



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**10X045**

**School Name:**

**THOMAS C. GIORDANO MIDDLE SCHOOL 45**

**Principal:**

**ANNAMARIA GIORDANO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Thomas C. Giordano School Number (DBN): 10X045  
Grades Served: 6-8  
School Address: 2502 Lorillard Pl. Bronx, NY 10458  
Phone Number: 718 584 1660 Fax: 718 584 7968  
School Contact Person: Joan Ingram Email Address: jingram@schools.nyc.gov  
Principal: Annamaria V. Giordano  
UFT Chapter Leader: Tim Wilson  
Parents' Association President: Elba Taveres  
SLT Chairperson: Joan Ingram  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maria Cruz  
Student Representative(s): N/A

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Rm. 836 Bronx, NY  
Superintendent's Email Address: mmashel@schools.nyc.gov  
Phone Number: 718 741-5852 Fax: 718 741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx (District 10) Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718 828 7776 Fax: 718 828 6280

## 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 School Comprehensive Educational Plan (SCEP) 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)
Annamaria V. Giordano	*Principal or Designee	
Tim Wilson	*UFT Chapter Leader or Designee	
Elba Taverez	*PA/PTA President or Designated Co-President	
Robyn Cutler	DC 37 Representative (staff), if applicable	
Maria Cruz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joan Ingram	Member/ Chair	
Areli Guzman	Member/ Parent	
Julieta Bernal	Member/ Parent	
Augusto Gil	Member/ Parent	
Mike Morgan	Member/ Teacher	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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 Thomas C. Giordano Middle School has been educating the children in the Belmont community for over one hundred years. We are a unique school community in having provided education to our neighborhood children across ten decades. Our close proximity to Fordham University as well as other cultural institutions like the Bronx Zoo and the Botanical Gardens allows for a diverse backdrop in which we operate our community school.

Our Mission is to be a high performing school that challenges all students to use their minds well, to improve student achievement by raising expectations, implementing best practices, and involving students in their own learning. In order to accomplish this we must

- Provide programs, activities and instruction that respond to the physical, intellectual and social needs of our students
- Expect high academic achievement for all including ourselves
- Implement high quality instruction that is differentiated to move students to higher levels of understanding
- Provide student with multiple opportunities to explore a rich variety of topics in order to develop their identity, learn about their strengths, discover and demonstrate their own competence and improve on the areas of need
- Use a variety of methods to assess and monitor student progress
- Provide the opportunity to use many and varied approaches to achieve success and mastery of the standards
- In doing so we will be fostering curiosity, creativity and the development of social skills in a structured and supportive environment which will prepare our students for high school academics, social challenges and ultimately higher educational opportunities

With reference to the Framework for Great Schools, Middle School 45 (MS 45) received a score of proficient on our most recent Quality Review in the areas of ensuring engaging rigorous and coherent curricula and aligning and using assessments. This speaks to the work we have done in the area of Rigorous Instruction, one of our points of progress. An area of focus for the 2015-16 school year will be Collaborative Teachers and developing and maintaining a Supportive Environment. It is within these two areas of the Framework that we are still developing as per our most recent Quality Review.

During the 2015-2016 school year we will continue to engage all our students especially our English Language Learners (ELL) and Special Needs populations in rigorous and engaging instruction through a focus on the common core curriculum in all content areas. We will continue and improve our approach to teaming - where our teachers and classes are organized into grade level teams to allow for more collaboration between teachers. In addition we will strive to implement an inquiry approach to all of our team meetings thus strengthening teacher practices and decisions. We come together in teacher teams to look at student work and determine next steps that will impact instruction and learning. Middle School 45 is invested in the use of the Danielson rubric to ensure quality teaching across our staff. As a school we look at student data to determine areas of strength and need to inform our teaching. In particular our data continues to reveal the stagnant progress of our ELL and Special Needs populations as revealed in the New York State

(NYS) exams. As a school we need to enhance our approach to scaffolding instruction and differentiating tasks so these students can demonstrate improvement.

Our community collaborations are many and assist in promoting positive student social and emotional developmental health. An important partnership began during the 2014-15 school year and continuing in the 2015-16 school year is our relationship with Turn Around for Children (TFC). This special initiative provides our teachers with tools they can use to engage students in the classroom. The TFC coaches assist our teachers in the use of Kagen structures aimed at promoting engagement and discussion. In addition, the services of the TFC social worker assists us in engaging families and promoting trust throughout the school community. Other collaborations include ties to Good Sheppard Services, Fordham University, City Squash, Middle School Quality Initiative, Learning Centered Initiatives, Montefiore Health Services, Career Visions and the New York Public Library. We partner with Beacon Good Sheppard our CBO to provide a welcoming environment both after school, Saturdays and in the summer to our students. Through these connections we look to strengthen the bond we have with parents and community always seeking to increase trust and collaboration.

