p> <p>NYC Performance task (analysis of individual traits).</p>	Waggle (intervention program), small group, and one-to-one tutoring (both in and out of school)	small group, one-to-one tutoring (both in and out of school)	During the day and after school.
Science	Previous year science foundation, MOSL baseline exam	<p>Teacher developed materials to support science content.</p> <p>Small group, and one-to-one tutoring (after school)</p>	small group, one-to-one tutoring (after school)	During the day and after school.
Social Studies	MOSL baseline exam	Teacher developed materials to support science content.	small group, one-to-one tutoring (after school)	During the day and after school.

		small group, and one-to-one tutoring (after school)		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendation from school Guidance Counselor, School Psychologist, or Social Worker	Support groups (both in and out of school)	Support groups (both in and out of school)	During the day and after school.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At New Design Middle School we have a rigorous hiring procedure to ensure that we attract highly qualified teachers. Our hiring committee consists of the school administration and teachers (representing all subject areas). During the period of time that open market becomes available and vacancies are posted, based on resumes that our school receives, candidates are selected by the school administration and hiring committee (mainly made up of teachers). Candidates are invited to the school to take part in a series of interviews. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by the administration as well as teachers. Where appropriate, students are asked for feedback about the candidates teaching. After all candidates are interviewed the committee meets to make a selection.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Development is on going throughout the year, as teachers are part of a number of teams that support their growth as educators. Once a week teachers meet in grade level meetings to discuss best practices and analyze student work. Once a week teachers in content area teams to discuss strategies within their subject area and also analyze student work. Two times per month our teachers meet in differentiated study PD groups that are entirely run by their peers and cover such essential educational topics such as: classroom management, classroom environment, and strategies for improving literacy. Twice a month teachers are provided professional development from the school administration which during the 2015-2016 school year will focus on the Danielson rubric.</p> <p>Throughout the school year teachers will monitor their own success throughout data logs that are housed in google drive. Teachers will set professional goals at the start of the school year and upload evidence periodically that reflects their progress in reaching those goals</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At NDMS we have a cabinet that consists of teachers and administrators that regularly meets to discuss assessment, PD and school issues.

The school MOSL team consists of teachers that help make decisions about data.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	180,268.00	X	Section 5a, 5b, 5c, 5d, 5e

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5a
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,139,536.00	X	Section 5a, 5b, 5c, 5d, 5e

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. New Design 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. New Design 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

New Design 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>New Design Middle School</u>	DBN: <u>05M514</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: _

- Morning Program:

All ELL students will be asked to be part of the morning program. The decision to choose all ELL students is based on their NYSESLAT scores. The morning program will take place four days a week (Tuesday, Wednesday, Thursday, and Friday) and will run from 7:00 am - 8:00 am. The program will also consist of a culminating activity, further details listed below:

- Morning Program Starting point: March 15 _____ th

Morning Program Ending point: June 24 _____ th

Total Number of Sessions: 56 (14 weeks)

- Morning Program Grade Levels: 6-8

- Morning Program, Number of Students: 23

- Morning Program Instructional Style: Two teachers (one ENL and one content area specialist) will co-teach the morning sessions.

- Morning Program Theme: NYC Local History

- Morning Program Materials and Instructional Strategies: Students will utilize historical images of local landmarks (ex: Grant's Tomb, Hamilton Grange, The Apollo Theater) and learn about the rich history that West Harlem, Hamilton Heights, and a few other areas of NYC have to offer. The use of images will assist in expanding students' descriptive ability using academic language. The following are some sample questions that the instructor will use while analyzing NYC images (photographs, political cartoons, drawings...)

- 1. What do you see in the image?

2. Make a list. Include objects and people.

3. What is happening in the image (cite evidence)?

4. Does the photographer have a message? If so, what is it?

5. Who do you think was the intended audience for this image?

6. What do you think the creator of the image (photographer, artist) would have wanted the audience to think or feel when viewing the image?

