

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

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

**29Q356**

**School Name:**

**COMMUNITY VOICES MIDDLE SCHOOL**

**Principal:**

**TAMRA COLLINS**

## 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: Middle School School Number (DBN): 29Q356  
Grades Served: 6-8  
School Address: 145-00 Springfield Blvd. Springfield Gardens, NY 11413  
Phone Number: 718-977-6180 Fax: 718-977-6182  
School Contact Person: Tamra S. Collins Email Address: [tcollins@schools.nyc.gov](mailto:tcollins@schools.nyc.gov)  
Principal: Tamra S. Collins  
UFT Chapter Leader: Vanessa Hall  
Parents' Association President: Cerrisa Thomas  
SLT Chairperson: Vanessa Hall  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Justice Johnson  
Student Representative(s): n/a

**District Information**

District: 29 Superintendent: Lenon Murray  
Superintendent's Office Address: 222-14 Jamaica Avenue Rm. 217, Queens Village, New York 11428  
Superintendent's Email Address: [LMurray3@schools.nyc.gov](mailto:LMurray3@schools.nyc.gov)  
Phone Number: 718-264-3146 ext. 217 Fax: 718-264-3148

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilkes  
Director's Office Address: 82-01 Rockaway Bld  
Director's Email Address: [Mwilks@schools.nyc.gov](mailto:Mwilks@schools.nyc.gov)  
Phone Number: 718-642-5739 Fax: 718-642-5705

## 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)
Tamra S. Collins	*Principal or Designee	
Vanessa Hall	*UFT Chapter Leader or Designee	
Cerrissa Thomas	*PA/PTA President or Designated Co-President	
Giovanni Jamieson	DC 37 Representative (staff), if applicable	
Justice Johnson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Daniele DiChiara	Member/ UFT	
Jason Rubinstein	Member/ UFT	
Karen Ruiz	Member/ UFT	
LaKaisha Facey	Member/ Parent	
Donna Lewis	Member/ Parent	
Sarah Smalls	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Justine Phillips	Member/ Parent	
Kenneth Gadsden	Member/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.

The mission of Community Voices Middle School (CoVo) is to prepare students for high school, college, and their future careers, and empower them to become advocates for social justice. Through a rigorous literacy approach reading, writing, speaking, and listening across academic disciplines, we enable students to access knowledge needed to create action plans that address issues which impact their lives locally and globally. We provide opportunities for young adults to develop critical thinking skills, problem solving skills, and the confidence in their ability to act on what they believe. In order to achieve our mission we have three core values (achievement, collaboration, and character), to help our students become ready, not only for high school, but college and their careers.

CoVo is comprised of 5% English Language Learners (ELLs), 20% Students with Disabilities (SWDs), 64% Free and Reduced Lunch, 92% Black, 6% Hispanic and 2% Other. The total number of students enrolled at CoVo is 466.

CoVo is a social justice school. We teach and encourage the students to use their voices to collaborate with their peers to be the change they want to see in the world. To support our school focus, our students have classes such as law, journalism, and civics. Each grade at CoVo has a specific focus and is named after a leader representing that focus: 6<sup>th</sup> grade-The Barack Obama Academy for Community and Leadership; 7<sup>th</sup> grade is the Shirley Chisholm Academy for Empowerment and Social Change; and, 8<sup>th</sup> grade is the Nelson Mandela Academy for Global Change.

CoVo is in its fourth year as a school. Since CoVo added a grade in each consecutive year, this has posed a challenge related to the hiring of new teachers and sustaining quality professional learning opportunities. To address this concern two initiatives have been established. Teachers participate in a collaborative data inquiry structure to look at student work and develop strategies to design rigorous instruction that supports student achievement. A second initiative is Kid Talk where the grade teams meet weekly to engage in collaborative dialogue about individual students that may be struggling academically or emotionally. This structure has helped teachers understand the *whole* student and has enabled them to develop a resource of strategies for supporting all students.

CoVo has made significant progress in closing the achievement gap with students. The area in which the school has made the most growth is the NYS ELA results across grades. According to the NYC Department of Education (NYCDOE) 2012-13 Progress Report, we had 51% growth in English Language Arts (ELA). This year, according to the NYCDOE School 2013-14 Quality Guide, we had 65% growth in ELA. This represents a 14% increase in student progress based on the NYS ELA test. In addition, the school has made significant growth in the NYS Math results across grades. According to the NYC Department Of Education 2012-13 Progress Report, we had 47% growth in Math. This year, according to the NYCDOE 2013-14 School Quality Guide, we had 59.5% growth in Math. This represents a 12.5% increase in student progress based on the NYS Math test. Although we have made progress, a key area of focus is to continue make a years' plus progress in ELA and Math in order to increase the number of students performing at or above standards.

## 29Q356 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	428	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	5	# SETSS	9	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	11	# Drama
				N/A
# Foreign Language	10	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.6%	% Attendance Rate		93.2%
% Free Lunch	67.6%	% Reduced Lunch		7.3%
% Limited English Proficient	4.7%	% Students with Disabilities		20.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		91.4%
% Hispanic or Latino	6.7%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.2%	% Teaching Out of Certification (2013-14)		6.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		6.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.6%	Mathematics Performance at levels 3 & 4		6.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		26.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

At CoVo teachers ensure that unit and lesson plans are appropriately aligned to Common Core Learning Standards and the New York Citywide Instructional Expectations. As a result, students are engaged in demanding tasks that cognitively challenge them. This was a strength evidenced in feedback from the New York City Quality Review Report for 2014-2015.

According to the New York State English Language Arts test performance outcomes 88% of our students are performing at a level 2 or level 1. Based on this data, a school-wide key area of focus is to enhance student engagement. In order to address the needs of all students, teachers create opportunities within lessons that promote high-level questioning, which challenge students to think critically.

### 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, all teachers will create rigorous lessons that incorporate higher-level questions which challenge students to think critically and engage in meaningful discussion. This will be measured by 85% of the teachers moving a minimum of one level on component 3b of the Danielson Framework for teaching.

