

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**26Q074**

**School Name:**

**J.H.S. 074 NATHANIEL HAWTHORNE**

**Principal:**

**ANTHONY ARMSTRONG**

## 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: Nathaniel Hawthorne Middle School School Number (DBN): 26Q074  
Grades Served: 6, 7, 8  
School Address: 61-15 Oceania Street, Oakland Gardens, NY 11364  
Phone Number: 718-631-6800 Fax: 718-631-6899  
School Contact Person: Anthony M. Armstrong Email Address: aarmstrong@schools.nyc.gov  
Principal: Anthony M. Armstrong  
UFT Chapter Leader: Gary Gregory  
Parents' Association President: Linda Lovett & Ria Pallas  
SLT Chairperson: Anthony M. Armstrong  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 26 Superintendent: Danielle Giunta  
Superintendent's Office Address: 61-15 Oceania Street, Oakland Gardens, NY 11364  
Superintendent's Email Address: DGiunta4@schools.nyc.gov  
Phone Number: 718-631-6943 Fax: 718-631-6996

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Boulevard, LIC, NY 11101  
Director's Email Address: LPender@schools.nyc.gov

Phone Number: 718-391-8222

Fax: 718-391-8320

## 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)
Anthony M. Armstrong	*Principal or Designee	
Gary Gregory	*UFT Chapter Leader or Designee	
Ria Pallas	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Diane Fleming	Teacher	
Irene Papamichael	Teacher	
Sandi Plotkin	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jean Posada	Teacher	
Lisa Perlstein	Assistant Principal	
Daisy Avila	Parent	
Shanna Burroughs	Parent	
Ivana Kardum	Parent	
Amy Melendez	Parent	
Cathy Grodsky	Parent	
Martha Xenakis	Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

### **Nathaniel Hawthorne Middle School 74 Mission Statement :**

**A nurturing environment for children where we:**

**Encourage a love of learning**

**Inspire children to explore, achieve and excel**

**Foster high self-esteem**

**Appreciate cultural diversity**

**Encourage respect and responsibility to self and others**

**Instill a concern for the world around us**

**Develop an appreciation of the arts.**

**It is our belief that students learn best in an environment that recognizes their interests, readiness and learning styles.**

**TEAM74 Instructional Focus: *"Student Engagement"***

### **Theory of Action**

***" If we continue to increase the knowledge and skill of ALL teachers regarding:***

***" data driven instruction ",***

*“ multiple entry points ”,*

*and*

*“ questioning and discussion techniques ”*

*the teachers will continue to be able to construct*

*rigorous performance tasks embedded in*

*Common Core aligned units of study*

*that reflect student diversity*

*and*

*student engagement and learning will continue to improve*

*as a result of engaging in such tasks .”*

**This is the work that will allow our students to become college and career ready, as we continue to soar, *from good to Great and BEYOND !***

The Nathaniel Hawthorne Middle School, established in 1954, has a history of demonstrating “excellence in education”.

Our diverse population includes 1060 students from 6<sup>th</sup> grade through 8<sup>th</sup> grade, comprised of 5% Black, 10% Hispanic, 20% White and 65% Asian; the student body includes English Language Learners (8%) and students receiving special education services (10%), in addition to gifted & talented (10%). This diversity is both our strength and a challenge, as we collaboratively strive to meet the needs of ALL students. TEAMS have been created to provide “Excellence for ALL”. This initiative focuses on articulated subject congruence to improve achievement for our English Language Learners and Students With Disabilities, as well as our high performing students, by creating a (PLC) Professional Learning Community that supports ongoing inquiry of shared Best Practices for Teaching and Learning.

We collaboratively work to maintain high standards of excellence, in ALL areas of our school, ( *academics, arts, social and emotional* ) for ALL members of TEAM74 ; students, staff and families. We have embraced two core beliefs to guide our collaborative efforts: *T ogether E veryone A chieves M ore* , as we continue to soar from *good to Great and BEYOND !* These two components are at the nucleus of our belief system and are ingrained in all areas of our school.

During our most recent Quality Review, the work of our teacher teams was an area of celebration. This reflects a strong willingness by our teachers to work collaboratively to plan to and meet the needs of ALL students. We will continue to work to engage all students through the utilization of multiple entry points and the differentiation of the process, product, or content within a lesson.

Respect For All (RFA) is also a unique component within TEAM74 , as it is a part of our school culture, in thought, word and deed; it is connected to our school mission, philosophy, initiatives and intertwined within our daily work, all year long. Our RFA Class Representatives assist our Dean to provide a safe and nurturing environment, in addition to other systems in place, our (S.O. /SGA) Student Organization/Student Government Association, Student Cabinets and our Peer Mediation Program. These school day initiatives have successfully provided student feedback and structures that have positively impacted the culture of TEAM74 .

As a federally recognized ARTs Achieve school, we are proud to provide a rigorous course of instruction within ALL ARTS forums: *dance, graphic art & design, studio art, moving image, theatre, instrumental and vocal music* . Our differentiated approach allows our students to self-select a major ARTs focus, based upon interest and choice; hence all students receive a three year sequence complemented by a second ARTs class to support their ARTs learning. Each ARTs program collaborates with diverse cultural organizations within New York City, to provide both field experiences and enriched ARTs experiences that are aligned with the NYC Arts Blueprint, for Teaching and Learning. This includes partnerships with the following: *City Center, Flushing Town Hall, Jose* .

College and Career readiness is another major focus within TEAM74 . We maintain a unified lens toward BEYOND, in order to prepare ALL students to progress and achieve, by facilitating learning using our instructional focus of STUDENT ENGAGEMENT. Our “ *Theory of Action* ” provides an aligned focus toward college and career readiness components, thus allowing all members of TEAM74 to become empowered to reach future successes BEYOND TEAM74 .

Our annual Career Day celebrates this belief. It is another collaborative initiative that allows staff, students and parents to provide a culminating full day of immersion into potential careers based upon student interest. This initiative involves all subjects and departments and it also includes our school-wide partnerships with the Urban Advantage Cultural Science Organizations, Saint Francis College, NYCDOE Office of School Wellness, alumni and our long term PENCIL “ *Principal for a Day* ” from Merrill Lynch/Bank of America.

These initiatives and beliefs, plus our ongoing partnerships help to maintain our status as a “ *shining jewel* ” within the community of Oakland Gardens, Queens, New York City and New York State.

## 26Q074 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1046	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	17	# Drama	10
# Foreign Language	20	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.6%	% Attendance Rate			97.2%
% Free Lunch	37.3%	% Reduced Lunch			13.4%
% Limited English Proficient	4.3%	% Students with Disabilities			14.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			5.6%
% Hispanic or Latino	10.3%	% Asian or Native Hawaiian/Pacific Islander			65.4%
% White	18.0%	% Multi-Racial			0.7%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.63
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	62.2%	Mathematics Performance at levels 3 & 4			77.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			91.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### 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.

Progress of our English Language Learners is a priority within our school. Although nominated for a Blue Ribbon in 2009, our 2010 NYS Report Card indicated that our ELLs did not meet AYP. AYP has been met since 2010. English Language Learners on the 2014 NYS ELA Assessment are “approaching the target” for percentage of students in the 75<sup>th</sup> growth percentile (33.7%) as evidenced on the 2013-14 School Quality Guide. Quality Review Indicator 1.2 was indicated as the only “proficient” rating on the 2014 Quality Review. We recognize that extra academic and social-emotional supports are required to increase the achievement of our ELLs, including former English Language Learners.

### 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, 100% of students will complete rigorous performance tasks embedded in Common Core aligned units of study across all subjects, with at least 75% of students making progress and 30% of our ELL students meeting grade level expectations on these tasks.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our Staff Developer and ESL Teacher will work directly with members of our 6<sup>th</sup> grade teaching staff, in order to ensure speaking and writing goals are established for our English Language Learners. This team of teachers will be referred to as our Excellence for ALL TEAM. This work will be extended to meeting the needs of our students with disabilities as well.</p>	<p>6<sup>th</sup> Grade Teachers across all subjects</p>	<p>September 2015 – June 2016</p>	<p>Staff Developer, ESL Teacher, 6<sup>th</sup> Grade ELA and Content Teachers, ELA Supervisor, Principal</p>
<p>Teacher programs will include common planning time. Teachers will be able to work with their colleagues in their subject area to help develop and refine the rigorous performance tasks that are part of CCLS aligned units of study</p>	<p>All Teachers</p>	<p>Weekly, September 2015- June 2016</p>	<p>Principal, Assistant Principals, Staff Developer, Teachers</p>
<p>Teachers will engage in professional development activities aimed at putting the data they obtain as classroom teachers “into action”. This data will include summative data from the previous school year and various forms of data obtained by the classroom teachers throughout the school year. Teachers will be asked to examine their own practices, based upon student impact, while utilizing our PLC book, <u>How Teachers Can Turn Data into Action</u> , by Daniel R. Venables and <u>Driven By Data, A Practical Guide to Improve Instruction</u> , by Paul Bambrick-Santoyo, as a resource for aligned conversations through Teacher facilitated Inquiry.</p>	<p>All Teachers</p>	<p>Weekly, September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Staff Developer, Teachers</p>
<p>Performance tasks and Common Core aligned units will be evaluated and updated through school-wide system using Rubicon Atlas, with parents being notified of tasks, expectations, due dates and rubrics through PupilPath. Tasks will reflect student diversity with a focus on student engagement, while achievement continues to improve as a result of engaging in such tasks, as measured student scores on these tasks.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Staff Developer, Ambassadors, Teachers</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.