## 10X045 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	718	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	24	# SETSS	16	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.1%	% Attendance Rate			90.8%
% Free Lunch	93.5%	% Reduced Lunch			3.9%
% Limited English Proficient	19.2%	% Students with Disabilities			21.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			13.0%
% Hispanic or Latino	80.8%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	4.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.6%	Mathematics Performance at levels 3 & 4			12.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			36.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			85.2%
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		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Middle School 45 went through the Quality Review Process during the 2014-15 school year. In spring 2015 we were rated Proficient for Quality Review Indicator 1.1 Curriculum. The findings were that our curricula is aligned to the Common Core Learning Standards (CCLS), that challenging academic tasks are embedded in the school's curriculum. In addition with regards to Quality Indicator 2.2 Assessment we received a rating of proficient. The findings were that the school uses common assessments, checks for student understanding and rubrics to monitor student progress toward mastery of standards.</p> <p>In looking at our state testing data the two populations in our building that continue to struggle are the SWD and ESL students with either 0% scoring at levels three or four on the 2014 Math or ELA exam or 2% or less across grade levels. It is with these populations especially that we need to target for ensuring they have access to rigorous curricula.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>Implementation of Common Core tasks throughout all elements of curriculum</li> </ul> <ul style="list-style-type: none"> <li>Continual redesign of assessments to ensure Common Core Learning Standards (CCLS) are measured</li> </ul>		

- Implementation of Word Generation an Academic Vocabulary program, across content areas
- Student reflection on work and goals following effective feedback from teachers was a PD focus and will continue to be developed in 2015-2016

Needs:

- Develop protocols for DDI that incorporate CCLS in daily lesson plans and use differentiation and scaffolding to find entry points for all learners especially special education (SWD) and English Language Learners (ELL)
- Incorporate enrichment opportunities as part of curriculum across grades and contents
- Increase rigor through student discourse, participation and engagement in classroom discussions
- Use teacher leaders trained in student discourse, participation and engagement in classroom discussions to turn key and develop teacher capacity.

In looking back further at data sources to inform this goal, During the 2013-2014 school year Middle School 45 participated in a DTSDE review in which we received a developing in SOP areas 3.2, 3.3, 3.4 and 3.5.

Summary of DTSDE review:

3.2 - Although the school leader is in the process of developing and instituting a plan for the full implementation of curricula aligned to the CCLS, staff's inconsistent use of the standards does not meet the needs of all students. Meetings provide common time to assess student work and the effectiveness of both the program and the instruction in an effort to provide curricula that meet the needs of students. Recommendations: Use a distributive leadership model to ensure that a systematic plan is used to support staff in the alignment of instruction with the CCLS and the CCLS shifts; ensure that goals in the lessons are developed to address the needs of all students by continually monitoring implementation of the curricula.

3.3 - Limited planning based on DDI protocols and practices as well as inconsistent alignment of lesson plans to the CCLS minimizes student academic achievement. Recommendations: Ensure that planning and implementation provide clear expectations for DDI, and develop protocols for the review of rubrics in each classroom to ensure both clear evaluative standards and the inclusion of feedback that will guide student progress.

3.4 - Students are not consistently provided with opportunities to engage in thoughtful, cross-curricular work, which limits their ability to be academically successful. Recommendations: Develop an interdisciplinary curricula that provides enrichment opportunities within and across all grade levels and subjects; ensure that teachers regularly develop innovative strategies to connect enrichment curricula to subject specific curricula.

3.5 - Most lesson plans reviewed by the IIT did not indicate modifications in the instructional process based on data collected during prior lessons or assessments. There is limited evidence from observations and planning documents that teachers use data and other assessments to inform curricular decisions or to make adjustments to curriculum and lesson planning. Recommendations: Ensure that data is used to make curricular decisions and adjustments and provide students with ongoing feedback on data that will support student ownership of learning and allow opportunities for reflection and improvement.

While we take this rating into consideration while self assessing ourselves given the improvement noted in our Quality Review this year we feel we have developed sufficiently to rate ourselves effective in 3.2 and 3.5 as noted above.

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 50% of teachers will implement the use of the Middle School 45 Discourse, Participation and Engagement (DPE) rubric with a more rigorous approach to teaching and learning that will result in an overall student performance rating on the DPE rubric of a level 3.

### **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)</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administration works with consultant from Learning Centered Initiatives (LCI) to implement use of the Discussion Participation and Engagement (DPE) rubric across content areas as both a tool for learning and assessment. Use of this tool will increase the quality of discussion, participation and engagement as it is highly specific yet easy to use</p>	<p>Administration, consultant, teachers</p>	<p>October-June</p>	<p>Administration</p>
<p>Teacher leaders work with consultant to implement DPE rubric in all content</p>	<p>Teachers leaders, Administration, consultant</p>	<p>October-June</p>	<p>Administration</p>

<p>areas and with Students with Disabilities (SWD) and ELL students. These teachers will use inter-visitations to develop skill with use of rubric then turn - key to other staff members through workshops and further inter-visitations.</p>			
<p>Administration will ensure use of rubric throughout the school as evidenced by informal and formal observations</p>	<p>Administration, consultant, teachers, ELL and SWD populations</p>	<p>October-June</p>	<p>Administration</p>
<p>Teachers will engage in professional development targeted at implementing the rubric with fidelity and ease so that it's use is not a burden but an organic part of their instruction</p> <p>Other school constituents including Middle School Quality Initiative (MSQI) coach, Academic Intervention Services (AIS) F status positions, other contracted consultant, Turn Around for Children staff will use the rubric in their work with teachers and students so the rubric is weaved into the fabric of the school, these individuals will assist in implementing the work with our SWD and ELL populations</p>	<p>Teachers leaders, Administration, consultant</p> <p>Administration, consultant, MSQI coach, AIS F status positions, additional contracted consultant, Turn Around for Children staff, ELL and SWD populations</p> <p>Parent Coordinator, consultant, lead teachers, families</p>	<p>October-June</p> <p>October-June</p>	<p>Administration</p> <p>Administration</p>

<p>Workshops offered to families on use of discussion and inquiry as a sound educational strategy that will promote rigorous instruction and Common Core mastery. Parents will learn how to promote these strategies at home</p>		<p>November -June</p>	<p>Administration</p>
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**Part 4 – Budget and Resource Alignment**

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

- Purchase 10 days with LCI consultant
- Purchase 10 days with other contracted consultant
- Fund 2 F status AIS teachers
- Support MSQI coach
- Fund TFC staff (two instructional coaches)
- Coverage for meetings with consultant during the school day
- Adjustment to teaching schedule to accommodate meetings with consultants
- Send teachers to training during the school day

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

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

Teachers will look at student performance on the rubric and expect for performance to be at a level 2 by January 2016. In addition performance on the rubric should be at a level 3 by June 2016. Administration will look at Advance data mid-year to determine progress in the area of 3B which will indicate improvement in teacher questioning and discussion practices. We expect a 10% increase in teacher ratings in 3B by February 2016 .