### 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>R research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> <li>1. Ensure that instruction is aligned to the Danielson Framework for Teaching with focus on Domain 3 component b.</li> <li>2. Provide differentiated professional development workshops, according to need, that focus on questioning, accountable talk and student to student discussion, using the book <i><b>Making Thinking Visible by Ron Ritchhart, Mark Church, Karin Morrison (2011), Mentoring Minds Critical thinking wheels, and Kagan Structures .</b></i></li> <li>3. Build the capacity of teacher leaders to implement model classrooms in order to improve teacher practice aligned to the Danielson Framework.</li> <li>4. Weekly Administrative walkthroughs with feedback focused on questioning and student to student discussion.</li> </ol>	<p>All teachers</p>	<p>August 2015 – June 2016</p>	<p>Principal, Assistant Principal, and Lead Teachers</p>
<p>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):</p> <ol style="list-style-type: none"> <li>1. Provide push-in and pull-out intervention for students with disabilities</li> <li>2. Teacher lesson plans will incorporate multiple entry points for English Language Learners and students with disabilities aligned to the Common Core Learning Standards.</li> <li>3. Provide at-risk students (students performing at a level 1) with AIS intervention program twice a week for pull out support.</li> </ol>	<p>ELL, Students with disabilities, At-risk students</p>	<p>August 2015- June 2016</p>	<p>Principal and Assistant Principal</p>

<p>Strategies to increase parent involvement and engagement:</p> <ol style="list-style-type: none"> <li>1. Communicate the instructional focus with parents during PTA meetings, on the school website, through school messenger and <i>backpack</i> notices, Curriculum Night, Skedula, and the monthly school calendar.</li> <li>2. Articulate the progress of students through our PBIS program, Parent-Teacher conferences, Parent Engagement Tuesdays, Skedula, and academic celebrations.</li> </ol>	All teachers	August 2015- June 2016	School Leadership Team, Principal, Assistant Principal, and Parent Coordinator
<p>Activities that address the Capacity Framework element of Trust</p> <ol style="list-style-type: none"> <li>1. Develop teacher leaders to provide inter-visitation opportunities; to facilitate professional development and to work with colleagues during common planning.</li> <li>2. Implement “collegial buddies” so that new teachers would be partnered with seasoned teachers for support and non-evaluative feedback.</li> <li>3. Provided differentiated professional development; data meetings with Principal; Instructional Cabinet made up of teachers and administrators working together to make instructional decisions that impact student achievement.</li> <li>4. Positive Behavioral and Intervention Supports (PBIS) program that recognizes both teacher and students for positively contributing to the school community – CoVo High Fives; CoVo C.H.E.E.R.S</li> <li>5. Provide students’ with a voice through student council, and students participate in student council.</li> <li>6. Continue strategies that enhance parent outreach and engagement.</li> </ol>	All teachers	August 2015- June 2016	Principal, Assistant Principal, Deans, and Guidance Counselor, and Teacher Leaders

**Part 4 – Budget and Resource Alignment**

<p><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.</p>										
<p>We strategically aligned funds to support the instructional needs of the school. This is evident by assigning teachers to become teacher leaders through the New York City Teacher Incentive Fund; hiring of an English Language Arts consultant to improve teacher pedagogy; scheduling AIS pull-out for at risk students; allocating resources for Saturday Academy program and before/afterschool tutoring; scheduling embedded professional development for staff; conducting weekly instructional cabinet meetings.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		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
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**Part 5 – Progress Monitoring**

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

By February 2016, 60% of the teachers would have engaged in at least two observation cycles that reflect teacher progress in moving a minimum of one level on the Danielson Framework for teaching in Domain 3 component b.

**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.

A strength in this area is that the school is dedicated to cultivating an inclusive environment where students voices are heard and they are able to develop their academic skills, strengths, and talents. The school cultivates the development of an overarching system and partnership that supports and sustain social and emotional development health by incorporating the following: our CoVo C.H.E.E.R positive behavioral and intervention support (PBIS) program, Behavior Coordination Team (review teacher referrals on a case by case basis to provide interventions and next steps to address students’ academic and social and emotional needs with a plan of action), our grade team “Kid Talk” protocol (designed for grade teams to engage in collaborative dialogue about individual students that may be struggling academically or emotionally), and student council. We also have a partnership with community based agencies who support our work with targeted students.

A priority area of focus is to provide and maintain a safe and nurturing environment. According to the NYCDOE School Learning Environment Survey 2013-2014, 72% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

### **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, 100% of teachers and staff will recognize, reinforce and teach positive behaviors i n order to maintain a safe and nurturing learning environment, evidenced by their participation in our school-wide Positive Behavioral Interventions and Supports (PBIS) program.

### **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>R research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> <li>1. Provide professional development for staff on the purpose and implementation of PBIS.</li> <li>2. Develop and implement of the CoVo C.H.E.E.R.S rubric and PBIS handbook</li> <li>3. Collect and track teacher and student data for PBIS program</li> <li>4. Monitor the distribution of C.H.E.E.R.S by staff, as well as, track the students who are receiving C.H.E.E.R.S</li> <li>5. Conduct Behavior Coordination Team (BCT) bi-weekly meetings and develop action plans for students based on teacher referrals.</li> <li>6. Conduct PBIS workshops for students (PBIS days)</li> </ol>	<p>All teachers</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principal, Guidance, Deans, Social Worker, and PBIS team</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups</p> <ol style="list-style-type: none"> <li>1. Identify at-risk students at the grade team meeting using data from the “Kid Talk” protocol and referred to the BCT team.</li> <li>2. BCT creates next steps ranging from behavior plan, AIS support, recommended services, to a referral to our community based agency.</li> </ol>	<p>All teachers and students</p>	<p>August 2015- June 2016</p>	<p>Principal, Assistant Principal, BCT (Social Worker, Guidance Counselor, Dean and Community Coordinator)</p>

3. Participate in advisory designed to promote team building, self-esteem, character education, as well as, for cohorts of students to be known very well by at least on adult.			
Strategies to increase parent involvement and engagement  1. BCT communicates and supports the parents with the services that the school is recommending for students.  2. Encourage parents to check Skedula in order to keep abreast of students' academic and behavioral progress.  3. Use parent engagement Tuesdays to conference with parents about their child's progress	Parents and students	August 2015 – June 2016	Principal, Assistant Principal, BCT (Social Worker, Guidance Counselor, Dean and Community Coordinator) and Parent Coordinator
Activities that address the Capacity Framework element of Trust  1. PBIS C.H.E.E.R.S  2. Advisory  3. Grade Team "Kid Talk" protocol  Behavior Coordination Team referral system	All teachers and students	August 2015 – June 2016	Principal, Assistant Principal, BCT (Social Worker, Guidance Counselor, Dean and Community Coordinator) and 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.											
We strategically aligned funds to support the instructional needs of the school. This is evident by setting aside funding for summer planning of PBIS; purchase Skedula; paper and ink to print CoVo C.H.E.E.R.S.; and professional development for the role out of PBIS. Human resources include: scheduling time for teachers to meet in grade teams, and for the Behavior Coordination Team to meet bi-weekly; scheduling time for Advisory in students' programs, and providing training for teachers on Advisory.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		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 February 2016, we will have 85% buy-in from teachers and students based on a review and evaluation of PBIS, using in-house teacher and student surveys.