Master schedule programming to allow for common planning time

Funding for a Staff Developer

Staff copies of How Teachers Can Turn Data Into Action , by Daniel Venables

Monday Professional Development Conversations

Tuesday Teacher Team Meetings

BFSC Professional Development: Data-Specialist, Rubicon Atlas

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

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

**Part 5 – Progress Monitoring**

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

1. By January 2016, teacher examination of student work that results from the implementation of rigorous CCLS aligned performance tasks, with rubrics will be analyzed for impact prior to mid-winter recess.
2. By January 2016, Teacher Ambassadors will lead Teacher Teams through Cycles of Reflecting upon Units of Study that are Common Core aligned and include rigorous performance tasks.

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

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

**Section 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.

Based on the data from our learning environment survey with regards to school culture, our most recent Quality Review, current student cabinets, Student Organization and RFA Liaisons, students at TEAM74 feel safe and supported both in and around the school building. The work of our teachers, students, guidance counselors, social worker, psychologist, Dean and administration is centered on the belief that all middle school children can be successful when supported by a trusting environment that allows students to thrive in a challenging yet rewarding school setting. There is also the belief that all students should engage in rigorous common core aligned instruction that is geared towards our school goals and college and career readiness. Our major priority need for this school year would be that every student at TEAM74 have at least one staff member that they can trust and feel supported by. We can ensure the success of our students by learning more about who they are as individuals and making sure that they know that they are cared for.

### 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, 90% of our students will know of at least one staff member that they can trust and be supported by. This will be evidenced through conversation and feedback from school cabinets, student organization, RFA liaisons, parent feedback through Pupil Path, learning environment survey and classroom observations.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>RFA liaisons from each class will meet on a monthly basis and discuss ways to encourage students and staff to treat people respectfully. The program runs from September to June and is overseen by the Dean. The RFA liaisons spearhead a mission to have a school signing of our “Champions of Respect Oath”, will help construct an RFA section in our library and are introducing a school wide “I am” project that will have students and staff thinking more about what they are all about on the inside and what makes each student special.</p>	<p>All students, grades 6 through 8</p>	<p>September 2015 – June 2016 and BEYOND</p>	<p>Administration, RFA Liaisons, Dean, CST members</p>
<p>Homeroom teachers will hold weekly conversations with students in their homeroom to discuss concerns and areas of support, stemming from our Question of the Week. Students will be able to ask questions about all areas that they believe they need more support in at TEAM74. This will allow students to gain trust and support to meet their needs, while engaging in an atmosphere of mutual respect. Homeroom teachers will bring concerns for support to the Dean and the RFA liaisons.</p>	<p>All students, grades 6 through 8</p>	<p>September 2015 – June 2016 and BEYOND</p>	<p>Administration, Peer Mediation Advisors, Student Peer Mediators</p>
<p>Peer Mediation Program; this program will continue to resolve issues for our students, thus avoiding suspensions. This support will help our students gain trust and allow them to feel safe within the school. Conflicts will be reported to our peer mediation advisors, in order to establish a student led peer mediation.</p>	<p>All students, grades 6 through 8</p>	<p>September 2015 – June 2016 and BEYOND</p>	<p>Administration, Peer Mediation Advisors, Student Peer Mediators</p>
<p>School events (such as Back to School Night, Parent Teacher Conferences, Science and Art Expos, Music and Dance Performances, S.O. Family Nights, sporting events, etc.) will be used as an opportunity to introduce families to the various stakeholders within our building that students can turn to for support.</p>	<p>Families</p>	<p>September 2015 – June 2016 and BEYOND</p>	<p>Principal, Assistant Principals, Teachers and (CST) Child Support Team, all other support staff</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.

Master schedule programming to allow for common planning time

Funding for a Staff Developer

Staff copies of What Every Middle School Teacher Should Know , by Brown & Knowles

Monday Professional Development Conversations

Tuesday Teacher Team 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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 January 2016, conversation and feedback from school cabinets, student organization, RFA liaisons, parent feedback through Pupil Path and classroom observations will inform progress with respect to this goal.

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

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

**Section 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.

Based on a professional development needs survey based on identified areas of growth completed by the staff, the Learning Environment Survey, the item skills analysis of the 2015 NYS ELA and Math exams, the Framework for Great Schools, and the Quality Review Report our school has created formative teams which lead department teacher teams in inquiry work to determine trends in student thinking and implications for instruction, working collaboratively towards our school’s Instructional Focus. Teachers meet weekly to study pedagogical literature, share best practices, evaluate student work, create CCLS aligned tasks, refine curriculum and analyze multiple forms of data as a means to enhance instructional practice and to improve student outcomes.

### 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, 100% of teachers will engage in cycles of weekly teacher team and grade team inquiry meetings to analyze multiple forms of data for specific groups of students (English New Language, Students with Disabilities, the school's lowest 3rd, 'on track' students, and accelerated students). These cycles will result in effective or highly effective annual ratings in regards to component 3c, engaging students in learning, for at least 75% of the teachers in our school.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Research-based professional development including use of pedagogical book studies, Learn, CCLS, Engage NY, ASCD publications, Framework for Great Schools, the Learning Environment Survey, the school's Report Card and the Quality Review Report.	All Teachers	Sept. 2015 - June 2016	Administration, Ambassadors, Teachers
Teacher Team Meetings: through use of protocols will analyze data, evaluate student work, create aligned tasks and assessments, meet to share findings and best practices both horizontally and vertically	All Teachers	Sept. 2015 - June 2016	Administration, Ambassadors, Teachers
Formative Teams focused around the school's Instructional Focus and Theory of Action.  Teacher initiated inter-visitations	All Teachers	Sept. 2015 - June 2016	Ambassadors, Staff Developer, Administration
Teachers will attend professional development sessions and turn key to staff. They will also engage in strategic, purposeful professional development to learn, share, and implement strategies to increase strong instruction as observable and measurable by Danielson related goals, feedback, and reflections on TeachBoost, and to reach student achievement as measurable by targeted students for each group every five weeks through use of the school wide classwork rubric, short constructed response rubric, and teacher created tasks.	Teachers	Sept. 2015 - June 2016	Administration, Staff Developer, Ambassadors, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Master schedule programming to allow for common planning time  Funding for a Staff Developer  Staff copies of How Teachers Can Turn Data Into Action, by Daniel Venables  Access to Technology and Internet  Monday Professional Development Conversations

Tuesday Teacher Team 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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 January 2016, teacher reflections, observation of teacher teams by administration, feedback from Ambassadors, and evidence in classroom practice and student work will demonstrate that we are meeting our goal.

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

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

**Section 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.

One of the Leadership Competencies, Personal Leadership, is a driving force behind everything that I do; it is my belief that I must model the expectations that are presented to **TEAM74** ; lead by example. Using diverse forms of data that provide feedback to guide the schools mission to bring **TEAM74** to **BEYOND** allow all of us to grow and evolve.

Rating of 1.2 on the Quality Review from last year- need to provide multiple opportunities for meaningful engagement for all levels of learners

-Student Progress is a focus area of the School Quality Report including the progress of English Language Learners and Students with Disabilities in ELA and Math

-Distributive leadership is demonstrated through the Staff Developer and the Teacher Team Ambassador structure- they assist with the professional development opportunities provided for their colleagues

-100% of teachers agreed or strongly agreed that the Principal communicates a clear vision for the school as shown on last year’s School Survey. This vision includes doing what is needed to increase student engagement in order to increase student achievement.

### **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, through the implementation of professional development centered on research-based strategies to improve in these areas, there will be an increase in student engagement, as evidenced through observations, 75% teacher ratings in component 3c for the year being effective or highly effective, student/staff reflections, feedback conversations, and lesson plans.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Staff members will participate in professional development utilizing the book, <i>Data into Action</i>. The staff will make connections of their teaching practices and the research-based examples presented in the book. In addition, staff members will write reflections demonstrating their understanding of the principles in the book and how these principles can help them improve their own teacher practice, as aligned with our Instructional Focus and Theory of Action.</p>	<p>Teachers, Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Staff Developer, and Teacher Team Ambassadors</p>
<p>A needs assessment regarding professional development was created and issued to all staff members. Data was analyzed and activities were tailored to the needs of the staff.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Staff Developer, and Teacher Team Ambassadors</p>
<p>Administrative team members participate in book studies with the staff developer and members of the teacher staff involving topics including important things every middle school teacher should know and data-driven instruction.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Staff Developer, and members of the teaching staff</p>
<p>Teachers and paraprofessionals will participate in professional development opportunities designed to build capacity with data-driven instruction, design and use of multiple entry points in lessons, and with questioning and discussion techniques.</p>	<p>Teachers, Paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Staff Developer, and members of the teaching staff</p>
<p>Principal, Assistant Principals, and staff members attend professional development opportunities focusing on the needs of all students facilitated by the district, network, and outside organizations. Information gathered will be shared in various ways with other staff members.</p>	<p>Administration, Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Staff Developer, and members of the teaching staff</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.