7. What do you feel when you look at this image?

8. What does this image tell you about the period it was created? Explain your answer.

9. What was happening during the time period that this image was created?

- Morning Program Culminating Activity: All students in this program will take part in the culminating activity in June (2 sessions). The activity will consist of students using cameras to capture their own images of NYC (preferably their neighborhood), and to conduct historical research on one area of NYC (preferably their neighborhood). All students will complete the following components for the culminating project: Oral presentation to students in the morning program describing one image that

Part B: Direct Instruction Supplemental Program Information

they took, why they chose to use that particular image, how the image represents their community, and what they learned about the history of their community (or which ever area, monument, or landmark they decided to research and write about). The writing activity will give students an opportunity to tell a descriptive story about the history of the area of NYC that was researched.

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: _____ The English department attends ENL specific PD provided by District 5. The ENL teacher will be attending PD provided by District 5:

PD provided by District 5:

Ms. Jackson (6 _____ th _____ grade ELA), Ms. Omogun (7 _____ th _____ grade ELA), Mr. Betcher (8 _____ th _____ grade ELA)

District 5 AMAO Corrective Action Plan:

As part of our District 5 AMAO Corrective Action plan to support English Language Learners to achieve proficiency and make annual yearly progress, we are collaborating with Manhattan Field Support Center to provide two teachers with ongoing professional development to support creating and implementing an interdisciplinary unit. We believe that an interdisciplinary approach with our ELA and SS departments will lead to higher student interest. The use of local history through story telling, analyzing maps and pictures will lead to expanded descriptive ability. Our students will showcase what they have learned through oral presentations and writing assignments. To help our teachers create an interdisciplinary Unit, our school will be taking part in the Harbor Experience PD (described in detail below).

A Harbor Experience: An Interdisciplinary Approach will provide two NDMS teachers (one of which will be our ENL teacher, Mr. Bush) from grades 4-8 with 9 sessions at South Street Seaport Museum that will assist the development of an interdisciplinary unit. Teachers will receive the book "A Streetwise History of New York City Inside the Apple" which provides a narrative history of the NYC capturing historical moments. Participating teachers will also receive in school support by MFSC content area experts. Teacher will engage in developing an interdisciplinary unit using NY Harbor as a unifying theme. This PD will also tie in with our morning program (NYC local history theme).

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

Part D: Parental Engagement Activities

Begin description here: Our ENL teacher and Parent Coordinator will be providing information sessions for parents regarding our morning program. These information sessions will be held during the first two weeks of March, April, May, and June. The purpose of the March information sessions will be to garner interest in the program. Our ENL teacher and Parent Coordinator will explain to parents the purpose of studying local NYC history through images and how this will expand on student descriptive language. The information session held in April will cover progress made during the first month of the program and what to expect from the coming weeks. The information session held in May will focus on the culminating activity. The information session held in June will evaluate the success of the program and how we will expand on it during the 2016-2017 school year.

- NDMS will also be providing a computer for parent use (requested by parents). NDMS will purchase a computer with the Rosetta Stone software for English (requested by parents).

- Our ENL teacher will be reaching out to parents each Tuesday from 2:30 - 3:30 pm and will be meeting with parents to provide information on student progress on a monthly basis, these monthly meetings will also give parents of ELL students an opportunity to learn the basics of the Rosetta Stone software. Parents of ELL students will have access to the computer and software throughout the school year during school hours. The computer and Rosetta software program will be supervised by our Parent Coordinator (Mrs. Diaz).

- March 10, 2016 - 5:30 pm - 6:30 pm (topic: introduction to morning program)

April 14, 2016 - 5:30 pm - 6:30 pm (topic: progress of morning program)

May 12, 2016 - 5:30 pm - 6:30 pm (topic: explanation and details of culminating activity)

June 21, 2016 - 5:30 - 6:30 pm (topic: evaluation of program and a look ahead)

- The parental activities held at NDMS as well as the purchasing of a computer/Rosetta software will impact student achievement. Our belief is that an increase in parent engagement and participation will further motivate students in their course work. Parents have requested to have software to improve their English proficiency, as parents are more proficient we believe that students will have more opportunities at home to speak English and therefor improve their own proficiency.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$7,961.76</u> <u>After School Program:</u> <u>2 teachers x 56 sessions x 1 hours</u> <u>(112 total hours) (\$53.28) =</u> <u>\$4,475.52</u> <u>Culminating Activity:</u> <u>2 teachers x 2 session x 8 hours</u> <u>(32 total hours) (\$53.28) = 852.48</u> <u>Information Sessions:</u> <u>2 teacher x 4 session x 1 hours</u> <u>(8 hours) (53.28) = \$426.24</u>	<p>- <u>152 hours of per session for the ENL teacher and content area teacher to provide direct instruction during the morning program, culminating project, and information sessions.</u></p>
Purchased services	_____	-