**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.

A strength is that teachers are having dialogue about classroom instruction and school community. In addition, teachers are collaborating in order to design instructional programs together and making a conscious effort to coordinate their teaching with instruction at other grade levels.

A growth area is to strengthen the collaboration between teachers within the school community as evidenced by the Framework for Great Schools Report 2015.

### Part 2 – Annual Goal

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

By June 2016, all teachers will participate in peer inter-visitation and grade/department teacher teams in order to promote and improve networking with colleagues and a commitment to school community. This will be measured by our weekly meetings and agendas, peer inter-visitation cycle and school survey conducted every 8 weeks, in addition moving a minimum of one level on component 4e of the Danielson Framework for teaching .

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>R esearch-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> <li>1. Weekly department meetings where teachers participate in the student work protocol to identify gaps in student learning, to improve instructional practices, and/or make adjustments to the curriculum.</li> <li>2. Bi-monthly State of School Survey</li> <li>3. Monthly peer inter-visitation cycle</li> <li>4. Monthly data meetings with the principal to analyze summative and formative data and its impact on teaching and learning.</li> <li>5. Ongoing differentiated professional development using the text, “Using Data to Improve Learning for All” by Nancy Love</li> </ol>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Teacher Leaders, Teachers</p>
<p>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):</p> <ol style="list-style-type: none"> <li>1. Teachers use strategies from inquiry team to provide multiple entry points of ELLS and students with disabilities.</li> <li>2. The inter-visitation cycle will allow teachers to observe strategies being used by other teachers in order to support SWDs.</li> <li>3. The Data Driven Instruction (DDI) Cycle will monitor the academic growth of SWDs throughout the year.</li> </ol>	<p>ELLs and Students with Disabilities</p>	<p>September 2015– June 2016</p>	<p>Principal, Assistant Principal, and teacher teams</p>
<p>Strategies to increase parent involvement and engagement:</p>	<p>All teachers and parents</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, and Parent Coordinator</p>

<p>1. Communicate student progress as a result of improved teacher pedagogy with parents during PTA meetings, on the school website, through school messenger and <i>backpack</i> notices, Curriculum Night, Skedula, and the monthly school calendar.</p> <p>2. Have people from many different cultures/backgrounds represented in the curriculum.</p> <p>3. Incorporate students' cultures/backgrounds into the curriculum to make learning more meaningful.</p> <p>4. Articulate the progress of students in the classroom through Parent-Teacher conferences, Parent Engagement Tuesdays, Skedula, and academic celebrations.</p>			
<p>Activities that address the Capacity Framework element of Trust:</p> <p>1. Time for teachers to meet in professional learning communities</p> <p>2. Teacher-led inquiry teams</p> <p>3. Scheduled time in teacher programs to track student data.</p> <p>4. Tuesday Parent engagement to provide parents with updates on students' progress</p>	All teachers and parents	September 2015- June 2016	Principal, Assistant Principal, and Teacher Leaders

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p>We strategically aligned funds to support the instructional needs of the school, evidenced by: scheduling time for teachers to meet in inquiry teams; providing an administrative period specifically for data tracking; providing teachers with a Peer instructional Coach and assistant principal to support data inquiry work; before/after school planning with teacher leaders and administration.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		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**

<p><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.</p>
<p>By February 2016, 60% of the teachers would have engaged in at least two observation cycles that reflect teacher progress in moving a minimum of one level on the Danielson Framework for teaching in Domain 1 component e.</p>
<p><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.</p>



## 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.

A strength in this area is that school leaders use both informal and formal observations, learning walks, and individual teacher conferences to monitor instructional practices and support teachers in multiple ways to improve their professional growth.

Based on the feedback from the 2014-2015 New York City Quality Review Report, we need to strengthen consistency across classrooms to improve individual and school-wide practices in impacting 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 school leaders will conduct 4 group focused walkthroughs and provide individual and whole school feedback resulting in 100% teacher improvement in moving a minimum of one level in component 3c of the Danielson Framework for Teaching in the Advance Rating System.

### **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>R research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> <li>1. Use data collected from the focused walkthrough to design individualized professional development aligned to teacher needs.</li> <li>2. Professional development team will design on-going differentiated professional development workshops that address areas that need improvement based on data from walkthroughs.</li> <li>3. Use of Danielson Framework for Teaching to provide specific individual and whole group feedback.</li> <li>4. Administrator will use elements from <i>Instructional Rounds</i> by Elizabeth City and Richard Elmore to improve our focused walkthroughs.</li> </ol>	<p>ELLs and Students with disabilities</p>	<p>September 2015- June 2016</p>	<p>Principal and Assistant Principal</p>
<p>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):</p> <ol style="list-style-type: none"> <li>1. Focus walkthroughs will result in improved pedagogy resulting in a supportive environment for ELLs and Students with disabilities.</li> <li>2. Provide teachers with feedback and support for creating multiple entry points for ELLs and students with disabilities.</li> <li>3. Track progress of teacher practices based on student data</li> </ol>	<p>ELLs and Students with disabilities</p>	<p>September 2015- June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Strategies to increase parent involvement and engagement:</p> <ol style="list-style-type: none"> <li>1. Communicate student progress as a result of improved teacher pedagogy with parents during PTA meetings, on the</li> </ol>	<p>Teachers and Parents</p>	<p>September 2015- June 2016</p>	<p>Principal and Assistant Principal</p>

<p>school website, through school messenger and <i>backpack</i> notices, Curriculum Night, Skedula, and the monthly school calendar.</p> <p>2. Articulate the progress of students in the classroom through Parent-Teacher conferences, Parent Engagement Tuesdays, Skedula, and academic celebrations.</p>			
<p>Activities that address the Capacity Framework element of Trust:</p> <p>1. Focused Walkthroughs include teacher leaders so that we are able to build teacher capacity</p> <p>2. Instructional cabinet and the professional development team will work collaboratively to develop and turn-key professional development.</p> <p>3. Teachers are receptive to feedback from administrators and will implement feedback given.</p>	All teachers	September 2015- June 2016	Principal and Assistant Principal and teacher leaders

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The resources needed to maintain and nurture teacher development are: funding for teacher leaders; funding to allow teacher leaders to participate in focused walkthroughs; funding for a Peer Instructional Coach through the New York City Teacher Incentive Fund; an ELA consultant to support literacy across the content areas; programing time for teachers to meet with school leaders to engage in professional conversations around instruction; before/after school planning for professional development.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		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 February 2016, school leaders will conduct at least 2 focused walkthroughs that have impacted student achievement evidenced by 60% of the teachers showing growth in Advance rating system.
<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 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.