- Staff Developer
- Teacher Team Ambassadors and Meetings, including Monday Conversations
- Utilization of Tuesday Inquiry time
- Books for staff members part of book studies

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 January 2016, additional needs assessments will be administered and completed by staff in order to determine if professional development activities are meeting the needs of the staff to determine needed adjustments, at this point in the year. Also, new needs identified by this assessment can be incorporated into future professional development activities.

**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.

Strengths - According to the **2014-2015** School Survey Report, over **85%** of parents agree or disagree with the fact that our school does the following:

- School staff tell families what the staff needs to advance the school's mission.
- Parents/guardians are invited to visit classrooms to observe instruction.
- Parents/guardians are greeted warmly when they call or visit the school.
- Teachers work closely with families to meet students' needs.
- Teachers communicate regularly with parents/guardians.
- School staff encourage feedback from parents/guardians and the community.

Priority needs to be addressed - According to the **2014-2015** School Survey Report, 33% of parents indicated that they volunteered time to support this school.

### 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, all parents will be invited to volunteer for or attend at least 2 school events at our school (workshop, program, performance, etc.) as measured by a 5% increase in parents indicating as such on the 2015-2016 School Survey Report.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All communication with school community regarding school events will emphasize the connection to student learning.	All parents and students	September 2015 – June 2016	Principal, assistant principal, teachers
All parents will be notified about opportunities to volunteer for school events through school messenger, backpack letter, school website and Facebook page.	All parents and students	September 2015 – June 2016	Principal, assistant principal, teachers, parent coordinator

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monday Conversations, Supervisory Inquiry, Extended Cabinet, Meetings, Master Program/Common Planning, Parent Coordinator Budget Line											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, Midyear survey given to parents through Google Forms will indicate 50% of parents acknowledge an invitation to volunteer/attend school events.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA Proficiency Ratings from Prior Year, Teacher Recommendation-  172 students	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>Mathematics</b>	NYS Math Proficiency Ratings from Prior Year, Teacher Recommendation, First Quarter Averages Students in Accelerated Courses –  199 students	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>Science</b>	Teacher recommendations and quarterly monitoring of subject grades	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>Social Studies</b>	Teacher recommendations and quarterly monitoring of subject grades	use of i-Ready program for targeted intervention (lessons chosen by teacher and through diagnostic exam)	Small Group	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselors, Social Worker, SAPIS Worker, Speech, OT, PT, SETSS	Meetings a certain amount of times each week according to student needs	Small group, one-to-one	During the school day



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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>In our efforts to recruit highly qualified teachers, the administrative team organizes a hiring committee to provide input into the hiring process. This includes posting vacancies through the New Teacher Finder and through Open Market. It is our practice to hire only certified teachers that demonstrate effective practices, aligned with the Danielson Framework.</p> <p>In order to retain highly qualified teachers, we ensure that supports are in place to provide differentiated professional development for all teachers. We provide professional development opportunities to all teachers on current topics, in addition to promoting self-directed professional growth.</p> <p>Our (PLC) Professional Learning Community reads research based books together as well as share best practices, in order to promote growth. Teachers teaching teachers are also a shared philosophy that our school uses, to turn-key and collaborate upon using best practices.</p> <p>We have a Staff Developer that teaches and provides opportunities for one on one PD for less than effective teachers in addition to using the classroom as a model for best practices.</p> <p>We believe in individualized professional development plans that are designed to focus on each teacher's area for improvement, needs and or interest. Our Ambassadors lead Teacher TEAMS in order to empower individual growth.</p> <p>All professional development is research and evidence based; Inter-visitations and school visits are utilized to provide hands-on learning.</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>Our Ambassadors/Professional Development TEAM conducted a needs assessment for all teachers.</p> <p>Individualized Professional Learning Plans are developed for teachers with less than effective practices.</p>

The NYC Chancellor’s Professional Learning Handbook is used to guide the ongoing development of the staff.

All observations and professional development are aligned with the Danielson Framework.

ARIS Learn is used to promote individual learning opportunities for staff

All untenured staff members participate in monthly meetings with the Principal, in addition to Subject Supervisor, Staff Developer and Buddy Teacher

Utilization of Network Support and Workshops

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

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

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

N/A

**Part 4: SWP Schools Only**

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

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

N/A

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

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

N/A

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

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

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

## **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and 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. **Nathaniel Hawthorne 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. **Nathaniel Hawthorne 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 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

**The Nathaniel Hawthorne Middle School 74** , 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>Nathaniel Hawthorne M.S. 74</u>	DBN: <u>26Q074</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</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: 27 one hour after school sessions will be held for targeted ELL students to provide literacy support. Sessions are taught by a certified ESL teacher. Sessions will be held on Wednesdays, Thursdays and Fridays after school from 2:30 - 3:30 P.M. beginning in January until April. Per session for the ESL teacher amounts to \$1,493.79 (including two hours per session for planning).

The Saturday program is a language acquisition program using graphic art and design to complement the literacy units of study centered around the theme "Photographing the American Dream". Students will engage in activities designed to foster reading, writing and speaking skills through the "lense" of photography, as it relates to the topics of immigration and their real life experiences in America. Students will analyze existing photographs and take their own photographs. There will be 14 two and a half hour sessions and three 5 hour trips. Trips will be planned to support the themes of the units and to bring the learning outside the classroom, for reflective writing, as students make connections to themselves and the units of study. Travel costs will include buses and admission (\$1000.00). Classes will be taught by a certified ESL teacher and an art teacher. The program runs from January through May on Saturdays from 9 - 11:30 A.M. (until 2PM on trip days). There are two groups of students, which include general education ELL students and ELL students who are SWDs. One group is made up of beginner ESL students and the other is made up of intermediate and advanced. Each group spends 75 minutes with the ESL teacher and 75 minutes with the art teacher. All ESL students are invited to attend the program through a distributed letter, which is translated according to home language surveys. Per session for the two teachers amounts to \$5,151.00. Teachers will be given planning time to create rich units of study and prepare test preparation materials (\$206.04). We will hire an on-site supervisor for the Saturday program to oversee the instructional components, make trip arrangements and make parental contact (\$2,642.00). Materials include ink, paper, supplies for creation of student work, and supplemental texts (\$446.07).

## 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: A certified ESL teacher will attend "Translating Research to Practice: Beyond Foundational Skill" at the Manhattan UFT located at 52 Broadway. This 2-day institute (8:30 A.M. - 3:00 P.M.), for secondary school ESL specialists, is designed to address linguistically and academically diverse populations: how to ensure that classrooms and instruction are designed to develop students' foundational and advanced literacy skills. The institute will draw on the latest research to build participants' core knowledge about ELLs' literacy development as well as the design and implementation of literacy instruction to advance ELLs' academic achievement, focusing especially on advancements in three key domains of literacy development and instruction: 1) conversational and academic language 2) sources of reading difficulties for secondary ELLs 3) leveraging native language skills to simultaneously promote bilingualism and their growth in English. Participants will learn high-

### Part C: Professional Development

impact instructional strategies in each of these domains to promote their classroom practice. The sessions are being conducted by Rachel Hoff, Director of SIFE Programs for the Department of English Language Learners and Student Support. This directly relates to the goals of the after school program and the Saturday academy. The teacher attending will then turnkey the information to the other Title III teachers during 2 Monday P.D. sessions in January (2:20 PM - 3:40 PM). They will work together to integrate strategies in designing activities for both the after school program and Saturday Academy. No Title III funds will be used to support this.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parents of targeted students for after school support program will be invited to a one hour workshop to inform them of strategies to help their children at home. Parents will also be invited to an introductory workshop to inform them of the language acquisition skills that students will be exposed to during the Saturday program. Parents will be notified through notices and through the school phone messenger (translated by the DOE translation unit and by school's phone messenger service). Both workshops will be lead by certified ESL teachers. Workshops will be one hour sessions offered on Saturday mornings. Anticipated dates for the workshops are in January and March. Per session will be used (\$103.02).