**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.

Middle School 45 went through the Quality Review Process during the 2014-15 school year. In spring 2015 we were rated Developing for School Culture – Establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Strengths:

- systems in place to maintain a positive school culture including Positive Behavioral Intervention Supports (PBIS)
- parent engagement nights co-sponsored with Beacon Good Sheppard services, involving parents and families in the school community
- student led parent conferences and in general more responsibility given to students for their own learning, increasing trust and collaboration between student and staff
- Turn Around for Children offering support in a variety of areas including but not limited to professional development and coaching for building community and increasing student engagement, mental health services and parent meetings

Needs:

- Assuring all staff participate in the PBIS system so it is implemented with fidelity
- Encouraging all students to participate in the Starbuck reward system and purchase PBIS centered activities as rewards for positive behavior
- Monitor tracking system for student referrals to ensure data accurately depicts current snapshot of school culture

In looking back further at data sources to inform this goal, during the 2013-2014 school year Middle School 45 participated in a DTSDE review in which we received a developing in SOP areas 5.3, 5.4 and 5.5.

Summary of DTSDE review:

5.2 - The school leader with staff has established a system by which each student is known by an adult who monitors student well-being. The school uses programs and practices for referral that provide support for individual social, emotional and developmental health and academic success .

5.3 Although the school has implemented PBIS, discussions with students indicate that the program is not always implemented consistently. During interviews with teachers, some participants reported to the review team that not all teachers consistently use the program or report all instances of misbehavior. Interviews with staff indicated that they would welcome additional PD focusing on the implementation of PBIS and to ensure that they consistently provide a learning environment in which all student needs are met and where students are intellectually safe. The inconsistent use of PBIS and limited PD for staff minimize the development of a safe and healthy school community and student success. Recommendations: Ensure that all components of the PBIS are understood, recorded and acted upon and that students are provided with a safe and healthy learning environment; provide additional PD for staff to ensure that they are equipped with the skills needed to support and meet the social and emotional needs of all students.

5.4 - Because not all stakeholders are aware of their specific roles and responsibilities in building a safe learning environment, the school’s ability to address the social and emotional developmental health needs of students is limited, which hinders student success. Recommendations: Ensure that the school regularly and rigorously reinforces the roles all stakeholders are expected to play in ensuring that the school is a safe learning environment.

5.5 - Because not all teachers implement PBIS consistently, the available data is not always accurate in identifying specific student needs. The IIT also found that the use of data relating to social and emotional health is not generally aligned with academic data to meet student needs. Recommendations: Ensure that all available data is used to identify and meet the social and emotional needs of students and track the progress students make in relation to strategies or interventions.

## **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all administrators, teachers and PBIS committee members will implement Positive Behavioral Intervention Supports (PBIS) school-wide resulting in a 5% decrease in the number of student discipline referrals as reported in the Online Occurrence Reporting System (OORS) and the School Wide Information System (SWIS).

**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 and the Common Core in order to support their children at home.</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>PBIS committee meeting once a month or more often if necessary. Data from SWIS reports shared at each meeting and trouble shooting of problem areas occur. Team constituents asked to share out from meeting with colleagues, thus fostering an open exchange of information. Newsletter published monthly. Team calendars incentives from September-</p>	<p>PBIS Committee, School staff, students</p>	<p>September-June</p>	<p>PBIS Committee Chair, School Administration</p>

<p>June to give students something to work towards including dances, basketball tournaments.</p>			
<p>Starbucks are given out to students to support positive behaviors. They can be earned for any positive behaviors the staff deems worthy. Starbuck incentives are put on calendar and publicized in newsletter as well as publicly in hall. Kick off assembly will occur. Parents/students given starbucks for attendance at certain events, thus partnering with families for success in school.</p>	<p>PBIS Committee, School staff, parents</p>	<p>September-June</p>	<p>PBIS Committee Chair, School Administration, School staff</p>
<p>Implementation of Parent Engagement Nights in conjunction with Beacon program – to occur no less than three times during 2015-2016 school year. Intent is to increase parent involvement and create a welcoming school climate. We will invite parents in to have fun with their children in a school setting while interacting and developing trust with school personnel</p>	<p>Students, parents, families, staff</p>	<p>September-June</p>	<p>SLT, Beacon Program Managers, School Administration</p>
<p>Professional Development and workshops provided by Turnaround for Children (TFC). Direct coaching to occur two days a week with 3 coaches intended to increase student engagement, thus decreasing discipline referrals. Workshops provided on PD day and biweekly. Turnaround Social Worker develops Pupil Personnel Team (PPT) and system for student referral to guidance/social worker.</p> <p>School staff will conduct monthly assemblies aimed</p>	<p>School staff School staff, students</p>	<p>September-June  September-June</p>	<p>Turnaround staff, School Administration  Administration, deans, staff</p>