CoVo makes it accessible for parents to attend meetings and celebrations by holding them at different times of day as per the 2013-2014 New York City Learning Environment Survey. This area of strength is a result of an active PTA who supports the school with our annual multi-cultural celebration, parent-teacher conferences, curriculum night, parent meet & greet, awards celebrations, school plays and performances, Turn-off your TV family game night, ELA and Math workshops, “Bring your Dad to School” day, and various parent workshops.

Based on last year’s attendance (2014-2015) at our school-wide events, parent participation was less than 25%. Our key focus is to increase parent attendance at school-wide events by 10%.

### Part 2 – Annual Goal

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

By June 2016, we will increase parent involvement and engagement measured by a 10% increase in parent attendance at school-wide workshops and events.

### 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>R research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ol style="list-style-type: none"> <li>1. Using our Tuesday parent engagement time to personally invite parents to school-wide events</li> <li>2. Continue to post new events on the school website in a timely manner so that parents can plan accordingly to attend events and workshops</li> </ol>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Principal and Parent Coordinator</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <p>Provide workshops for parents of students with disabilities and ELLs to support their academic progress.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Principal and Parent Coordinator</p>
<p>Strategies to increase parent involvement and engagement:</p> <ol style="list-style-type: none"> <li>1. Parent Coordinator communicates and supports the parents with relevant information needed in order to increase participation at events.</li> <li>2. Parents are encouraged to check Skedula to keep abreast with students’ academic and behavioral progress</li> <li>3. Use parent engagement Tuesdays to conference with parents about their child’s progress and include information about school-wide events.</li> </ol> <p>Celebrate and recognize parents at events for the role they play in the accomplishments of their students.</p>	<p>Parents and teachers</p>	<p>September 2015- June 2016</p>	<p>Principal and Parent Coordinator</p>

<p>Activities that address the Capacity Framework element of Trust</p> <p>1. Parent Coordinator elicits feedback from parents about ways to increase parent engagement.</p> <p>2. Increase positive communication with parents and the school with the addition of bi-weekly positive Tuesday parent engagement.</p>	<p>Parents and teachers</p>	<p>September 2015- June 2016</p>	<p>Principal and Parent Coordinator</p>
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**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p>Resources needed to support this action plan include: per session opportunities for staff to engage with parents; parent coordinator scheduling event; paper and ink to promote events; school messenger and school website; and Skedula.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		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**

<p><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.</p>
<p>By February 2016, parent participation at school-wide events and workshops will increase by 5% measured by attendance at events and workshops.</p>
<p><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.</p>

## 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>	Performance levels on the New York State ELA assessment	ELA tutoring  Push-in/Pull-out  Achieve 3000 Reading Program  Saturday Academy – iReady test preparation	ELA tutoring  Push-in/Pull-out  Computer based Program  Tutoring; Computer based program	Before/ after school  School day  During the day, afterschool  Saturdays
<b>Mathematics</b>	Performance levels on the New York State Math assessment	Math tutoring  Push-in/Pull-out  Mathletics Program  Saturday Academy – iReady test preparation	Math tutoring  Push-in/Pull-out  Computer based Program  Tutoring; Computer based program	Before/ after school  School day  School day, after school  Saturdays
<b>Science</b>	Class assessments are below 65%	Tutoring	Small group instruction	After school
<b>Social Studies</b>	Class assessments are below 65%	Tutoring	Small group instruction	After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	BCT referral from Kid Talk	At-risk counseling and/or  Referral to outside agency	One to one or group	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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.
Attend hiring fairs; Identify and recruit highly qualified teachers in all content areas; Principal and secretary will work closely with the network HR person to ensure that all non-highly qualified teachers will meet all required documents and assessment deadlines; Mentors will be assigned to support struggling and unqualified teachers; Send teachers to outside professional development to strengthen teacher practice; Collaboration with local colleges; Formal and informal observation to provide formative feedback and track teacher development; Administrators met with teachers in September and October to develop individual goals for the school year

#### 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).
Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform Initiatives; Provide job embedded professional development for staff regarding teacher effectiveness; and Use funds to hire curriculum specialist and consultants to work staff in developing engaging and rigorous instruction and curriculum

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The UFT chapter leader selects four teachers and the principal selects four teachers to participate on our school local Measure committee. The team consists of special education teachers, department specific teachers, and administrators. The committee meets at the beginning of the year and works collaboratively to make recommendations for teacher-level local measures. Once selections are made, the committee provides professional development to the entire staff.

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

<b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> <sup>2</sup> . <b>On the chart below</b> , 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	173,417.00	X	10-12; 13-15; 16-18; 19-21; 22-23
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,869,269.00	X	10-12; 13-15; 16-18; 19-21; 22-23
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**<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. **Community Voices 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. **Community Voices Middle School** will support parents and families of Title I students by:

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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>29</b>	Borough <b>Queens</b>	School Number <b>356</b>
School Name <b>Community Voices 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>Tamra T. Collins</b>	Assistant Principal <b>Abdul Hameed</b>
Coach <b>S. Crane</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Lily Song</b>	School Counselor <b>Y. Mixon</b>
Teacher/Subject Area <b>R. Ellis</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>C. Folds</b>
Related-Service Provider <b>E. Wikow</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		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>388</b>	Total number of ELLs	<b>12</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>	12	<b>Newcomers</b> (ELLs receiving service 0-3 years)	5	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<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>	5			6			1			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	1	1					0
Chinese														0
Russian														0
Bengali														0
Urdu									1					0
Arabic														0
Haitian								4	1					0
French						1								0
Korean														0
Punjabi								1	1					0
Polish														0
Albanian														0
Other														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)								3						0
<b>Emerging</b> (Low Intermediate)								2						0
<b>Transitioning</b> (High Intermediate)									1					0
<b>Expanding</b> (Advanced)							2	2						0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				0
7	1	3			0
8	2				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								0
7	4								0
8	1				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.  
 The assessment tools used to assess early literacy skills of our ELLs include the NYSITELL, Spanish LAB, ESL Periodic Assessment, and ELA Pre-Assessments . We also use Teacher Made Common Assessments to assess the students learning in the classroom. According to the data, 30% of our ELLs scored Level 1 and 70% of ELLs scored Level 2 on ELA Pre-Assessment given at the beginning of the school year. Based on the results, our school's instructional plan will focus on strengthening the areas of their needs: reading comprehension, summarizing, inferencing, and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on the data patterns shown on the results of the NYSITELL and the NYSESLAT, we are able to conclude that regardless of the students' proficiency levels and grade levels, we find lower grades in the R/W modalities among our students. While there is a high possibility of receiving a perfect score on the L/S section, students struggle the most in Writing section of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 In order to improve the Reading and Writing of our ELLs, we need to devote more time and effort in providing support to the ELLs in their content classes through the Integrated ENL Instruction. In class, with the support of both the General Ed teacher and the ENL teacher, ELLs will be given plenty of tasks to enable them to build the essential vocabulary in order to comprehend a text. We will focus on main idea and details, author's purpose, inferencing, and other literacy skills/strategies. By analyzing the AMAO data together, the general ed teachers and the ENL teacher can work together to come up with solutions that will help move the ELLs forward.  
  