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$9,753.93</u>	- After school teacher per session: <u>\$1,493.79 (including 2 hours planning time)</u> - Saturday teacher per session: <u>\$5,151.00 (including 4 hours planning time)</u> - Saturday supervisor per session: <u>\$2,642.00</u> - Per session for parent workshops: <u>(\$103.02)</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	<u>604.15</u>	<u>ink, paper, supplies for creation of student work and supplemental texts</u>

**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"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)	<u>      </u>	<u>      </u>
Travel	<u>1,000</u>	<u>Buses</u> <u>Admissions</u>
Other	<u>      </u>	<u>      </u>
<b>TOTAL</b>	<b><u>11,200</u></b>	<u>      </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 <b>26</b>	Borough <b>Queens</b>	School Number <b>074</b>
School Name <b>Nathaniel Hawthorne Middle School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Anthony Armstrong</b>	Assistant Principal <b>Lisa Perlstein</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Diana Cacioppo</b>	School Counselor <b>Emoke Beickert</b>
Teacher/Subject Area <b>Jaclyn Michelli</b>	Parent <b>Ria Pallas</b>
Teacher/Subject Area	Parent Coordinator <b>Christine Spagnolo</b>
Related-Service Provider <b>Penny Kelberg. S &amp; L Teacher</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Paul DeSimone - Sp. Ed Coord</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1120</b>	Total number of ELLs	<b>80</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	39	<b>ELL Students with Disabilities</b>	
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	52		5	18		4	10		7	0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	0	0					0
Chinese							25	19	20					0
Russian							1							0
Bengali														0
Urdu							0	2						0
Arabic									1					0
Haitian														0
French														0
Korean							2	2	2					0
Punjabi														0
Polish								1						0
Albanian														0
Other							2	1	1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							5	4	3					0
<b>Emerging</b> (Low Intermediate)							3	2	1					0
<b>Transitioning</b> (High Intermediate)							4	1	3					0
<b>Expanding</b> (Advanced)							6	7	3					0
<b>Commanding</b> (Proficient)							13	11	14					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							2							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							13	11	14					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	7	2	1	0
7	6	3	5	3	0
8	5	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2	1	4	2	7	2	8	1	0
7	2		3	1	3	1	9	1	0
8	0		3	1	5	3	8	1	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.  
 Early Literacy skills are tested using a variety of methods. Ms 74 utilizes iReady, a single K-12 adaptive diagnostic for reading that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. iReady combines a valid and reliable growth measure and individualized instruction that teachers use to guide their instruction to adapt to ELLs needs. In addition, utilizing the NYSITELL, Spanish LAB and the NYSESLAT, we assess early literacy skills of our ELLs using data from scores in Listening/Speaking/Reading and Writing. We also use observations of student work and language use to assess the growth and progress of our ELLs' language and literacy skills. We administer the ELL periodic assessments based on INSIDE by National Geographic. By using this data, we help inform our school's instructional plan by observing strengths and areas in need of support for our ELLs, ensuring help for all content teachers to differentiate lessons in order to reach our students.  
 The majority of our students are at the expanding or commanding level in listening and speaking. Our classroom practices reflect teacher awareness and utilization of available data. Teachers are encouraged to use student performance data from different assessments to plan instruction and differentiate teaching and learning. We have noticed as we examine the teacher created assessments, Nyseslat and state exam data that students across all grade levels acquire proficiency in the areas of listening and speaking at a more rapid rate than in reading and writing. Content area teachers then scaffold instruction by utilizing graphic organizers, visuals, modeling and purposeful groupings to support students strengths and focus on improving reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data analyzed on the NYSITELL reveals that the largest majority of students scoring at the entering/emerging level are in the 6<sup>th</sup> grade. The amount of entering/emerging levels decrease as grade levels increase. On both the NYSITELL and NYSESLAT students scored higher in speaking and listening, than reading and writing across the grades. The data patterns reveal that the test scores reflect the need for development and strengthening of literacy skills, across all content areas. Students scores were higher in speaking and listening than reading and writing across all grades. The data has show us that we need to include additional comprehensible input by teaching academic vocabulary and emphasizing writing across content areas. Focusing on comprehensible input will strengthen their writing skills in both the ENL and English classrooms. Collaboration between the ENL teacher and the content

teachers help focus on students strengths and discuss strategies that will help foster growth scores on the NYSESLAT skills areas and will integrate across content areas.

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

MS 74 uses the AMAO to focus on achievement of proficiency for subgroups of Ells. The home language, years of service, ELA/Math performance progress and NYSESLAT proficiency are analyzed. Our data reveals that Expanding ELLs score higher on the state Math exams than on ELA. State Math examinations are given in the students language preference if available. Teachers collaborate and analyze data to drive our instruction. Student(s) and/or specific ELL subgroups who did not show growth require additional inquiry to assess the need for additional support to move towards proficiency.

Progressing in English Language acquisition (AMAO 1) shows that annual increases in the number or percentage of students making progress in learning English. From the 2015 administration of the NYSESLAT to that of 2014: 36 students out of 43 made progress of one proficiency level or more. 4 students stayed on the same proficiency level overall (showing 1 year of progress), while 1 students decreased in proficiency by 1 level.

Exiting or reaching English Language Proficiency (AMAO 2) shows annual increases in the number or percentage of students attaining English Language proficiency by the end of each school year. The yearly AMAO target for the 2014-2015 school year was 15%; the percentage of students scoring proficient at MS 74 in 2014-2015 was 43%.

Examination of this data allows us to see trends so we can plan effective programs for our ELLs. The data above indicates that our programs have been effective in the area of language acquisition.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. There is a low percentage of students that take a test in their native language, however, this percentage fares better than those compared to students who take the state Math Test in English. It is unknown the exact amount of students who take the State Math exam in the home language, however, the patterns shows that students who take the State Math Test in English have shown to score significantly higher than the state ELA exam across grades.

b. School leadership, and teaching staff use the ELL periodic assessment as just one piece of informative data. It serves as an additional benchmark for the students, and gives the ENL teacher insight on creating goals for the year and communicating those goals to the content area teachers. Types of goals vary from student-to-student. Some examples of goals for students may be The second periodic assessment is examined and we analyze areas where students are struggling and will guide instruction such as reteaching or reinforcing a skill that was previously taught that students still may be struggling with. For example, we use the data pulled from the periodic assessment to target instruction to meet the needs of individual students and predict students performance on the NYS Tests by focusing on where their strengths and weaknesses lie.

c. Our ELL teachers plan differentiated instruction using available data from the ELL periodic assessments and feedback from general education classroom. The majority of our ELLs are on or above grade level in math; however, need more support in language skills as indicated from the results of the ELA exam. We measure success of our program by looking at how our students move through the proficiency levels while they attend MS74. As students enter and are tested, we make every effort to move them along the continuum to proficiency. The school learned detailed information about the acquisition of english reading, writing and listening skills through the periodic assessments. Through the use of item skill analysis, the school can recommend learning objectives and use relevant ELL specific instructional resources. The school has learned that students have stronger speaking skills and struggle with reading and writing based on the assessments. The periodic assessment informs the school of any patterns that may appear in educational development. One example is that entering/emerging students struggle with understanding specific academic vocabulary which would be needed to understand the questions asked or content of the passage. The assessment reveals skills that show growth as well as needs improvement. Home language is used in each program through the use of bi-lingual dictionaries, glossaries, independent reading books, and graphs. Students are given additional support such as translations in their home language for additional understanding when appropriate. In addition, teachers are informed of students strengths and what needs to be improved upon after the assessment is analyzed.

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](#).]

The RtI framework is geared for grades K-5, however our school uses the RTI Framework as a guide to support our students. If an ELL scores below specified levels of performance on the English language proficiency assessment or on iReady, we determine if additional support services are needed for a student based on evidence reviewed. Some of the evidence reviewed includes, the amount of years of service in an ENL/Bilingual program, the English/home language literacy, the content and socio-emotional needs of students, content area teacher recommendations, parent or guardian requests, samples of student work in home language and/or English and a bilingual educational evaluation if student is suspected of a disability. The support services provided are aligned with

any intervention plans the school is providing to all students. These additional supports include push-in, pull-out services, AIS, and small group instruction. Through the use of the periodic assessments, summative and formative assessments, iReady data and collaboration with general education teachers, appropriate RTI can be determined.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Addressing student's native language skills are achieved through picture dictionaries and English and the native language, independent reading books in their native language if available and through the use of technology in ENL and general education classrooms. Teachers model and reteach skills associated to referring to dictionaries, thesauri, technology and translating during instruction for students to apply across content areas.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Evaluating the success of the ELL programs can be done in a variety of ways. Through the use of pre and post assessments, data can be examined to determine progression or regression of the ELL students. Informal and formal conversations, Skedula, teacher observations and collaboration with general education teachers can determine if the ELL students are making progress. Our ELL teachers and other staff members, who service our ELLs plan lessons to increase the amount of reading and writing in their classrooms, incorporate scaffolding techniques to support ELLs, stress academic vocabulary, and engage students in meaningful reading and writing activities.  
Addressing student's native language skills are achieved through picture dictionaries and English and the native language, independent reading books in native language if available in both ENL and general education classrooms. :

## Part IV: ELL Identification Process

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

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

Upon first time registration into the NYC school system parents or guardians are administered the Home Language Identification Survey (HLIS) to by a licensed pedagogue (Mrs. Cacioppo ENL Teacher or the ENL Supervisor or any additional pedagogue certified in ENL. If a parent needs to communicate in a language other than English, they are presented with a translated sign to determine the language needed. Mrs. Cacioppo, the ESL Teacher, or a licensed pedagogue will conduct an interview with help of a translator with the parent and student. If there is an indication of interrupted schooling Mrs. Cacioppo will follow the SIFE Identification procedures as outlined below. After review of the HLIS and the interview with the student and parent determinesthe s to be administered the NYSITELL. Mrs. Cacioppo, the ENL teacher, Ms. Cooley, and/or Ms. Leon who all are certified ENL teachers will administer the NYSITELL.