at celebrating success and increasing positive school culture			
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**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.											
<ul style="list-style-type: none"> <li>• Volunteers for PBIS Committee to meet before school hours</li> <li>• Volunteers to staff student incentive events</li> <li>• Donations for items students can purchase with starbucks</li> <li>• Volunteers to staff Parent Engagement Nights</li> <li>• TFC costs</li> <li>• Salary of Guidance, Social Worker</li> <li>• Meetings with deans and administration</li> </ul>											
<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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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 through an analysis of student referral numbers for level 1 and 2 incidents the PBIS committee will see a decrease by 3% in how many referrals are sent to the dean as compared to average referrals in October and November.
<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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>In Spring 2015 MS 45 participated in a Quality Review. At that time we received a proficient for - 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. This speaks directly to tenet 4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p>		
<p>In Spring 2015 MS 45 participated in a Quality Review. MS 45 was rated developing for 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.</p>		
<p>The reviewer went on to further comment that our meetings need to have more structure including agendas, minutes and a protocol around an inquiry based methodology to improving pedagogy and student outcomes.</p>		
<p>Strengths:</p> <ul style="list-style-type: none"> <li>MS 45 teachers already participate in a variety of teacher team meetings including horizontal and vertical configurations using both student work and data</li> <li>Teachers teams use protocols but inconsistently</li> </ul>		
<p>Needs:</p>		

- Teacher team meetings need to be more formalized
- Teacher teams need to be planned out in advance – map our work for the year on a calendar June 15-September 15 so implementation can begin immediately

## **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers and administrators will use research based protocols for looking at student work in teacher team meetings to improve teacher practice and student outcomes that will result in a 2% increase of students scoring at or above proficiency on the 2016 New York State Common Core Exams.

## **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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Within content teams teachers will use protocols to look at student work determine areas of need through inquiry and decide on next steps. In completing this cycle they will further the process by bringing work or data back to their teams to analyze for effectiveness of interventions.</p> <p>Teachers of ELL students and SWD's will participate in teacher team meetings and use protocols to look at</p>	<p>Teachers, teachers of ELL and SWD, administration</p>	<p>September-June</p>	<p>Administration</p>

student work determine areas of need through inquiry and decide on next steps. In completing this cycle they will further the process by bringing work or data back to their teams to analyze for effectiveness of interventions.			
Kid talk protocol (brought to us by TFC) will be implemented during grade level team meetings. A student referral will be brought to the teacher team presented by one member - teachers then engage in the protocol with expected outcomes including intervention plan for student	Teachers, administration, TFC coach	September-June	Administration
Grade level and content teams will disaggregate Degree of Reading progress (DRP) scores to determine below level readers and possible interventions using and inquiry approach/protocol.  Analysis of DRP data with attention to ELL and SWD. Determination of specific intervention strategies including but not limited to Just Words and/or strategic reading period	Teachers, Teachers of ELL and SWD, administration	September-June	Administration
Calendar teacher meetings and topics for school year 15-16 in Summer 15	Administration	June 2015	Administration

**Part 4 – Budget and Resource Alignment**

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

Time for teacher leaders/administrators to prep for teacher team meetings

TFC implementation coaches

Administer, analyze DRP results – MSQI

Summer session for Principal/ AP assigned

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>	X	<b>School Success Grant</b>	X	<b>Other</b>

**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 a simulated Common Core Exam will be administered by teachers to measure progress by which we will note an increase of 1% in students scoring at a level of proficiency as compared to their 2015 state test scores .

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Middle School 45 went through the Quality Review Process during the 2014-15 school year. In spring 2015 we were rated proficient for ensuring coherent curricula in all subjects accessible to a variety of learners and aligned to CCLS. We were rated developing in develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson so that all students produce meaningful work products. We were rated proficient for aligning assessments and grading practices and analyze information on student outcomes to adjust instructional decisions. These all relate to school leader practices and decisions.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>MS 45 had multiple consultants, AIS providers and professional development opportunities for staff in 14-15</li> <li>We will continue to use Danielson to measure teacher practice and promote positive instructional practices</li> <li>According to Advance data we have improved as a school community in the area of 3C – Engaging students in learning down from 41% of teachers rated ineffective or developing in this area when compared to 2013-1014 data.</li> </ul> <p>Needs:</p>		

- Align all aspects of professional development to ensure coherence and consistency between our support staff and consultants
- Meeting the needs of all learners has been a topic of professional development in the past, yet our neediest students do not demonstrate growth on standardized tests. MS 45 needs to use Danielson to work with teachers strategically and specifically in the area of 3c – Engaging Students in Learning.
- Engagement leads to interest, excitement and self directed learning, by increasing engagement we hope to empower our students to be more reflective partners in their own education

In going back to previous data, our school had a DTSDE Review in 2013-2014 we received a developing for 2.2

2.2 - Staff members were able to discuss the improved use of data to ensure the establishment of norms that are indicative of high-level work and the use of established rubrics and assessments to examine student work. However, parent interviews indicated that while participants were aware of the behavior improvement programs, not all parents were aware of the various instructional initiatives and the CCLS.

2.3 - Interviews by the Integrated Intervention Team (IIT) with the school leaders indicate that a number of strategic decisions have been made that have resulted in improvements in meeting the needs of students and staff.

2.4 - The school leaders have an articulated and functional plan that is aligned to the district’s Annual Professional Performance Review (APPR) that provides frequent observations and timely, actionable feedback to staff that is designed to improve teaching practices based on student data and the Danielson rubric. Interviews and documents also show that teachers are provided with timely feedback after the observations and that the feedback identifies aspects of instruction that work well and areas that need improvement. Areas for development become the focus for future observations. Interviews with the school leaders indicate that information from the observations is used to identify professional development (PD) needs for individuals and groups of teachers and to identify areas for additional support, guidance or counseling. Each AP reports to the school leader weekly on the observation cycle, the feedback that is provided to each staff member, and how each teacher is making improvements. Through the implementation of this system, both teachers and school leaders are held accountable for continuous improvement, which positively impacts student achievement.