 AMAO 1: 60% of our ELLS will score Expanding on the 2016 NYSESLAT.  
 AMAO 2: 25% of ELLs who are currently Entering will score Emerging on the 2016 NYSESLAT.  
     65% of ELLs who are currently Expanding will either remain as Expanding or score Commanding on the 2016 NYSESLAT.  
     10% of ELLs will score Expanding.

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. Based on the patterns shown across the performance levels and grades, we can conclude that regardless of the students' proficiency levels, we find lower grades in the Reading and Writing compared to Listening and Speaking portion of the test. Our students are offered the Math and Science exams in the home language but opt out of using them. Therefore, we have no data reflection NL exam grades vs. English version exam grades.
- b/c. Our ESL periodic assessment is used by the school leadership and teachers to determine areas in ELA which need addressing to strengthen English academic knowledge. We are learning our ELLs need to concentrate on reading, specifically on finding main idea, inferencing and summarizing. NL is used to support ELL academic language through language supported translations from staff and bilingual glossaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
When creating a lesson, keeping the home language of the ELLs in mind, we first identify the essential vocabulary and phrases they would need to know for the lesson. We build background knowledge of the content by introducing new vocabulary, both in English and in their home language. While teaching the language through other content subjects, we include various activities that require the usage of all of the four major components of English - Listening, Speaking, Reading, and Writing. Through guided practices, modeling, and small group instructions, teachers can provide the necessary support to meet the needs of individual ELLs. We also value the cultural background of each students and will try to use texts that are relevant to the student's culture and incorporate cultural projects in our lessons.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate success of our program for the ELLs through the progress shown on the ELL Periodic Assessment and the NYSESLAT. We will also create annual goals for our ELLs and track their progress using formative/summative assessments. Based on the results and progress shown on the assessment, we can measure the success of our program.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.  
The following structures are in place at our school to identify ELLs in our school:
  - At enrollment, the parents fill out the HLIS and the ENL teacher (Ms.Song) meets with the parents to determine the child's home language. (The survey is given to the parents in English or in their native language)
  - After collecting the HLIS the ENL teacher conducts an informal interview with the parents and students in English.
  - If the student does not speak any language other than English, the student is not an ELL and enters general education program.
  - If it is determined that the student speaks a language other than English and speaks little or no English, then the child is administered the NYSITELL by Ms.Song which is a formal initial assessment that establishes English proficiency level. (It must be administered to the student within 10 days of enrollment.)
  - A student's performance on the test will determine if the student is entitled to ESL services.

\* If the student's home language is Spanish, Spanish LAB must also be administered within the first 10 days of enrollment.
- 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 use the SIFE oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) to identify SIFE students. First, we use the HLIS to determine if they had interrupted schooling. Once it's evident that the student had interrupted schooling, we will use DOE oral questionnaire to determine if those interruptions amount to two-year interruption. Then, we will use Academic Language and Literacy Diagnostic (ALLD) to determine student's literacy level.

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).
  - Student with an IEP and HL other than English enters NYCDOE school
  - LPT (AP for Special Education, Special Education Teacher, General Education Teacher, ENL Teacher, and the IEP Teacher) team is formed and reviews the English language development of the student
  - Student will either take/not take the NYSITELL based on the decision of the LPT
  - If student is administered the NYSITELL and is identified as ELL, entitled to receive ELL services
  - If the student does not take the NYSITELL, principal determines whether or not the student should take the NYSITELL
  - If the student is not administered the NYSITELL based on the principal's determination, this information is sent to the superintendent for review. Parent/guardian will be notified of the decision within 3 days.
  - Based on the decision of the superintendent, student will either take/not take the NYSITELL and continues the process as an ELL, if he/she is identified as an ELL.
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.

After a student is administered the NYSITELL, based on the result of the exam, the parents will receive entitlement/non-entitlement letters both in English and in parents' preferred language. In addition to the letter being mailed to the students' homes, the ENL teacher will also distribute the parent notification letters to the students. The letter will indicate the ELLs NYSITELL results and inform the parent whether or not they are entitled to ELL services.
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).

If parents do not agree with the results of the NYSITELL, they have the right to appeal ELL status by having their children's English proficiency be re-evaluated by the ENL. Once a child is administered the NYSITELL, parents will receive an entitlement letter (both in English and in parents' preferred language) and the ENL teacher will follow up with a phone call to the parents. All related records and documents will be kept in the student's cumulative folder in the main office or with the ENL teacher.
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 ELL parents orientation, which takes place within 10 days of registration and identification of the ELL, ELL parents and guardians will meet with Ms.Song, our ENL teacher, and learn about the three different ENL programs and other ELL related services. During the parent orientation, parents are informed about the three program choices, bilingual education, dual language, and freestanding ENL, and are provided with brochure with important information related to ELL services. After the orientation, parents/guardians will be asked to complete the parent survey and program selection forms (both in English and in the parent's preferred language) in order to select the program that will best meet the needs of their children. The parent choice is documented in writing and the records are kept in file.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are asked to fill out the program selection survey at the ELL parent orientation. However, if a parent needs extra time to fill out the survey, we ask that it be returned completed within 2 days. If a parent does not attend the orientation, we send a second invitation along with a information brochure, the link to the online video on the NYCDOE website, and the parent survey/choice form. (All forms/letters are mailed to parents both in English and in the parent's preferred language.) Parents are informed, after filling out the form, that at this point we offer only the Freestanding ESL program. Records of parent participation in the orientations is kept on file. If we do not get surveys back, we place students in our default freestanding ESL program. Although we are aware that if the parental survey forms are not returned, the default program is bilingual education as per CR 154, we place the ELLs in a Freestanding ENL which is the only ENL program offered at MS 356. Parents who prefer a bilingual program are offered support to find a school with a bilingual program. We give information and direct parents to other schools with a bilingual education program. However, if TBE or DL program becomes available at our school, we will send out a letter, both in English and in the parent's preferred language, to notify the parents of the other ENL program options that are newly available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If a parent did not complete and return the Parent Survey and Program Selection forms, the ENL teacher will reach out to the parents and invite the parents to visit the school and go over the different program options to choose the best program for their child. Once

the parent/guardian returns the Parent Survey and Program Selection forms (given in English and in the parent's preferred language), all related documents will be kept in file in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Entitlement letters are distributed by the ENL teacher within the first ten days of admittance, as well as non-entitlement letters and continued entitlement letters (All letters will be mailed to parents both in English and in parents' preferred language). A copy of such letters are kept in the Main Office and/or with the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documents for each student is kept in file with the school pupil secretary in the main office and with the ENL teacher. Ms. Camille, our pupil secretary, will retain all original ELL documentation in the ELL student 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.
  1. Check ATS for the RNMR report to ensure that all ELL identified students are tested.
  2. Ms. Song, our ENL teacher, will create a modified schedule to test each student individually for the speaking component. There is a secondary evaluator in the room for this portion of the exam.  
  