In the event English is indicated on HLIC but the student may be an ELL, the students work is reviewed and one of our fully certified ENL teachers or other trained licensed pedagogue gives an informal interview to the student and parent, and determined the OTELE code of the HLIS if a language other than English is provided on the HLIC. The code is then entered in the City database system and the student, if deemed eligible, is tested by one of our ENL teachers or a fully certified pedagogue within 10 days of registration to determine initial placement in our ENL program. Any Spanish speaking student who is administered the English NYSITELL and does not pass is administered the Spanish LAB to determine the level of native language literacy. Also within 10 days of registration parents are invited to a parent orientation meeting through a translated letter sent home with the student or mailed home. Parents are offered different dates and times in which to attend. During orientation, through a translator, parents are informed of the three models of second language programs offered in the NYC school system (Freestanding ENL; Transitional Bilingual Education [TBE]; Dual Language {DL}. Parents watch and listen to a video on their native language, as available to understand the options available to them and their children. If a parent's native language is not available as video, we make all necessary arrangements to have a translator available. At all parent orientations a certified ENL teacher or other licensed and trained pedagogue is available and Translators and translations of all materials are available during each meeting. Once the video is viewed and all parent questions are answered, the parent is asked to fill out the parent choice survey form indicating the program choice. Within 20 days of admittance the ELPC screen

in ATS will be completed for each student in order to record parent's program choice. All attempts are made to place the student in the first choice program as indicated by the parent. As per the Aspira Consent decree, if 15 parents of the same language group whose children are in one or on two contiguous grades indicate a TBE program as first choice, we will create such a program. If the first choice program is not available in our school, we assist the parent in finding an appropriate program for their child. The parent can then make an informed decision. If a parent does not come to the orientation, a second request is mailed to the parent in their preferred home language. Phone calls and/or emails are sent to parents who are unresponsive. If the parent still does not attend the orientation, then a third mailed request is made and sent by certified mail. Alternative dates and times are given to provide best possible opportunity for a meeting to take place.

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).

We first review the documentation of prior schooling on the HLIC. If there is a question of possible SIFE status, students will be given the oral interview questionnaire, LENS (if language is applicable) and the LPT will review collections of student work within 30 days of enrollment in order to make a determination of students SIFE status and proficiency level. Examples of student work reviewed are formal and informal assessments such as observations, student work and conversations which will help determine if the student is two or more years below grade level in their home language and/or two or more years below grade level in Math.

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).

Members of the Language Proficiency Team ; (Mrs. Cacioppo, Ms. Perlstein, Ms. Michelli, Ms. Kelberg, Mr. DeSimone ) determine whether the student should take the NYSITELL. The LPT reviews and considers evidence such as the student's history of language use in school and home, the possibility of interrupted education (SIFE), the results of the individual evaluation of the student conducted which includes assessments in their home language per CR Part 200.4 and any information provided by the CSE as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT will also review When the LPT meets to analyze the evidence, the students parent/guardian will be accompanied by a qualified interpreter. The LPT reviews to see if the student has interrupted formal education via the SIFE screening process (review of the HLIC, Parent/Student Interview, questionnaires and/or LENS, student work) and makes a determination if the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the student has English language acquisition needs, then the NYSITELL is administered. If the LPT recommends the student does not need to take the NYSITELL, the recommendation is sent to the principal for review. The principal will accept or reject the request, if the request is accepted, then it is sent to the superintendent or superintendent's designee for a final decision. The parent or guardian will be notified within 3 school days of such in the parent's preferred language. The final decision by the superintendent is made within 10 school days to accept or reject the recommendation. If the superintendent determines that the student should take the NYSITELL, then the school has 5 school days to administer and the parent will be notified. Copies of form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

Entitlement letters in the parent's preferred language are printed, copies are made for record keeping and mailed to parents within 5 days of NYSITELL is scored and scanned by the ENL Teacher, Ms. Cacioppo and/or a licensed and trained pedagogue..

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 advised during the Parent Orientation by Mrs. Cacioppo or a trained, licensed pedagogue trained in cultural competency, language development and the needs of ELLs that is available (Ms. Cooley, Ms. Leon) that they may send a written request to the school to appeal within 45 days of enrollment via a translator if necessary. In addition, if a parent requests, letters are sent home with the parents and/or students advising same. Copies of letters are kept on file in the ENL binder.

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

During the parent orientation parents watch the video in the presence of Mrs. Cacioppo within the 10 day of student's admittance timeframe. After the video, Mrs. Cacioppo with the help of a translator to further explain each program. Parents are also given the ELL Parent Brochure and the Parent Survey & Program Selection form in their native language provided by the Office of ELLs. If requested, lists of available transitional bilingual and dual language schools are provided. Any parent who indicates on the Program Selection form a program other than freestanding ESL, the ENL Ms. Cacioppo will note their preference and assist parents in finding the appropriate language learning setting for the child. If parents do not return the parent survey, the default placement is the Transitional bilingual program. If parents choose a TBE/Dual language program and the program becomes available, the school will contact the division of English Language Learners and student support, who will coordinate the transfer with the office of student enrollment. When the school is awaiting the transfer, the student will temporarily be placed in our ENL program.

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.  
All documentation which includes the Parent Survey, the Program selection and entitlement forms are distributed and submitted during the initial Parent Orientation in the parent's preferred language. During the orientation, the ENL teacher addresses all questions and provides materials for parents to remain comfortable choosing a program for their child at orientation. In the event a parent needs additional time, The ENL teacher will record the missing documents in her ESL binder and follow up with the parent via phone call or email to retrieve it. If appropriate, a parent meeting will be scheduled, failure to respond to the program selection form defaults to a Transitional Bilingual Program. All documentation is stored in the students cumulative file and a copy is placed in the school ENL binder. Entitlement letters are given to students within the first week of school. If they are not returned, a follow up phone call and an additional copy of the letter will be mailed in the parents preferred language. If the second request was not granted, then a follow up phone call using information on student's blue card along with a translator and a request for a scheduled meeting with the ENL teacher, ELL coordinator or administrator is sent via certified mail. All letters are kept on file by the licensed ENL teacher until the student is officially discharged from school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Copies of letters are kept in the ENL Binders in addition to the students cumulative file. The ELL teacher reviews the binder to confirm letters that were not returned and will set forth on the procedure as listed above.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parents who attend the Parent Orientation are given copies of the placement letters if Freestanding ESL is chosen at the time of orientation in their preferred language. For students who are not newly enrolled, they are given copies of placement letters the first week of school or enrollment and if not returned, an additional copy is mailed to the address provided to the school in the preferred home language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A copy of the HLIS, Parent Survey and Program Selection form, Entitlement, Continued entitlement, Non entitlement, Placement letters are kept in the student's cumulative folder located in the main office and a copy is kept in the ESL Binder in Mrs. Cacioppo's room in a secured location. Jane Cianci, the pupil secretary and members of administration have access to the students cumulative folder.
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.  
All eligible ELLs are administered the NYSESLAT. The pupil accounting secretary alerts the ENL teacher of every student who is newly admitted in the school throughout the year. Based on their test results, the eligible students are placed in an ELL program. Students who are eligible to take the NYSITELL are tested, and monthly checks of RLAT reports are checked for precaution. During the NYSESLAT testing window, students are grouped by grade. A schedule is created for each group to be tested during each modality. In the event of a students absence, parents are called to determine when the student will return.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
All entitlement letters in the parents preferred language for returning students are given to the students during the first week of school and a copy is placed in the ESL binder. Phone calls with the help of a translator will be made to collect any missing letters and if there is still no response a follow up email/phone call, duplicate copy will be sent. If a second request was unsuccessful, then a certified letter will be sent. copies of letters are kept on file until student is officially discharged from the school.
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).  
In as much as we are a Middle School, we place our students based on the parent choice surveys from their elementary programs. MS 74 has had approximately 35-60 Ells in the past years. The parent choice trend for those students who enter the school system in grades 6-8 has been for Freestanding ENL. The majority of ELLs in MS 74 speak languages native to China and Korea (Mandarin, Chinese, Cantonese, Korean ) In the past 5 years, almost all parents have chosen freestanding ENL programs. This year, 100% of parents have requested freestanding ENL programs for their children. The placement of students in the freestanding ENL program is aligned with parents requests. In the event a parent chooses a TBE or DL program, we will follow mandates of the Aspira Consent decree in creating appropriate programs when and if deemed necessary by parent choice surveys if 15 students of the same language group on one or two contiguous grades choose the same.

## 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.

ELLs are identified by the ENL teacher each year and communicate to the general education class teachers of the strengths and weaknesses in or for them to gear instruction towards their specific needs. Our fully licensed and certified teachers conduct both the push in and pullout program with English being the language of instruction. The ELL program at Nathaniel Hawthorne Middle School 74 supports the efforts of all English Language Learners in acquiring English language skills and achieving English language proficiency in a requisite time frame. MS 74 ELL students are grouped heterogeneously by proficiency levels by grade and spend the entire day in all English content area instruction. Entering, Emerging and Transitioning students who will benefit from freestanding instruction are pulled out by grade during elective classes and receive stand alone ENL instruction for 180 minutes per week. In addition to freestanding ENL instruction, Entering/Emerging/Transitioning and Expanding students all receive push-in ENL instruction by Ms. Cacioppo during ELA at least 180 minutes per week. The ENL teacher pushes into content area periods for Commanding students at least two times per week for additional support. Each proficiency level receives additional ENL support during their ELA and/or other content areas per the CR Part 154.