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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. 	<u>\$2,120.41</u> <u>Kodak Pixpro Digital (78.19 each) x 19 = \$1,485.61</u> <u>NYC's Early American History Classroom Collection (\$634.30) x 1 = \$634.80</u>	<u>This allocation will be used to purchase cameras for student use to capture images of their neighborhoods and historical areas of NYC.</u> <u>The NYC Early American History classroom collection will consist of images of NYC for students use during the morning program.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,120.00</u> <u>New Computer = \$745.00</u> <u>Rosetta Stone (2 licenses) = \$218.00</u> <u>Refreshments = \$157.00</u> <u>Total = \$1,120.00</u>	<u>This allocation will be used for parent engagement activities such as information sessions and supplemental materials for parent-student use. NDMS will purchase a new computer (745.00) for parent use with the Rosetta Stone program for English (2 licenses = \$218.00).</u> <u>There will also be \$157.00 allocated for refreshments for parent engagement meetings.</u>
TOTAL	<u>\$11,202.17</u>	_____

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 5	Borough Manhattan	School Number 514
School Name New Design 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 Francesca Pisa	Assistant Principal Ronald Gamma and Marisol Vasqu
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Nancy Madia	School Counselor Tara Brown
Teacher/Subject Area Daniel Liebersohn/Social Studi	Parent Nichelle Brown
Teacher/Subject Area Karina Perez/Special Education	Parent Coordinator Stephanie Diaz
Related-Service Provider Nancy Madia	Borough Field Support Center Staff Member type here
Superintendent Gale Reeves	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	220	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			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: _____
--	---