Listening - Ms. Song will read the directions to the students and students will answer the questions listening to a pre-recorded CD.  
Reading/Writing - Ms. Song will read the directions to the students and students will independently read and answer the questions or writing task in their test booklets.
  3. All students may take the listening, reading and writing section at the same time (by grade bands), without time limits.  
  
If a student is absent for one or more than one sections of the NYSESLAT, Ms. Song will create a make-up testing schedule to ensure that students finish all parts of the exam by the close of the testing period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued Entitlement and Transitional Support parent notification letters are distributed and mailed to the parents (both in English and in parents' preferred language) by the ENL teacher within the first ten days of 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).  
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is 100% freestanding ENL, which aligns with our school programming.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Integrated ENL: The ENL teacher will provide support in the ELLs content classes (ELA/SS). Depending on the proficiency level of the ELL, the ENL teacher will provide 180 minutes or 90 minutes of services through the Integrated ENL instruction. While the general ed teacher works with the whole class, the ENL teacher will lead a small group instruction for guided practice/reading with 2 -3 ELLs at a time. The general ed teacher will share the week's lesson plan and supplement materials with the ENL teacher and the ENL teacher will make adjustments and modifications to meet the needs of all ELLs.  
Standalone ENL: During standalone ENL instruction, ELLs will focus on enhancing and mastering skills necessary to succeed in other content classes (Ex. Inferencing, Summarizing, etc.) The ENL teacher will provide extra support if the ELLs needs help with the work from their content classes. When ELLs are pulled out for standalone ENL instruction, ELLs will also work on vocabulary, grammar, and other basic feature of the English language through various topics in Social Studies.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
    - Entering/Emerging: ELLs receive 360 minutes of instruction per week (180 minutes of Integrated ENL Instruction & 180 minutes of Standalone ENL Instruction)
    - Transitioning/Expanding: ELLs receive 180 minutes of instruction per week (90/90 minutes Integrated ENL/Standalone ENL instruction for Transitioning or 180 minutes of Integrated ENL for Transitioning and Expanding)
    - Commanding: ELLs receive 90 minutes of instruction per week (90 minutes of Integrated ENL instruction)

\* The ENL teacher will push into the ELLs ELA or SS class to provide support for English language in their content classes.
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.

The ENL teacher will push into the ELLs content classes (ELA, SS, Science, and Math) and provide the necessary language support using ESL methodologies. ENL teacher will collaborate with the General Ed content teachers to review the week's lesson plan, make necessary adjustments on the activities and provide small-group instruction and one-to-one instruction to the ELLs using the materials provided by the content teacher. All of the general ed content class lessons are aligned to the CCLS and the ENL teacher will create/use graphic organizers, supplement resources to help ELLs understand the concepts and topics learned in the classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

As we only offer Freestanding ENL at this point, we assess ELLs' home language through the Spanish LAB and conversation between ELLs and school staff members in the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, the ENL teacher will give the ELLs Listening/Speaking Comprehension quizzes such as dictation, answering to oral prompts using both the verbal and written language. Speaking will encourage proper usage of grammar and pronunciation and it will be assess through practice questions and conversations with the ELLs. Reading and Writing will be evaluated on regular basis. ELLs will be assess on their ability to summarize, paraphrase, identify the main idea, provide supporting details, answer text dependent questions, and much more. Throughout the school year, ELLs will take summative (ELL Periodic Assessment, in-class test and quizzes) and formative (exit tickets, check-in, etc.) assessment to measure their growth in all four modalities of English acquisition.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

a. SIFE: SIFT students receive extended instruction time, offered through after school classes or tutoring. Small-group work enhances participation and teacher assessment. Teachers review student performance data on a regular basis and design units of study

to meet the diverse needs of our SIFE students with the collaboration of the ENL teacher, while targeting grade level/course standards. Extended day support and one-on-one tutoring is provided to students who require additional support to meet the standards.

b. Newcomer: The school provides the following resources to facilitate the transition of Newcomers:

- A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day
- An orientation session for incoming new students.
- Encourage students to participate in academic intervention programs such as AIS and after school programs.

c. Developing: The instruction plan implemented for developing ELLs is one that will allow them to demonstrate growth in the acquisition of the second language, make annual progress in their state ELA and math exams, and achieve academically in all of their content classes. All teachers of the ELLs must collaborate with one another to address the language needs of the ELLs in their lessons.

- ELA and other content area teachers monitor the understanding of linguistically challenging materials and use a variety of phrasings and synonyms to clarify the meaning.
- Math teachers support students in understanding difficult word problems and require students to make verbal explanations of the problems.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlas, and illustrations to increase comprehension.

d. Long Term ELLs: The instruction plan implemented for Long Term ELLs is to help them score Commanding on the NYSESLAT and adjust to general education class setting. Students will make annual progress in their State ELA and math exams and achieve academically in all of their content classes.

e. Former ELLs: The ENL teacher will provide services to the former ELLs in their content classes for smooth transition into the mainstream general education instruction.

\* All ELLs and Former ELLs will receive extended time on all formative and summative assessments.

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

ENL and General Education teacher monitor student progress and provide extra support to the student. Then there will be a meeting with the principal, ENL teacher, student, and the parent/guardian to make necessary adjustments.