The instructional program implemented in MS 74 ensures continued language development by combining the workshop model, content area instruction, and thematic units through the components of a balanced literacy model.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

MS74 ensures adequate staffing of licensed ENL pedagogues to deliver the required instructional minutes for each proficiency level. Our ELL program services students in grades 6 through 8. The ENL teachers take the students from various elective classes and bring them together for small group English instruction, with a 5-13 students per group ratio. Instructional time as per CR 154 is based on their proficiency level. Our Entering and Emerging students receive at least 360 minutes of instruction per week, while our Transitioning and Expanding students receive at least 180 minutes of instruction per week. Our Commanding students receive at least 90 minutes of instruction per week to support them during their content area classes for 2 years after they test Proficient/Commanding on the NYSESLAT.

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.

We differentiate instruction for ELLs in content and freestanding ENL classrooms. Our ELLs receive 25% of their instruction minutes in native language literacy by virtue of bilingual glossaries in content areas, classroom library books in native languages, as well as word to word native language to English and English to native language dictionaries. A Balanced Literacy approach is used to foster rapid growth of academic language along with English language acquisition. In the Reading Workshop, students develop language and academic skills through Read Aloud, shared reading, guided reading, independent reading, word recognition, and vocabulary strategies. These activities serve to reinforce and address the state ENL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression.

Content objectives are reviewed and visually displayed prior to each lesson. Supplementary materials are used to promote comprehension such as charts, graphs, pictures, illustrations, realia and demonstrations by teachers and/or students. ELLs are grouped purposefully to support language and content objectives. Clear explanation of tasks are made step-by-step with visuals if appropriate. Students receive chapter summaries in their native languages through the INSIDE program by National Geographic, which covers Science, Social Studies, and various literacy genres. Through INSIDE we can provide students Common Core standard driven instruction with multiple points of entry. INSIDE is designed to build literacy and move students through the stages of language acquisition. Reading selections reflect a diversity of cultures, perspectives, topics and genres and are filled with colorful visuals and academic rich vocabulary. A digital library is also used to encourage reading selections to build student interest. In the writing workshop, teachers model and demonstrate Common Core standards based writing, and students are responsible for writing narrative accounts, narrative essays, and responding to text, writing for information and other forms of grade level writing according to their proficiency level. Grammar and writing lessons are incorporated in each unit to help scaffold student's writing

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 Student's native language skills is achieved through teacher/student created materials that include bilingual dictionaries, vocabulary cards, picture dictionaries in various languages, independed reading books in their native language provided in the ENL classroom and/or general education classroom.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 ELLs are appropriately evaluated in all four modalities by both formal and informal teacher assessments. Students are formally assessed in all four modalities using the NYSESLAT. The ENL lteachers are in frequent contact with the core academic teacheres, to evaluate both academic and social progress that in turn informs their teaching practices. Speaking, reading, writing and listening skills are always incorporated into planning each lesson. The ENL teacher closely monitors the ELL students academic and language progress. Students are administered the Writing, Reading Asesment Profile and least 3-5 times during the year to create a baseline, create benchmarks, goals and to measure progress. Speaking is measured through classroom interaction and one-on-one conferences and through a classwork rubric that measures students overall contribution to classwork activities (listening/speaking/reading/writing). Presentations are also required of students at least 3 times per year and students informative, narrative, and argumentative writing is reviewed and worked on throughout the year to ensure alignment with common core learning standards.
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

Congruency between ENL teachers and content teachers, and communication regarding student progress, planning and instruction are made frequently.

a.SIFE students are given the recommended instructional units in small groups. Focus on sight words, phonics are implemented and results from iReady are analyzed to focus on student's needs.

b. The ENL program includes content vocabulary, grammar, academic language and phonetic awareness. ENL instruction focuses on building background knowledge, teaching key concepts, providing instructional materials in students native language, teaching specialized vocabulary needed to scaffold learning, including visuals, graphs, word walls, and realia are used to scaffold learning.

c. Developing ELLs' data such as students' work and interviews with content area teachers to pinpoint student's weaknesses and strengths.

d. ENL and content area teachers collaborate to use strategies to support the needs of our ELLs receiving 4 to 6 years. Since many remain in ENL because they have not yet become proficient in writing, special emphasis is placed on helping students develop this skill, providing scaffolding if needed, then removing them as student becomes more proficient.

e. Former ELLs are placed in the general education classroom and are provided scaffolding in areas if needed. Determination of recommended scaffolding supports result from informal meetings during the school day between the general education teacher and ENL teacher. Former ELLs are given additional support by the ENL teacher 90 minutes per week through push-in during content area classes. Test accomodations for former ELLs are also given for two years after testing commanding on the NYSESLAT or Expanding with an ELA grade of 3 or 4 as per CR Part 154.2. Testing accomodations for State assessments include:

Time extensions, separate location, third reading of listening selection on ELA exam, bilingual dictionaries/glossaries that provide direct translations only.

Overall, teachers provide opportunities for all ELL students to engage in linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse. Teachers utilize flexible and fluid grouping structions, group students both heterogeniously and homogeneously to address the needs of students with various levels of English proficiency.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months of the date of superintendent's notification to the principal,parent/guardian and/or student, Mr.

Armstrong reviews the re-indentification process decision . Mr. Armstrong consults with a qualified staff member such as the student's teacher and the members of the Language proficiency team to discuss progress and reviews work samples and

additional data along with the parent or guardian and the student and makes a determination if the student's academic progress has been adversely affected. If so, Mr. Armstrong will request additional support services to the student and may reverse the determination within the 6-12 month period. If his decision is to reverse, he must consult with the superintendent. The final decision is then sent in writing to the parent or guardian in the parent's preferred language within 10 calendar days.

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?

After reviewing the students IEP, the pedagogues servicing these students familiarize themselves with the goals and needs of students. ELL-SWDs are serviced in self contained, ICT and general education classes according to their IEP mandates. ELLs are delivered culturally and linguistically appropriate instruction and are adjusted to students needs such as interests and learning styles in the least restrictive environment. Flexibility in instruction and scheduling reflects the needs of our students IEPs are reviewed in the beginning and during the year to ensure goals and modifications are met for each ELL. For Newcomer, Developing, Long-term, SIFE and Former ELLs, instructional focus is aligned with CCLS and focuses on attaining language skills, incorporating student's culture and activating background knowledge. In addition, comprehensible input for ELA, Science and Social Studies is presented through graphic organizers, photographs, documents, videos, vocabulary lists, glossaries, and dictionaries. Technology such as ipads, smartboards and utilization of computers during lessons help support students interests and enable students to translate key vocabulary or concepts into their native language. Instructional planning incorporates frequent opportunities for student interaction in order to accelerate language skills and student engagement. We also offer a Saturday Title III program which focuses on English Language acquisition through graphic arts.

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?

MS 74 uses curricular, instructional and scheduling flexibility to meet the needs of ELL-SWDs within the least restrictive environment. Based on IEP recommendations, the appropriate program is selected. Flexible scheduling allows ELL-SWDs to interact socially and academically during recess, lunch, and in-school programs such as dance, graphic arts, computer labs, music, physical education and chorus. Interaction during these activities propel social and academic growth through peer interactions during instruction. During the course of the school year, meetings between teachers and administration occur to ensure proper placement. Department teams offer curriculum mapping for planning to be aligned with. Content area teachers modify curriculum based on their IEPs goals to suit the ELL-SWD's language and academic needs. Modification may include skeleton outlines of lessons, sentence frames, modified graphic organizers, providing pre-reading questions and including conversation sentence starters for students to engage in turn and talk and/or small group conversations.