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							6	5	7					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									3					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)							1	2	5					0
Emerging (Low Intermediate)									2					0
Transitioning (High Intermediate)							1	1						0
Expanding (Advanced)							2	1	1					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	4				0
8	6	1			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									0
7	3		1						0
8	10								0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Last year at New Design Middle School each student was administered the Fountas and Pinnell assessment and leveled accordingly. This year however, will see students being assessed with Renaissance Reading, the school's new method for leveling within ELA. This program is particularly beneficial to ELLs as it aims for vocabulary development, both expressive and receptive, while building reading comprehension. In addition to this, students will be given the city-wide ELA baseline diagnostic assessment to determine current literacy levels. This baseline will be compared to a post-performance task in the spring. Student growth will be measured with these two assessments. Additionally, many performance tasks and assessments will serve as measures throughout the year. Once results are available, we will use the data to implement specific interventions to ELLs who might have particular literacy needs prior to the NYS exams. For example, if student A's data consistently indicates that he/she needs support with identifying central ideas and drawing conclusions, then the ELA and ESL teachers can plan accordingly.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT scores revealed that a large percentage of our ELL students are at an Entering or Emerging level. Our data suggests a need for vocabulary growth and development of reading comprehension.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NDMS uses information from the AMAO tool to project AMAO status over the next two school years. The AMAO tool allows us to analyze student achievement data in the content areas giving us an expanded view of how our students are progressing while also identifying advanced early warning indicators. The data reveals that our students who are at an entering level are also struggling in their content area courses.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. One of the patterns that we have noticed is that our students who are on an entering level (NYSESLAT) which spans across grade levels. When compared to English proficient students, the English proficient students out-performed ELLs in both ELA and Math. None of our students took any of their tests in the Native Language.
- b. Our school does not administer the ELL periodic assessment. Results from NYC performance assessments, NYS ELA and Math test scores, and supplemental assessment tools help in planning instruction that targets each student's needs.
- c. Again, our school does not use ELL periodic assessment. However, we support our students by providing a bilingual library; most of our selection includes Spanish books. This year we have 4 students who speak Arabic and we are in the process of acquiring literature in that language. In the meantime, we are using the Internet as a resource
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*.]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
We make sure to include a student's second language development within our instructional decisions by making sure each teacher understands the language acquisition process. Collaborating closely with the ENL teacher, our teachers use ELL-friendly strategies for teaching content areas. These strategies include scaffolding such as modeling, interaction, visuals, and hands-on work. We are also aware that there are subjects that require special attention because they depend largely on writing and reading informational text, such as social studies and science. These classes are not only co-taught with the ENL teacher, but are also carefully planned by both the ENL and subject teachers
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
To evaluate this year's ENL push-in model, we will be looking at multiple student assessments. The goal of pushing into content area classes with rich informational text is to increase student performance in both the push-in classes as well as ELA. We will evaluate growth in science and social studies by looking at the city-wide tests. By comparing the baseline assessment to the post-assessment, which will be given in the spring, we expect to see growth among the ELLs in both subjects. Additionally, by working with ELLs on informational text, we will evaluate effectiveness by looking at this year's ELA scores compared to last year's. Finally, we will measure the effectiveness of this current ENL program by examining growth on the NYSESLAT exam.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Newly admitted students are provided with a registration package, which describes and details the academics of our school. The parent then indicates if it is the child's first time registering in a NYC public school. The secretary will perform a search in ATS to confirm whether or not the child was previously registered, and to see if the child has an exam history. If the child has a history and has been registered, then our school uses the flag indicated by the system. If the child does not have a history and is a new admit to the system, the ENL teacher conducts an informal interview of the parent/guardian and assists with the filling out of the Home Language Survey (HLIS). The school will provide a translator if needed. If there is no available staff to translate, the student is placed in a class and the school will provide a translator within 3 days. The parent is notified that the initial class placement may change within the first 10 days at the time of registration. Upon successful completion of the HLIS, the ENL teacher checks the responses of the survey to see if it indicates the need for administering the NYSITELL assessment. The NYSITELL is administered as soon as possible, but no later than 10 days after enrollment. The results of the NYSITELL, as well as the parent interview, determine if the student needs academic intervention. If the student qualifies for ENL services and they indicated Spanish as their home language, the Spanish LAB will be promptly administered. This assessment is administered by a teacher or staff member who is fluent in Spanish and has been briefed on the examiner's instructions. For SIFE students, they are to attend the after school program for SIFE, while others will receive academic intervention 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).
Within 30 days of enrollment, students that have been identified as needing ENL services complete the SIFE questionnaire.
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).
When a student is enrolled to NDMS with an IEP, the LPT reviews the evidence of the student's English language development. The LPT consists of Nancy Madia (ENL teacher), Courtney McMillian (Special Education), Ronald Gamma (AP), Nichele Brown (Parent), Stephanie Diaz (Parent Interpretation). Within 20 days our LPT will determine if the student is to take the NYSITELL. In the case that the LPT does not recommend that the student take the NYSITELL, the principal will determine if this is the correct course of action. Our priority at NDMS is to ensure that if a student should be the NYSITELL, than that assessment will take place. :
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five schools after the NYSITELL is scanned and the score is determined by our ENL teacher (Nancy Madia), our Parent Coordinator (Stephanie Diaz) sends the parent notification in the parent preferred language:
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are notified that they have the right to appeal ELL status within 45 days of enrollment. Our parent coordinator (Stephanie Diaz) sends a parent notification (in preferred language) home. :
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.
In order to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL), at NDMS we use the parent orientation video (which is available in 13 languages). The parent orientation is coordinated by Stephanie Diaz (parent coordinator). After parents have been informed of the different programs they are then given the parent survey and selection form (in preferred language). Parents must return the completed form within 5 days, the parent choice is then entered into ATS. :
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Because there is only five days for parents to complete and return the Parent Surveys and Program Selection, our parent coordinator calls parents daily until the form is returned.:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our parent coordinator documents any Parent Survey and Program Selection form that is not completed and returned. :
9. Describe how your school ensures that placement parent notification letters are distributed.
The principal and assistant principal monitor the distribution of placement parent notification which is sent out by our parent coordinator.:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is located in a secure location in our Main Office so that our parent-coordinator has access.:
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.
NDMS taskes the following steps to ensure all sections of the NYSESLAT are taken by all ELL students: 1) Identify eligible ELL students, 2) Administer all subtests of NYSESLAT during the proper admin window (while tracking student completion), 3) we ensure that all students who are eligible have taken the exam:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transition support parent notification letters are distributed by our parent-coordinator (Stephanie Diaz):
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).
Parent preference in the past has leaned toward freestanding ENL:

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.
New Design Middle School's free-standing ENL program is primarily push-in instruction. Push-in is used whenever possible, but for lessons where students require more individualized instruction, they are occasionally pulled out. We believe the ELLs are best served by learning among their English-speaking classmates, and take an immersion based approach to language learning. Our students travel in blocks, with each grade's ELLs condensed whenever allowed, allowing ELLs to be in a heterogeneous class of general education students, while working with other ELLs in that block who have the same proficiency level. Paste response to questions here:
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Entering and emerging level students receive a minimum of 360 minutes per week with a fully certified ENL teacher. This includes instruction in Languagearts. Additionally, students work on the ENL skills of speaking, listening, reading, and writing. Students at expanding and transitioning receive 180 minutes per week with a fully certified ENL teacher. Our ELA teachers are experienced teachers of literacy.
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.
Laptops are used in the content area courses for our entering level students with the homepage set up as a translator for use by the student and teacher. This translation can be written or audible. The ENL teacher pushes into the language-heavy content classes such as science and social studies. The ENL teacher will also use electronic translation devices for other ELLs when necessary during a lesson. For the majority of ELLs with basic English fluency, the ENL teacher uses visual aids and hands-on lessons to ensure student comprehension. For 3 Arabic speakers, the ENL teacher has been conducting writing interventions, as their verbal skills far surpass their written skill. Each Spanish speaking ELL has been tested to determine first language proficiency, and any who are not literate in their home language receive extra help from parents and Spanish speaking teachers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
An ELLs native language proficiency is first informally determined by the ENL teacher during the beginning instruction. Using information provided on the Home Language Survey, as well as the informal interview, the ENL teacher provides each new ELL with a diagnostic to determine L1 proficiency. Additionally, our school has a diverse staff with many languages who collaborate with the ENL teacher to determine a student's L1 level. Last, all ELLs take their state tests with accommodations, including the baseline tests given to establish a starting point. These accommodations include additional test time, separate location, bilingual glossaries, or translated exams when applicable. If unavailable, adult translators can be arranged.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Each ENL lesson includes speaking, listening, reading, and writing tasks. The ENL teacher has small enough class sizes that each period the student's get enough individual attention to ascertain whether progress is being made in the four modalities. Pages for notations apropos these observations are maintained in the lesson plain binder, and the information is communicated when appropriate to both teachers and parents. For example, if a child needs extra attention paid to a discrete encoding skill such as the silent "e" for long vowels, an email might be sent to the classroom teacher or to the at-risk specialist or private tutor working with that child. The same follows for other modalities of course. A detailed progress report divided into those four modalities, with an additional section for group participation, is prepared twice a year for teachers and parents.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