2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). The school leaders monitor New York City’s Advance system in order to select teachers who are rated effective or highly effective and to provide time for them to assist other teachers, either as coach/mentors or as LabSite instructors. Some of these teachers have been asked to perform mutually agreed upon inter-visitations

## **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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all administrators will use Advance to give actionable feedback to teachers within one week following an observation which will result in a 10% overall increase of teachers rated effective or highly effective.

**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)</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>School administration will develop a system for professional development utilizing both horizontal and vertical sessions which will be used to develop a common understanding regarding the planning for and implementation of engaging lessons for students. Our work with Turnaround For Children will develop our understanding of varied protocols including team and class builders as well as content specific strategies to foster</p>	<p>School staff</p>	<p>September-June</p>	<p>TFC coaches, TFC Program Director, School Administration</p>

heightened engagement. Teachers use a portion of the time to plan together giving peer feedback with a lens towards improvement.			
In concert with and under the direction of school administration, Turnaround for Children coaches will work with all teachers in on-going cycles both modeling, co teaching and observing to provide actionable feedback centered on increasing student engagement. Work will relate back to the bi-weekly professional development sessions. Evidence will be seen in observation cycle.	School staff	September-June	TFC coaches, TFC Program Director, School Administration
Teachers will participate in inter-visitations with mentor teachers who are rated effective and/or highly effective on Danielson's rubric for 3c .	School staff	September-June	Coaches, mentor teachers, School Administration
School support personnel including guidance counselor, school social worker, Montefiore school based mental health providers, Relationship Abuse Prevention Program counselor, Sapis worker and TFC social worker will work to develop and implement a system of referral and support for students who are behaviorally and academically at risk with structures to support their varied needs. Parent support will be sought as we involve the parents of our neediest learners. This will heighten the sense of trust within the school community.  In communicating with school constituents we will engage in an open exchange	At-risk students  School staff, School Administration, SLT, PA, parents  Level 1 students including ELL and SWD's  LCI, Irwin consultants, MSQI coach, staff, administration  Students, School staff  Students, after-school book club teachers, families	October-June  September-June  November-June  September-June  September – June  December - May	School Administration, guidance counselor, school social worker , Montefiore school based mental health providers, Relationship Abuse Prevention Program counselor, Sapis worker and TFC social worker  School Administration, School staff, TFC coaches, TFC Program Director  School administration  School administration  School Administration  School administration

of information where there will be a common understanding around increasing student engagement through the school newsletter, website, and informational sessions at both PA meetings and SLT meetings.

In effectively using human resources, MS 45 will hire two f-status AIS teachers. These teachers will help to engage our neediest learners by finding multiple entry points so they can engage with and access the CCLS. We will use a system of progress monitoring to ensure these students can access the curriculum.

In effectively using human resources, MS 45 will use consultants from LCI, Irwin as well as our MSQI coach to establish routines and procedures for engaging students in CCLS tasks especially the SWD and ESL populations, seeking multiple entry points to the curricula.

In an effort to improve school wide systems that impact instruction MS 45 will implement the I Ready and MYON programs. These programs give teachers the ability to monitor progress as well as plan for student strength and weaknesses. As the program is technology based student buy in is almost immediate.

In an effort to engage students in reading, an after-school Book Club will be implemented. Students

will think critically while practicing their speaking and listening skills. A parent component will be implemented where the family will be asked to partner read with the child at home and invited for a special session of discussion.			
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**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.
Salary for: guidance counselor, school social worker, Relationship Abuse Prevention Program counselor, Sapis worker and TFC social worker
Use of teacher teams, peers, coaches, administration to develop a common set of expectations for engagement and work together to achieve these elements
The Danielson Framework and Advance for teacher evaluation
Scheduling of inter visitations
Meeting time for mental health professionals
OTPS to aid in collection of materials for use in heightening student engagement
Publishing of school newsletter, website
2 F status teachers
LCI Consultant
Consultant
MSQI coach
Books for book club, per session for teachers (85 hours – 7 teachers)
Iready program
MYON

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

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

By February 2016, Middle School 45 will see an increase in student engagement as measured by the school wide discussion engagement and participation rubric, focusing specifically on engagement. By February 2016 we expect students to score at least in a level 2 on this indicator on the rubric.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul> <p>Middle School 45 went through the Quality Review Process during the 2014-15 school year. In spring 2015 we were rated Developing for School Culture – Establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.</p> <p>According to the School Environment Survey 2013-2014 MS 45 had 28% of parents complete the survey. This is 26% less than the citywide average. While parents are generally more satisfied than in the previous year (37% in 2013 42% in 2014) We are below the percent that respond they are satisfied by 5% points as compared to the Citywide average</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>Development of school website</li> <li>Communications via Remind 101 with parent coordinator</li> <li>Student led parent conferences</li> <li>Purchase of Skedula and small pilot of teachers using program with larger roll out planned for 15-16</li> <li>Partnership with Beacon Good Sheppard to lead parent engagement nights</li> </ul>		

Needs:

- Workshops for parents on the instructional core and CCLS
- Use parent time on Tuesday afternoons more effectively – schedule parent conferences where the students will lead the conference
- Create more reasons for parents to want to be in the building including classroom, grade level and school wide celebrations

In looking back further at data sources to inform this goal, During the 2013-2014 school year Middle School 45 participated in a DTSDE review in which we received a developing for 6.5

Impact Statement: The school communicates its high expectations for students and welcomes reciprocal communication with constituents. The school has established partnerships that provide various services and opportunities to meet the needs of families and students. However, data is not shared in a way that enables all parents to advocate for their children’s needs.