Re-Identification Process:

- A written request to re-evaluate ELL status
- School will review all related documents and student's work in English and in the home language
- Only if the student was determined not eligible to take the NYSITELL during the initial screening, school may administer the NYSITELL to the student.
- School will review the student's ability to listen, speak, read, and write in English (Ms.Song - ENL teacher)
- CSE will hold a meeting to see if the student is a student with a disability or is suspected of having a disability.
- Based on the report, the principal determines whether to change the ELL status or not. Parents will be notified of the decision in writing, both in English and in their preferred language. (If the determination is made to not change the ELL status, no further actions are necessary.)
- Once ELL parents/guardians sign and return the notification letter to school, all relevant documents are sent to the superintendent for review and final decision.
- A written notification of the decision (both in English and in their preferred language) will be sent from the superintendent to the principal, parent/guardian, and the student if the determination was made to change the ELL status of the student. Then the student's program must change accordingly. If the determination was made to not change the ELL status, no further actions are necessary.

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

Our ELL-SWDs are pulled out of their self-contained Special Education classroom for ENL mandated minutes. The ENL class is comprised of all our ELLs, allowing interaction and socialization and academic exchanges between our ELL-SWDs and our General Ed. ELLs. This curricular, instructional and scheduling flexibility allows us to meet the diverse needs of all our ELLs. All lessons are created and design using grade appropriate text, meeting the grade-appropriate ELA and language CCLS standards.

Chart

ALL Teachers of ELL-SWD use differentiated instruction by tiering lessons on multiple levels to meet the needs of the student's disability. Additionally, teachers use instructional resources and methods such as leveled readers, verbal check-ins, sentence starters, media clips, modified worksheets, graphic organizers, preferential seating and various forms of technology such as the computes and iPads with online dictionaries, reading systems, etc. Formative assessments and mixed leveled grouping are used to ensure that the academic content is accessible to all learners.

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?

The teachers review the student's IEP and ensure that all services mandated as well as all ENL instruction are provided to the student as it is stated on their IEP. ELL-SWD's whose IEP mandates bilingual instruction receive an alternate placement of a bilingual paraprofessional to support the student during the academic instructions in their native language. Also, some of our ELL-SWDs are pulled out of their self-contained Special Education classroom for ENL standalone instruction. The ENL class is comprised of all our ELLs, allowing interaction, socialization, and academic exchanges between our ELL-SWDs and our General Ed ELLs.

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

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



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

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

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

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

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

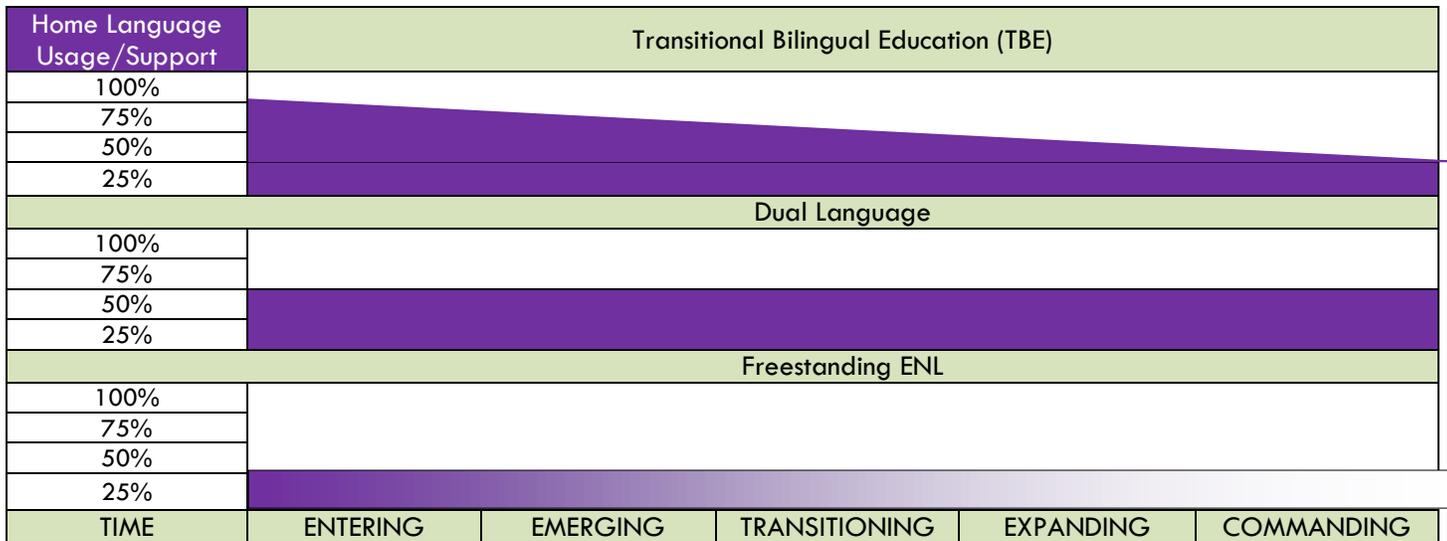


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Intervention Programs for ELLs (AIS)  
Targeted Academic Intervention Services are provided to students during school hours and after school. ELLs are also given small group instruction during Standalone ENL instruction as well as Integrated ENL instruction. ELLs are offered academic intervention services in ELA, Math, Social Studies, and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program allows the ENL teacher to provide support in the ELLs content classes as well as during standalone ENL instruction for the required time of ENL instruction. Students spend the majority of their week immersed in an English only setting, allowing for faster language acquisition. Also, in order for all content teachers to be aware that they are teachers of ELLs, we provide PDs to share information about ELL services and ENL methodologies. We evaluate the effectiveness of our current program through the progress shown on the ELL Periodic Assessment, other formative and summative assessments given in class, and the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?  
As per new CR Part 154.2 regulations, our ELLs will receive instruction through two ways: Integrated ENL Instruction and Standalone ENL Instruction.
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELLs are included in all programs offered to every student in our school, both during and after school (clubs, after school programs, sports, etc). Posters and flyers inviting all students are written in different languages and made visible in hallways and given out while they are in their homeroom. All students have access to sports&arts program that allows students to display their creativity and social skills.
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 include technology such as the SmartBoard, computers, and iPads. There are also translation dictionaries, bilingual glossaries, bilingual text, and visual aids text in classrooms for ELLs to use during the lesson. ELL subgroups will be created according to their proficiency levels and if necessary, ELLs will be seated next to another student that is proficient in the student's home language for additional translation support. Also, in general ed content class such as science, social studies, and ELA, translated and simplified version of the texts are also available to the ELLs. (If it's available, a novel in student's home language will be provided to the ELL.)
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native Language Support: ENL instruction is conducted in English with references made in Haitian Creole, Spanish, and French as needed when differentiating word definitions and utilizing context clues. Native Language support is given in the form of peer interaction and by the use of bilingual dictionaries and online translation services.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
During standalone ENL instruction, ELLs are grouped according to their grade levels and all lesson materials (reading, topic, concepts, etc.) are grade-appropriate and meeting the CCLS. As for the ELL-SWDs, they are given the same lesson materials with modifications to meet the needs and services as they are stated on their IEPs.
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).  
The parent coordinator works closely with parents to facilitate a positive home-school relationship for all students including the ELLs. Even before the first day of school in September, information will be provided to parents both in English and native language to ensure effective communication and parent involvement. New ELLs and parents will be invited to come to the school to meet the administrators and learn about the programs and activities that are offered in our school. Also, during the school year, when there is a new ELL, we make sure to allow new ELLs to form positive relationships with the other ELLs by working on a cultural project together.
19. What language electives are offered to ELLs?  
We offer a Spanish Elective to our ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Please see below question #4 for a response.
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?  
Please see below question #4 for a response.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Please see below question #4 for a response.
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.