- a. We have no SIFE students. If we did, we would employ the services not only of the ENL teachers to intensify instruction to help the students make up for what they have missed in prior years' interruptions, but we would provide the services of all the other pedagogues mentioned above. The ENL department has already purchased special materials designed, for example, to teach the alphabet and basic literacy to older children.
 - b. Instruction for first-year ELLs focuses on maintaining the rudimentary content progress during acquisition of English orthography and literacy, and basic interpersonal conversation skills. In the second and third years in this country, the students are pointed toward enhancing performance on the ELA exams with test preparation especially in the mechanics of test taking (bubbling, question vocabulary, etc.) while continuing work on literacy skills (use of graphic organizers, paragraph construction, etc.).
 - c. The plan for students who have received ENL services for 4-6 years is to give each student special attention in an effort to determine and address the individual issues preventing them from reaching proficient on the 4 modalities of the NYSESLAT exam. This may take the form of intervention by at-risk specialists, tutoring sessions with the ENL teacher, or participation in after-school programs. Our school holds many extra help sessions after school hours in an effort to work with high-needs students.
 - d. Our approach to long-term ELLs is to give the specialized attention detailed in subquestion c, as well as looking at the child as a whole. This may mean taking SIFE history or family related issues into account, as well as referring the child to be evaluated in order to diagnose any specific learning disabilities that would be better addressed by specialists with training beyond that of an ENL teacher.
 - e. We provide our former ELLs, in the two years following a NYSESLAT proficiency score, the same testing accommodations on state exams that current ENL students receive. The exams are to be proctored by their former ENL teacher, in an effort to make the student comfortable and included in the groups with identical testing accommodations. Additionally, the ENL teacher keeps close contact on the student's classroom teachers, offering strategies to help a child whose language skills are still growing.
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.
ELL-SWDs have teachers who already modify content to accommodate the student's needs as an individual, and according to their IEP. In addition, the teachers work closely with the linguistics specialists to assure the modifications accommodate ENL goals as well as content-specific goals. There is a collaborative working relationship between the ESL and Special Ed teachers, as both are attempting to bring out each child's full potential.
 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?
Our school's ENL teacher pushes into the content area classes in an effort to improve student performance in language-heavy subjects. ENL students are also pulled out during reading club time, which is a 47-minute period at the end of each day devoted to reading and literacy skills. It is the goal of the ESL program to never interfere with the ELLs participation in any enrichment activities within our school, such as gym, elective classes, etc. Curriculum is simplified when necessary in order to accommodate the ELL-SWDs and in accordance with their IEPs. During push-in periods, the ENL teacher works with both ELLs and non-ELLs, and only sits with the ELLs separately when individual classwork requires it.
 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?
Paste response to question here:

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

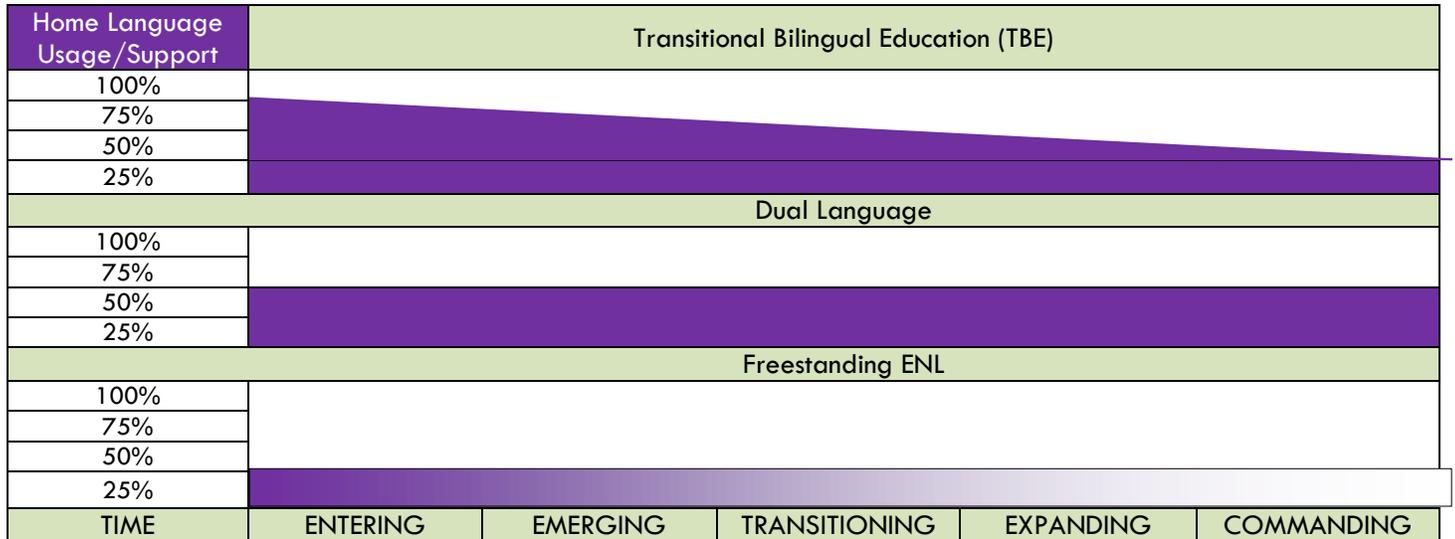


*Note “other approved services” does not apply to New York City at this time.