**Part 2 – Annual Goal**

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

**By June 2016, the administration, teachers and parent coordinator of MS 45 will engage in practices aimed at increasing parent involvement resulting in a 5% increase on the 2015-2016 NYC School Survey of parents rating ‘satisfied’ as compared to the 2014-2015 NYC School Survey.**

**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)</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Continue collaborations with CBO – Good Sheppard Beacon program to promote Parent Involvement Nights. Four of these evenings will be planned with fun interactive activities for families that promote a home school connection. School volunteers partner with Beacon staff to create evenings of fun for our community.</p>	<p>School Staff, Beacon staff, students, families</p>	<p>Three evenings from November - June</p>	<p>SLT members, School administration, Beacon staff</p>
<p>Parent conferences on Tuesdays during parent time or by appointment will be</p>	<p>School Staff, students, families</p>	<p>During parent conference time</p>	<p>School administration, teachers</p>

<p>lead by students. Teachers will receive information on how to set up for student led conferences. Teacher will take on role of facilitator so students can maintain responsibility for conferencing with parent based on report card and student portfolios sharing with parents where their strengths and needs are.</p>			
<p>Implement use of Skedula as a parent communication tool. This system will enable teachers to communicate with parents real time on grades, attendance, assignments and many other important items related to involving parents in the educational process. This system will replace Engrade as it is more comprehensive and offers more opportunities for meaningful communication. MS 45's website provides parents with information about events and what is currently happening at MS 45. Remind 101 is one way the parent coordinator communicates with parents as once a parent subscribes they get text messages about upcoming events and meetings at MS 45.</p>	<p>School community, parents, School staff</p>	<p>September-June</p>	<p>School administration, Parent coordinator</p>
<p>Schedule and hold workshops for parents related to curriculum, college and career readiness. The parent coordinator in consultation with the PA board and school administration will plan workshops twice monthly that address items related to increasing student outcomes in school.</p>	<p>Parents, School community</p>	<p>September- June</p>	<p>Parent coordinator, PA Board, School administration</p>

**Part 4 – Budget and Resource Alignment**

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

- Offer translation during student led parent conferences
- Volunteers for Parent Involvement Nights
- Beacon staff for Parent Involvement Nights
- Teachers use prep time to prepare for student led conferences
- OTPS for folders, paper, printing guidelines for student led conferences
- Purchase Skedula system
- Parent Coordinator time for meetings/workshops

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

X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

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

A survey in January will mirror questions found on the School Environment survey, we expect participation in this survey to come in at 35% and responses for agree or strongly agree to increase by 5% as compared to the School Environment Survey from 2015.

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at 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>	Level 1 & 2 ELA State exam  Below 45 on school wide administration of DRP  Running record to follow DRP for further assessment  MOSL data	1. Focus Period 2. Guided Reading 3. Reciprocal Teaching 4. I-Ready 5. Book Clubs 6. ELL Academy 7. RTI teacher (f status) 8. Fordham tutors 9. Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD's and ELLs 10. Word Generation 11. MYON	1. small group 2. small group 3. small group 4. technology, 1-1 5. small group 6. small group 7. small group 8. 1-1 9. small group, 1-1, whole class 10. whole class with scaffolds 11. technology, 1-1	1. 4 times per week during school day (DSD) 2. 2 times per week DSD 3. 2 times per week DSD 4. 1-2 times per week DSD 5. 1-2 times per week after school 6. 2 times per week before/ after school (B/AF) 7. 1 time per student each week (Jan-June) 8. Twice weekly 9. DSD 10. DSD 11. DSD, B/AF
<b>Mathematics</b>	Level 1 & 2 Math State exam  MOSL data	1. Focus Period 2. Focus Academy 3. ELL Academy 4. Fordham tutors	1. reduced class size 2. small group 3. small group 4. 1-1	1. 4 times per week during school day (DSD) 2. twice weekly AF 3. 2 times per week before/ after school (B/AF)

		<p>5. Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD's and ELLs</p> <p>6. Word Generation</p>	<p>5. small group, one to one, whole class</p> <p>6. whole class with scaffolds</p>	<p>4. one day a week X 2 tutors</p> <p>5. on going in classroom, as needed</p> <p>6. DSD</p>
<b>Science</b>	<p>Level 1 &amp; 2 ELA/Math</p> <p>Science benchmark and recurring assessment data</p>	<p>1. Differentiated Instruction practices</p> <p>2. Infusion of ELA strategies including reciprocal teaching and strategy incorporation related to ELA curriculum protocols</p> <p>3. Construction of lesson plans that are differentiated with entry points for varied needs.</p> <p>4. Assessments to measure student growth and progress</p> <p>5. Word Generation</p>	<p>1. Small group, one to one, whole class</p> <p>2. Small group, one to one, whole class</p> <p>3. Small group</p> <p>4. Small group, one to one, whole class</p> <p>5. whole class with scaffolds</p>	<p>1. on going DSD</p> <p>2. on going DSD</p> <p>3. on going DSD</p> <p>4. on going DSD</p> <p>5. DSD</p>
<b>Social Studies</b>	<p>Level 1 &amp; 2 ELA</p> <p>Social studies benchmark and recurring assessment data</p>	<p>1. Differentiated Instruction practices</p> <p>2. Infusion of ELA strategies including reciprocal teaching and strategy incorporation related to ELA curriculum protocols</p> <p>3. Construction of lesson plans that are differentiated with entry points for varied needs</p> <p>4. Assessments to measure student growth and progress</p>	<p>1. Small group, one to one, whole class</p> <p>2. Small group, one to one, whole class</p> <p>3. Small group</p> <p>4. Small group, one to one, whole class</p> <p>5. whole class with scaffolds</p>	<p>1. on going DSD</p> <p>2. on going DSD</p> <p>3. on going DSD</p> <p>4. on going DSD</p> <p>5. DSD</p>