Chart

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

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

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

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



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

Chart

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

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

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

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

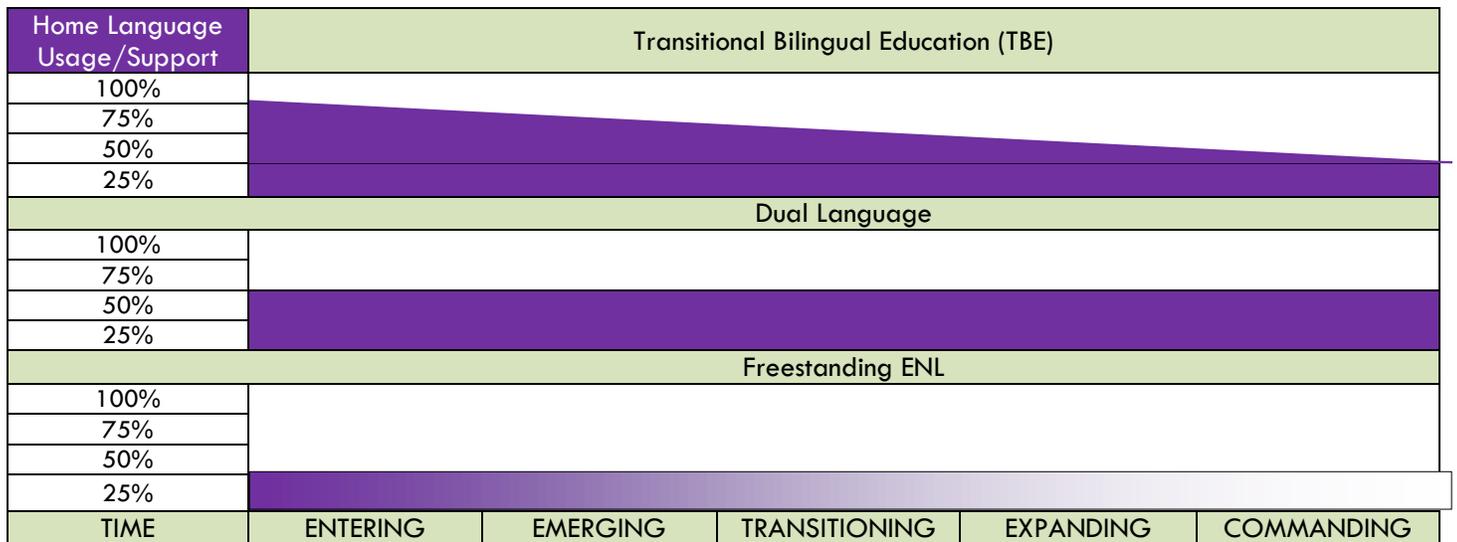


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ENL teacher and content area work together to support the individual needs of each student. The congruency meetings allow content area teachers and ENL teachers the opportunity to review data from state exams, observations and samples of student work. Our ELLs have the opportunity to participate in the Title III supplemental program on Saturdays that focuses on English Language Acquisition such as speaking and writing through Graphic Arts. The Saturday program is instructed in English. Although we are still awaiting on responses from some students regarding interest in the Saturday program, approximately 58% of students on levels Entering, Emerging, Transitioning and Expanding have expressed interest in attending. Programs have been established within the academic areas of ELA and Mathematics. The intent of these programs is to help our students meet and/or exceed the Common Core Learning Standards for their grades. Classroom teachers, (ENL and General education teachers) meet and design targeted content area instruction that is tailored to the needs of our ELLs. Individual teachers of Science and Social Studies provide intervention services for content during students' free periods. Intervention services for content classes are ongoing throughout the year and utilize bilingual dictionaries, bilingual picture dictionaries and other technology that may assist students in their native language. MS 74 also offers a variety of after school intervention services in ELA and Math. Bilingual dictionaries and glossaries are offered during AIS services as well.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
According to the NYSESLAT over the past few years, there has been an increase each year in students rated Expanding or Commanding. Our current program addresses students needs by promoting academic and language development. Students are developing critical reading and writing skills aligned with the CCLS. ELA curriculum units were updated last June and are based upon teacher reflection, ELA test scores and student's needs. Our ELLs are supported during ELA instructional time by both the content area teacher and ENL teacher and are provided scaffolding for language acquisition through graphic organizers, visuals, audio, sentence frames and translations from bilingual dictionaries. During ELA instruction/ENL push in- ipads are used to scaffold by accessing translations, videos, pictures and audio. During social studies and Science, frequent use of visuals such as pictures, audio and movie clips are used to aid in understanding. In Math, Social Studies and Science, bilingual dictionaries are also accessible for students to translate vocabulary needed for reading, writing and to engage in meaningful conversations related to classroom tasks. All teachers are notified of ELL status through class rosters, notifications from administration and the ENL Teacher and provide instructional scaffolding to meet the needs of the ELLs.
12. What new programs or improvements will be considered for the upcoming school year?  
Our ELA department had worked meticulously creating units that are aligned to the CCLS both horizontally and vertically with each grade. The ELA curriculum focuses on providing various pathways throughout the curriculum used to engage ALL students through multiple entry points and differentiation.
13. What programs/services for ELLs will be discontinued and why?  
There are no programs that will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs will be afforded the same access to our before, after, and in school programs. Some of the programs offered include dance, music, chorus, graphic arts and moving image. Our various in-school programs are provided and offered to the entire school population which include ELLs.  
Our afternoon program addresses the needs of our Entering, Emerging, Transitioning and Expanding students by helping them with content area subject material, study skills and specific ELA reading strategies to prepare our students for the NY State reading exam in April. We also offer before school programs such as A.M. fitness, and free library and computer time to all students. Students are sent letters home inviting them to participate in our Saturday Title III program. Our Saturday program offered this year has been designed to further promote language acquisition skills through a graphic arts program and by visiting different places of interest throughout New York City. Which has benefitted Entering, Emerging, Transitioning and Expanding ELL students with cultural enrichment as well as extra language support and skills they need to move along the continuum to the level of proficiency. All students are invited to participate in all before and after school programs and are notified of activities through translated letters sent home and/or announcements, peers who speak the same language are asked to translate to students as well. Many former ELLs participate in afterschool clubs such as Science Olympiads.
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.  
Instructional materials used to support ELLs during day to day lessons include Smartboards, ipads, laptops and computers. Through the use of technology all subgroups of ELLs are reached in a multifaceted manner during core content areas. Information is presented through multiple with the intent of ELLs to undertake more cognitively demanding tasks and concepts in combination with rigorous instruction aligned with the CCLS enhance understanding and clarify meaning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In freestanding and push-in ENL, students are paired with a buddy who speaks the same language and meaningful conversations related to the task are made in both English and the native language. In addition, bilingual texts, bilingual picture dictionaries and/or translations of materials are provided.

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

Data driven instruction uses the NYSITELL, NYSESLAT scores, state test results and the Pearson periodic assessment for English Language Learners, to help form appropriate differentiation of instruction. Additionally, the ENL teachers collaborate with the content teachers to keep up to date with core subject curricula and timeliness. In the content classrooms, ELL students are given the opportunity to utilize the computer lab and library computers to improve literacy, writing and research skills. Our inquiry teams focus on ENL methodologies and techniques to enhance learning for our ELLs in every classroom, in every grade all the time.

Classroom and ENL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles and strength in language modalities into consideration. Our newcomer students are provided with bilingual (picture) dictionaries, and bilingual book choices (libraries) in classrooms. Individual and group projects, oral presentations, and writing samples are all used to assess the development of all ELL student progress.

ENL and content area teachers also collaborate to use strategies to support the needs of our ELLs receiving 4 to 6 years. Since many remain in ENL because they have not yet become proficient in writing, special emphasis is placed on helping students develop this skill during ELA instruction. Reteaching skills such as paraphrasing, summarizing, bracketing that will aid students in both reading and writing are implemented to achieve success.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our School offers a Title III funded Saturday program and all ELLs including newly enrolled are invited to participate. The program is designed to further promote language acquisition skills such as speaking and writing through a graphic arts program. The program focuses on developing the skills needed to take the NYSESLAT and NYS ELA tests. Ms. Leon, a certified ENL teacher and Ms. Papamichael, who teaches graphic arts at MS74 run the program. Mr. Schaeffer supervises the Saturday program.

19. What language electives are offered to ELLs?

MS 74 offers 7<sup>th</sup> and 8<sup>th</sup> graders Spanish language instruction five days a week.

20. For schools with dual language programs:

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

## 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.)  
There are many ways that our staff collaborates to help drive curriculum for our ELL population. Professional development includes a minimum of 15% of required professional development to all teachers and administrators that specifically address the needs of ELLs as per CR Part 80. Training is given to teachers of ELLs and non-ELLs, guidance counselor, Assistant Principals, and paraprofessionals, secretaries and occupational therapists which includes NYS standards and mandates, ENL methodologies and strategies for content areas. Our staff developer provides ongoing professional development workshops within the school day in our efforts to support all educators of ELLs in developing appropriate best practices and ENL strategies. During faculty conferences, grade conferences, department meetings, and city wide professional development days, our staff further explore strategies and techniques with ELL experts from within or outside our school building. All educators participate in weekly inquiry department meetings at which student and teacher work is examined to align curriculum with rigor and CCLS when designing ENL lesson plans. In addition, certified ENL teachers, content teachers, and administrators attend ongoing off-site conferences throughout the year. Our networks ENL support provides staff development both within our building and off-site

Mrs. Cacioppo is enrolled in the following ENL Teachers workshop which focuses on ELL strategies and research, NYS mandates, Implementing CCLS and analyzing ELL data on the following dates;

10/8/15,  
11/10/15  
12/8/15  
01/12/16  
02/10/16  
03/8/16  
04/12/16  
05/10/16  
06/14/16

Ms. Perlstein, Assistant Principal has the following professional development conferences scheduled;

10/21/15- Collaboration and Team approaches to ENL Instruction  
11/18/15, 03/22/16- Understanding the ENL Classroom  
01/26/16, 06/08/16- Nuts & Bolts of Regulation

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?  
ENL teachers receive a minimum of 50% and teachers of Ells receive 15% of total pd hours is dedicated to language acquisition in alignment with core content area instruction, including a focus of best practices for co-teaching strategies, integrating language and content instruction for ELLs. A focus on how to teach ELLs strategies to master material in ELA. Some of the strategies include how to differentiate to make content comprehensible by utilizing simplified language, using translated materials to scaffold and importance of providing frequent opportunities for interaction..
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Ms 74 has in- house professional development that is provided to our child support team (CST) and staff in order to help our ELLs transition to high school. Our ENL teacher attends CST meetings to articulate ENL strategies to support Students. The ENL teacher and CST team conducts parent meetings both individually and in whole groups to throughout the school year to support transition of students. The Guidance counselors meet to familiarize students and parent engagement throughout the High School process and beyond. All Teachers receive "Excellence for All" training to support diverse needs of students including ELLs. They also receive strategic Professional Development that is aligned with our Theory of Action. Our Theory of Action focuses on continuing to increase the knowledge and skill of ALL teachers regarding data driven instruction, multiple entry points, and questioning and discussion techniques. Our teachers continue to able to construct rigorous performance tasks embedded in Common Core aligned units of study that reflect student diversity and student engagement of learning.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our ENL teachers help content teachers support their ELLs with exit projects. Our ENL staff facilitates professional development focused on helping our ELLs understand the differences between middle school and high school. Further, our school administration guides our teachers toward the CCLS for high school to help our 8th grade ELLs prepare for the rigor of 9th grade curriculum and demands. We ensure all teachers of ELLs receive the minimum of 15% total hours and ELL teachers receive 50% total hours of professional development specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction. An ESL support

specialist invites all new teachers to attend our monthly ENL meetings; also our ENL staff turnkey's information to our general teaching staff to ensure all mandated training minutes/percentages are met. An agenda is given and attendance is taken.