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.
Our school has staff who work specifically with students in need of academic system support in both math and ELA. We offer enrichment classes in both subjects in addition to the core classes. Our 6th graders have extended day sessions four days a week where they work with the Citizen Schools program. These extended interventions last for 3 hours each day. Next year we will extend this program to 7th grade as well. These extended day sessions target students' particular intervention needs, with each teacher working with small groups with similar aims. Those who need ELA intervention spend time working on reading and writing and each student in our school attends a reading club period at the conclusion of each school day. For any additional help in content classes are teachers regularly offer after-school extra help on weekly basis. Lastly, each student has a "Design For Life" teacher that reviews each student as a whole, to keep track of progress and make teachers aware of students' specific issues. All intervention services at our school are conducted in English, although the translator is provided for anyone who needs it. As previously stated, a number of our staff speak languages in addition to English.
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 ENL program is still developing, and although we would have liked to have seen more growth in the past years, we believe our new approach to ENL will bring about that change. We review our ELLs scores on the NYSESLAT from year to year. More closely however, we chart growth from the students' baseline exams in the core courses. We believe it is important to see growth in each subject for our ELLs. Our reputation in the community is growing, as our number of ELLs has been on the rise each new school year, as word gets out among the students' families. We offer a well-rounded education to our students, ELLs included, where we develop each child in both skill and content.
12. What new programs or improvements will be considered for the upcoming school year?
All ENL services this year will be delivered through the push-in model so as to keep each ELL from missing any valuable class time. This was possible by grouping the ELLs together where scheduling permitted, and has created a positive culture among our ELL students. They have developed more of a community as they share classes with students who come from the same cultures and backgrounds as themselves. It has brought forth a willingness to participate and share, and has lowered the affective filter. This model has also offered the ENL teacher the ability to observe ELLs in their classroom environment, as they interact with the teacher and classmates through group work. ELLs thus have more exposure to monolinguals and class discussion/peer interaction.
13. What programs/services for ELLs will be discontinued and why?
No programs have been discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded the same access to school programs as every other student in our school. Our school offers basketball, flag football, soccer, test prep, and tutoring. Our school also offers extended day services to our 6th graders, with the intention of expanding the program to 7th and, eventually, 8th grade. Each of these programs are open to ELLs, and information is provided in the home language whenever possible. After school extra help with the ESL teacher to prepare ELLs for exams as well as the NYSESLAT are offered year round.
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.
For students who are new nonspeakers, we provide them with laptops to carry to class to translate any content in discussion. Written translations of the material are printed out for students ahead of time, with translation wherever needed. Otherwise, visuals and scaffolding are provided with each printout. Students are taught to use bilingual dictionaries, as well as thesauruses for intermediate students in order to grow vocabulary. School-wide, students are provided with the Renaissance Reading program to develop receptive/expressive vocabulary, and develop reading comprehension.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are given projects and work to do in their home language. For beginner ELLs, it is acceptable to produce work in their home language. This serves to communicate that development and maintenance of home language is valued by our school and staff. Students are encouraged to read for leisure in both English and their home language. Any opportunity to share our languages with one another is encouraged among teachers and students alike. For example, when new vocabulary is encountered in a lesson, there is a natural opportunity to compare etymology among speakers of other languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs are grouped by grade level in groups that include both beginner and advanced levels. However, groups of literate newcomers are taught together whenever possible regardless of grade level. Resources for all ENL groups are chosen with individual students in mind. One challenge of delivering ENL instruction across grade levels is to tailor it according to the developmental level of the array of students served, including what is typical of each age and grade, as well as that of students identified as having atypical cognitive needs. Continuous informal assessment throughout the term quickly reveals any mismatch

between materials and methodology being used and the needs of any ELL student. Using these assessments assures that required services and resources correspond to appropriate ages and grades.

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).

There are currently no formal activities to assist newly enrolled ELLs before the beginning of the year. However, we plan on establishing communication between ELLs families to spread the word about appropriate summer opportunities such as camps and language assistance at public libraries.

19. What language electives are offered to ELLs?

Language electives are not currently offered at our school.

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)?

Paste response to question here:

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.)

Paste response to question here:

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?