		5. Word Generation		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with behavior or academic referrals, referrals to PPT team	<ol style="list-style-type: none"> <li>1. Guidance</li> <li>2. SAPIS</li> <li>3. School Social Worker</li> <li>4. Rapp Counselor</li> <li>5. Montefiore Clinic Social Worker</li> <li>6. Montefiore Health Services</li> <li>7. TFC Social Worker</li> <li>8. Check-in/Check-out Mentors</li> </ol>	All can be one to one, counseling at times small group	<ol style="list-style-type: none"> <li>1. 2. 3.</li> <li>4.7. Counselors and social workers meet with student(s) one to two times per week</li> <li>5.6. Health provider sees students on an appointment or as needed basis</li> <li>8. Mentors see identified students twice a day</li> </ol>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school</li> <li>• Attend Job Fairs through the DOE</li> <li>• Consult open market</li> <li>• Network with colleagues</li> </ul> <p><b>Retention and support</b></p> <ul style="list-style-type: none"> <li>• We offer a supportive environment for new teachers which includes a buddy teacher who the new teacher can consult with, the in-class support of the dean for behavior management and a mentor</li> <li>• We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science, ICT and ELL teachers, content meetings and teacher team meetings</li> <li>• The pupil personnel secretary will work closely with the HR point to ensure that non-HQT meet all required documentation and assessment deadlines</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers will continue training with the Danielson Framework and receive actionable feedback on focus competencies</li> </ul>

- Teachers will set meaningful goals as part of informal/formal observation process. Teachers will be part of an initial planning conference and will discuss progress on going throughout the year as they move towards effective teaching practices as detailed in the Danielson Framework
- Informal and formal observations will be used to maintain a high quality of teaching. Feedback could include: conduct inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers ( Irwin consultant) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point
- Common planning meetings with content and Professional Learning Communities with team devoted to Professional Development whether within content/grade level grouping with teacher teams or with ELL and Special Education Teachers. Topics include: analyzing data, meeting Common Core Learning Standards, Danielson’s rubric, looking at student work
- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to ‘track them down’
- We conduct inter-visitations and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to UFT professional development, Danielson, Turn Around for Children, Learning Centered Initiatives, Expeditionary Learning
- Administrators will work with our talent coach to norm observations and improve feedback based on Danielson framework

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

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

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

N/A

**Part 4: SWP Schools Only**

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

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

N/A

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

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

Teacher teams meet frequently in concert with school administration to determine the appropriate assessments. This work includes the use of rubrics as a common assessment tool. Teachers are using the state rubrics for their assessments. Teachers discuss in Professional Development how to use multiple data sources and assessments to analyze their plans and determine what else needs to be included in planning so that students attain mastery of the target standard. Learning Centered Initiative Consultant aided in developing common rubric for classroom discourse, participation and discussion. Meetings with teacher teams allow teachers to turn key information. Assessment tools implemented at MS 45 include the benchmarks and common assessments developed in teacher teams. Results from these assessments are frequently used to plan for teaching, re-teaching or intervention.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	804,732.00	x	5B
Title I School Improvement 1003(a)	Federal		x	
Title I Priority and Focus School Improvement Funds	Federal	156,788	x	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	15,840.00	x	5A, 5D
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	4,473,309.00	x	5B, 5D, 5E

**<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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP 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. **Middle School 45**, 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. **Middle School 45** 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)**

**Middle School 45**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curriculum and instruction consistent with 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 made available 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;
- supply students with necessary tools for school success whenever possible

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Thomas C. Giordano MS 45</u>	DBN: <u>10x045</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ We will host supplemental sessions for our ELL students before school and after school. Students will be heterogenously grouped to allow for much student to student discussion, interaction and peer feedback. There will be small group targeted instruction based on the specific skills in which students need additional support and to enhance their success rate on the NYSESLAT exam. Before school, 1 group of 12 students with an ESL licensed teacher will meet Wednesdays and Thursdays from 7:15 - 8:15 and afterschool, 4 groups, 3 ESL licensed and 1 content (science) licensed teachers, will meet Wednesdays and Thursdays 3:20-4:20, beginning in late November and continuing through May. Groups will be flexible based on emerging student's needs as determined by progress monitoring. The ESL teachers will co-plan and co-teach with the science teacher. On days when trips are planned, the program will meet until 5:20. The program will consist of reading/writing via a Project Based Learning approach (PBL). The PBL approach consists of thematic planning which includes trips, projects, reading, writing, research in an effort to enhance language acquisition. The trips are based on the teachers theme. Some trips are to the Arthur Avenue neighborhood to learn about cultures/shopping/food, while another is to the Bronx Zoo to discuss animals, habitats, etc. Metro cards and train passes will need to be purchased for the trips. We hope to have parents join us on the trips as well. In addition, the use of the Imagine Learning Program will be used online with students and address individual needs in reading. This program will be used with the ELL students in this program before/after school. This program can also be used by students on home computers which will allow for parents to be involved as well. In addition, the students will have the opportunity to utilize a new program MYON. This is an online library, which will allow students to read both fiction & non-fiction on a variety of topics at their reading level. Students will also be using NYSESLAT practice materials to enhance their success rate on the NYSESLAT exam. \_\_\_\_\_

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

- Our school has a multi-faceted approach to PD for teachers of ELLs. It includes both internal structures for the sharing of resources and information, as well as external supports.