All school Personnel receives Professional Development to help work with ELLs. At the workshop, they are instructed on how to focus on best practices, Language Acquisition Stages and their role as a content/language teacher. We are kept up to date on workshops and other offerings through the Department of English Language Learners. At our Network meeting, Parent Coordinator learn how to work with ELL parents and ways to help them. Our ENL teacher, Ms.Song, regularly attends workshops given by the ELL Cluster in order to always be aware of new mandates and acquire new strategies to help our ELLs. Our Principal and Assistant Principals are invited to network meetings and are given PDs on new mandates, and grants/workshops for their school to help ELLs achieve proficiency and academic growth. OT, Speech, PT, School Psychologists are also afforded PD from our network support staff- special ed and ESL specialists work with the providers to understand the needs of and the difficulties our ELLs face. Our staff meets regularly. Any ESL information is brought forth at these meetings to inform our staff and appropriate departments of new initiatives for ELLs.

Ms.Song, our ENL teacher, also shares information about the NYSITELL, NYSESLAT, the Spanish LAB, and the DOE regulations and mandates regarding the ELLs. The different ATS reports associated with the ELLs, such as the RLAT, RNMR, RYOS, parental survey forms, home language identification survey, program selection form, entitlement letters, and more are all presented and clarified to the other school staffs. In addition, she also shares different ENL teaching methodologies to help the content area teachers support the ELLs in their classes.

All of our faculty meetings, grade team meetings, and department meetings always highlight the Common Core Learning Standards, especially emphasizing on Danielson's Framework Domains 1-4.

In order to support our staff with assisting ELLs as they transition to High school, we work with the guidance counselor to understand the difficulties our ELLs might face in a large urban high school. The guidance counselor would select and recommend a few high schools that would best be suitable for our ELLs and direct the students in that direction.

As per CR Part 154.2, total 15% of PD hours for all teachers and 50% of ELL specific PDs for ENL teacher will be provided through our network supporting staffs. At each PD sessions, an attendance will be taken and the record will be kept in file.

### 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?

Please see below question #2 for a response.

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.

Every Tuesday is Parent Outreach Tuesday and during this time, our ENL teacher reaches out to parents to discuss their children's progress. The ENL teacher will inform the parents of any assessment results, language development progress, and goals for each ELLs. Parents can also schedule a conference during this time to visit the school and meet with the teacher to discuss about their children's academic performances, additional support available, and etc. Each phone call and meeting records with parents is logged on Skedula.

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

Please see below question #6 for a response.

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

Please see below question #6 for a response.

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

Please see below question #6 for a response.

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

We offer workshops to all of our parents/guardians on academic core subject matter, including the parents/guardians of our ELLs. Translation are offered for all flyers, invitations, and at all meetings by our staff members to support our ELLs family members. All DOE information sessions for ELLs are copied, translated, and available in the main office. Posters and signs are posted in English and in their home languages to get the ELLs parents involved in school activities.

In order to encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend an ELL Parent Orientation Session conducted by the ENL teacher. The purpose of this meeting is to provide information on the ENL program, standards, assessments, school expectations, and general program requirements. IN addition, the ENL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also notified about upcoming events and assessments for ELLs. School related documents are sent to the NYCDOE Translation and Interpretation Unit to be translated into the ELLs' home languages. The role of parents in the academic success of their children is of a great importance and MS356 makes every effort to build that key partnership with the paren community. As part of our effort to strengthen the parental involvement, some mebers of our school community are proficient in the ELLs' home language and ensure on-going communicaton between the school and the home.

### 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:

## **Part VI: LAP Assurances**

**School Name: Community Voices Middle School**

**School DBN: 29Q356**

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)
Tamra Collins	Principal		10/30/15
Abdul Hameed	Assistant Principal		10/30/15
C. Folds	Parent Coordinator		10/30/15
Lily Song	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
R. Ellis	Teacher/Subject Area		10/30/15
E. Wikow	Teacher/Subject Area		10/30/15
S. Crane	Coach		10/30/15
	Coach		1/1/01
Y. Mixon	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

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

DBN: 29Q356 School Name: Community Voices Middle School

Cluster: CFN Network: 356

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Based on the information from the Home Language Identification Survey, it is evident that translators and interpreters are necessary to accommodate the needs of our ELL parents in various languages such as Haitian Creole, Spanish, Punjabi, and French. This data is used to ensure that all parents and guardians receive the appropriate information in their preferred language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

According to the HLIS forms completed by parents upon registration, majority of our ELL parents prefer to receive written documents from the school in a language other than English (Haitian Creole and Spanish). These findings are discussed and shared with other teachers and teaching staff to identify the best ways to communicate with the parents both in written and oral conversations.

### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Based on the information indicated on the Home Language Identification Survey, translated documents will be sent home in the parents' preferred language. Parents will receive important documents such as school letters, student progress reports, and report cards in their preferred home language. While some of the written translation services in Haitian Creole will be conducted in-house by members of the school staff, we will also utilize the translation service offered by the DOE for other languages (Ex. Spanish, Punjabi, or French). This ensures that all information is sent to parents in a timely manner.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Based on the HLIS, MS 356 will need translators and interpreters in order to communicate orally with parents in Haitian Creole, Spanish, Punjabi, and French. When oral translation services are necessary for parent orientation meetings, parent teacher conferences, one-to-one meetings between the teacher and parent, phone calls, and P.T.A meetings, MS356 will call NYCDOE Translation & Interpretation Unit for support with over the phone interpretations and on-site interpretations. Oral translation services in Haitian Creole will also be provided in-house by members of the school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In accordance with the Chancellor's Regulations A-663, MS 356 will inform the parents of their right to receive written and oral translation services at the ELL parents orientation meeting in the beginning of the school year. Based on the information they filled out on the Home Language Identification Survey, parents will also be notified of this information, written in their preferred language, via letters mailed home.