Paste response to question here:

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

Paste response to question here:

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.

ENL teachers regularly receive an email newsletter from the Office of English Language Learners detailing professional development opportunities. The state professional organization, NYS TESOL, has an annual conference with renowned speakers and experts in the education of ELLs. The schedule for PDs our ENL teacher will attend this year has yet to be finalized, so therefore a calendar is not yet in place.

Currently the ESL teacher has yet to attend a PD regarding support of ELLs in the Common Core, but we do have plans to attend future events.

The ENL teacher currently works on a weekly basis with both the science department and the social studies department. Additionally the ENL teacher meets twice a week with the 7th grade team for 50 minutes each time. Lastly, the ENL teacher periodically checks in with the remaining staff to help them grow in their teaching of ELL students.

The ENL teacher provides the minimum 7.5 hours of ELL training for all staff during Chancellor Days (November and June) along with time spent training staff during parts of the hour-long weekly PD.

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?

Paste response to question here:

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.

Paste response here:

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

Paste response to question here:

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

Paste response to question here:

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

Our school has a variety of activities to ensure parental involvement in the education process. Parents are continually notified of the ongoings of school events through mailings and phone contact. These mailings are general school newsletters, and are translated when possible. We have a parent coordinator who is the first line of communication between our parents and our school. Her role is expansive, as she translates, sets up parent meetings, distributes information, and provides follow-up with our ELLs. We offer PDs and resources for all parents of all students. We are continually re-evaluated the needs of our parents and their children through surveys, meetings and face to face communications. We also offer school wide functions including dances, festivals and other community based functions that provide not only educational opportunities but also offer an inviting atmosphere for parents, students and educators to engage in conversations and activities outside of the academic environment

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: New Design Middle School

School DBN: 05M514

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)
Francesca Pisa	Principal		10/30/15
Ronald Gamma	Assistant Principal		10/30/15
Stephanie Diaz	Parent Coordinator		10/30/015
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **0M514** School Name: **New Design Middle School**
Superintendent: **Gale Reeves**

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.learn DOE.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.

Home Language Survey data are the initial indicator of parents' language and interpretation needs. ATS reports that support this are the RSDS and the RAPL.

Our school utilizes the NYC DOE's Language and Interpretation Unit to support many of our translation needs around school-to-home communication. A majority of our parent population speaks Spanish as indicated on the Home Language Survey. We have additional languages spoken by our parents such as French, Wollof, and Arabic. For these parents, we have staff that is able to communicate in each language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The information from our home language surveys and RHLA report indicate the following:

Spanish-speaking
French-speaking
Arabic-speaking

Findings were reported at PTA meetings.

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.)

Our school accesses the appropriate DOE resources to download translated versions of all mandated information that need to be sent to parents. We also use the Translation and Interpretation Unit for translation and/or interpretation. The results from our home language survey indicates Spanish is the language needs of most of our parents and families.

New Desing will provide parents with translated materials such as school updates, newsletters, and other important school information in a timely manner. As stated above, we have staff who are able to serve as in-house interpreters. Our parent coordinator works during the school day and then our afterschool staff ensures that we always have translation whenever a parent visits and can provide it both orally and written in a timely manner. We will also utilize the DOE's Translation and Interpretation Unit as well as in house staff members to support school needs around translation.

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.

Throughout the school year our school will have face-to-face meetings with parents for parent-teacher conferences (September, November, March, and May), PTA meetings, SLT meetings, open house events, and professional development designed for parents.

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.

In house staff is used for interpretation most of the time. On occasions when a school staff is not available for interpretation, the Language and Interpretation Unit is used or if needed an outside agency is contacted.

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.

Our school uses on-site interpreters (for most cases this is provided by school staff). In situations where we need interpreters for languages other than spanish, we use outside vendors.

Part D: Training Staff on Policies and Procedures

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

Our school ensures that all staff members are aware of how to use translation services and over-the-phone interpretation services through T&I brochures and language ID guides.

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

Our school will fulfill parental notification requirements for translation and interpretation services by hold professional development sessions for parents and sending home notifications through the mail and backpacks.

Part F: Monitoring and Quality Control

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

Our school will use parent surveys throughout the school year to gather feedback from parents on the quality and availability of services.