## 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?

Our ELL parents are an integral and welcomed part of our school community. Parents of ELL students are informed about ELL instructions, policies, and student progress throughout the year via email, phone calls or letters.

Every effort is made to communicate with parents in their native language using translated letters and translators.

The administration, teacher, and parent coordinator collaborate with the ENL teachers to ensure parents are welcomed, informed, and involved in their children's education. As part of our parent outreach, student performance reports and other crucial communication are provided in the native language (Chinese, Korean, Russian, Spanish and Serbian) to parents. Translators are hired to assist during Parent-Teacher conferences and prior to the high school application process.

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. In reference to question #2- Records of attendance to meetings, copies of letters, emails and any additional documents regarding communication with parents are kept on file for reference.

- Throughout the year, parents receive notices regarding a variety of services and workshops provided by community based organizations. These include classes in English, workshops on how to access services and cultural activities that they and their children can participate in. Currently District 26 offers Adult ESL instruction, and parents were notified through translated flyers. We also offer workshops to parents to demonstrate the use of pupilpath and how they can use it to communicate with teachers and monitor their child's assignments and grades.

Other successful workshops MS 74 has offered were regarding any school related issues or concerns and to inform parents about the NYSESLAT.

We are currently discussing planning a workshop to parents informing them of the new changes to Part 154 and the effect on ELLs.

The administration, teacher, and parent coordinator collaborate with the ENL teacher to ensure parents are welcomed, informed, and involved in their children's education. In the past, parents have actively participated in visiting their children's classrooms during open school week.

The parent coordinator works closely with school staff, school leadership teams, parent associations, community groups and parent advisory councils to engage family involvement. Our parent coordinator attends parent meetings, organizes open school night and provides a welcoming school environment for parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Throughout the year, parents receive notices regarding a variety of services and workshops provided by community based organizations. These include classes in English, workshops on how to access services and cultural activities that they and their children can participate in.

As part of our parent outreach, student performance reports and other crucial communication are provided in the native language (Chinese, Korean, Russian, Spanish and Serbian) to parents. Ms. Spagnulo convenes parent meetings and events in response to any topics of concern for parents. Translators are provided during meetings, open school nights and any other events organized to address parents concerns. During workshops, parents are given surveys to try to ascertain their needs and concerns. Planning for future workshops is based on the parent's responses and interest.

MS 74 works in conjunction with NYC DOE and the Child Center of NY regarding any workshops that are offered throughout the city during the year as well. The Child Center of NY provides Korean and Chinese guidance to support the needs of our ELLs such as after school tutoring in reading and math, youth empowerment programs, and individual and family counseling.

Through the Child Center of NY, the Asian Outreach Program serves the community by providing therapists who have personally experienced the trauma of immigration and bring education and healing to new immigrants stressed by the need to adjust to new customs, language and economic circumstances, as well as families suffering from isolation.

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

At our workshops, we discuss strategies they can utilize to enhance English language development at home. Through a translator if needed, we ask parents how we can best support them and address any concerns they may have. We encourage parents to keep

an open line of communication with their teachers through Skedula, phone calls and letters. In September, instructions on setting up an account on Skedula where parents can keep an open line of communication with their child's teachers. Skedula allows teachers to respond to parents using the translations of parents preferred home language. Teachers will then address the parents needs and provide feedback to parents. In addition, our parent coordinator helps assist with the transition process for our ELLs as well as keeps ongoing communication to parents by inviting them to workshops or providing opportunities for parents to address their concerns or any issues that may arise.

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

During workshops, parents are given surveys to try to ascertain their needs and concerns. Planning for future workshops is based on the parent's responses and interests noted through workshops, emails and surveys. The parent coordinator works closely with school staff, school leadership teams, parent associations, community groups and parent advisory councils to engage family involvement. Our parent coordinator attends parent meetings, organizes open school night and provides a welcoming school environment for parents. Parents who express concern or need to address an issue will be invited to a meeting coordinated by the parent coordinator to discuss these concerns. A translator will be present during meetings with parents to ensure clear lines of communication between parents and school.

#### **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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Armstrong	Principal		10/30/15
Lisa Perlstein	Assistant Principal		10/30/15
Carol Spagnolo	Parent Coordinator		10/30/15
Diana Cacioppo	ENL/Bilingual Teacher		10/30/15
Ria Pallas	Parent		10/30/15
Jaclyn Michelli	Teacher/Subject Area		10/30/15
Penny Kelberg	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Emoke Beickert	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		
Paul DeSimone	Other <u>Special Ed. Coordin</u>		10/30/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** School Name: **Nathaniel Hawthorne Middle School**  
Superintendent: **Danielle Guinta**

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

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

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

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

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

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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.

Our school retrieves information from multiple sources, in order to assess the written translation and oral interpretation needs of our parents. These sources include: ATS Home Language Report of Parent's preferred language, Parent's Home Language Survey for New Admits, Blue Emergency contact card information, discussion with ENL Teacher, and teacher surveys collected in general education classrooms. In addition to other personnel. In addition, parents are empowered to request translated materials in their native language and is advised through a translator at parent meetings.

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.

Parents preferred languages for both written and oral communication include English, Chinese-Mandarin, Cantonese, Urdu, Korean, Spanish, Serbian, Arabic, Hindi.

## Part B: Creating a Communications Calendar

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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.)

Letters sent home from the administration, including parent-teacher conferences, student handbooks, Title III Saturday/after-school Academy and other letters are translated using the NYCDOE translation unit and kept on file for future use. The high school application information is provided in the home language, according to ATS.

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

We offer interpretation services using the NYCDOE Translation Unit for all of our parent-teacher conferences, parent workshops and parent meetings. In addition, we utilize bilingual school based staff to provide translation services during parent meetings with teachers, administration. Specific dates and times of parent workshops is unknown at this time. Phone calls from guidance counselors will vary depending on the nature of the call. Guidance will request a translator during calls with parents through translators available in school or will utilize the translation hotline. We request translators for all state assessments. Fall Parent Teacher conferences are scheduled for November 17 and 18, 2015. Spring Parent Teacher conferences are scheduled for March 16 and 17 and May 11, 2016, translators will requested in a timely manner to ensure they will be present at all meetings. In the event a parent requests to schedule a meeting, translators will be requested in a timely manner to ensure they are available. If a translator is unavailable, we would offer to reschedule for a date and time one would be available and advise parent of same. Upcoming workshops are still in the planning process and a date has not been scheduled yet.

## Part C: Providing Language Assistance Services

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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.

Interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit or by in-house school staff as needed.

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.

We offer interpretation services using the NYCDOE Translation Unit for all parent-teacher conferences, parent workshops and parent meetings. In addition, we utilize bilingual school based staff to provide translation services during parent meetings with teachers/administration. We request translators for all state assessments.

#### **Part D: Training Staff on Policies and Procedures**

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

All staff members will be provided training of how to use translation services and over-the-phone interpretation services. We will also provide an in-house training session that exclusively focuses on translations and interpretation services and the importance of utilizing the language interpretation hotline.

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

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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

During enrollment, the initial screening is completed by a trained pedagogue who presents a Home Language Identification Survey (HLIS) to parents in order to determine what language the child speaks at home. This process also includes an interview in the parent's home language. The ENL Teacher invites parents of ELLs to attend a workshop within a 10 day school day window of initial enrollment. At this workshop the mandated video is shown, in addition to the following: school web site, [www.MS74.com](http://www.MS74.com), curriculum materials, SKEDULA sign-in, ARIS and we discuss the importance of content glossaries and word to word dictionaries. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the NYSITELL, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter.

#### **Part F: Monitoring and Quality Control**

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

We will provide a parent survey in both the home language and English to gather feedback on the quality and availability of translation and interpretation services. We will also consider scheduling a focus group representing all cultures and languages in our school to gather additional feedback and to discuss best practices on parents concerns or issues set forth.