- Network: Our network provides professional development for ESL teachers/supervisors on a monthly basis. Our ESL coordinator attends the sessions and turnkeys the information to the ESL teachers. Topics are decided by the Network and include: Using the AMAO Tool to Determine Student Need and Plan Instruction, Specific Instructional Strategies, the NYS New & Home Language Progressions, Designing Common Core Aligned Instruction for ELLs, Incorporating Technology into the ELL classroom, and Translanguaging. These sessions are then turnkeyed to the ESL department by the attending individuals on the first Monday/Tuesday PD block of each month. The schedule of CFN ELL

### Part C: Professional Development

workshops this school year is: October 1st, December 17, February 13, March 25, April 24, and June 5.

- ELL Consultant: Liz Irwin, a former AUSSIE consultant will be contracted for 5 days to provide modeling, coaching, and feedback to teachers of ELLs. The teachers who receive direct PD will then open their classrooms as labsites for model ESL instruction. All teachers of ELLs in the school will have the opportunity to visit the labsites and observe best practices.

- Fordham University Regional Bilingual/ESL Resource Network (R-BERN):

In addition, ESL teachers attend workshops facilitated by R-BERN at Fordham University. Dates and agendas are sent via email to me prior to the meeting date. Again, the info is shared with the ESL department during Monday PD time and/or Tuesday PD time as mandated by the new contract. On the first Monday/Tuesday of each month, the ESL teachers meet as a study group to share materials and turnkey any trainings they attended in the previous month. Topics already address this year include: October: Language Acquisition Strategies-CFN 109 Monthly ELL PD, November: ELL Strategies to Meet Common Core with Fordham University R-BERN, December: DELLSS Art Instruction for ELLs.

- Project Based Learning:

Furthermore, the ESL teachers for the beginner ESL students worked with Ms. Colon from RBERN in the 2013-2014 to create PBL lessons. The teachers of our intermediate/advanced students work with the ELA department to differentiate instruction for all ESL students via the Expeditionary Learning curriculum. This work has continued in the 2014-15 school year.

- A study group including teachers of beginning level ELLs working in the Title III Direct Instruction Program (but open to other teachers of ELLs as well) will use The ESL/ELL Teachers Survival Guide, by Larry Ferlazzo as a guiding text. The study group meets of the second Tuesday of every month. Teachers will use the text to drive discussions around best practices for accelerating language acquisition as well as increasing content area knowledge for this population.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ We will provide translation services to ELL parents as the need arises via our parent coordinator and/or the translation services department of the DOE.

- Parents of ELL students will be invited to attend the trips planned during the Title III Academies in an effort to engage parents and students with the school community. The first trips are scheduled to take place in January: Bronx Zoo; and January/February: Community Walk including Arthur Ave.

- Throughout the year we will continue building our collaboration and joint efforts by providing our parents of ELLs with informational sessions and workshops such as:

Promotional Criteria for ELL students-This is critical for parents of ELLs, as the promotional criteria change depending upon ELL/SIFE status and number of years enrolled. This workshop will take place at 10 AM on a Tuesday morning in January (as we have found ELL parent attendance to be highest when workshops are offered at this time).

### Part D: Parental Engagement Activities

The High School Application Process for Parents of ELLs, which includes completion and submission of the applications, as well as ELL-specific considerations for students transitioning to High School. This workshop was held at 10 AM on a Tuesday morning in October.

—  
College Campus Visits for Parents of ELLs:

Fordham University, Hunter College, Lehman College, Bronx Community College: Scheduled for Spring 2015 (March-May)

Our ELL parents will visit colleges with our parent coordinator to develop an understanding of college readiness as promoted by our school chancellor. We have tentatively planned to allow a limited number of students to accompany their parents on these trips for the first time in the Spring of 2015.

—  
Parent & Student Book Club: We will launch a joint family literacy initiative, during which parents and students will engage in a book club, reading the same text in both English & Spanish. This club will meet during 6th period lunch periods on Tuesdays, beginning in February. Texts will be jointly chosen by students, parents, and teachers. We hope to promote literacy in both English and Spanish through this program, provide time for adolescents to bond with their parents around engaging texts.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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



**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>10</b>	Borough <b>Bronx</b>	School Number <b>045</b>
School Name <b>Thomas C. Giordano Middle School 45</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>Annamaria V. Giordano</b>	Assistant Principal <b>Joan Ingram</b>
Coach <b>Dalainy Amador</b>	Coach <b>Barbara Pessolano</b>
ENL (English as a New Language)/Bilingual Teacher <b>Clarissa Contreras</b>	School Counselor <b>Eugene Martinez</b>
Teacher/Subject Area <b>Gordana Micovic/ENL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>James Robidoux/ENL</b>	Parent Coordinator <b>Leticia Julian</b>
Related-Service Provider <b>Susan Mula</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Melodie Mashel</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>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	<b>123</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"/> 12 <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	0	0					0
<b>Dual Language</b>							0	0	0					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>	123	<b>Newcomers</b> (ELLs receiving service 0-3 years)	23	<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	21	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	27	<b>Long-Term</b> (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	23	5	2	27	1	1	10	0	0	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: _____

### 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							30	24	35					0
Chinese								1						0
Russian														0
Bengali							1							0
Urdu														0
Arabic							1	1	1					0
Haitian														0
French								1	3					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							12	9	3					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)							2	11	11					0
<b>Emerging</b> (Low Intermediate)							3	2	3					0
<b>Transitioning</b> (High Intermediate)							3	0	9					0
<b>Expanding</b> (Advanced)							21	20	21					0
<b>Commanding</b> (Proficient)							15	0	10					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							21	22	19					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	9	1		0
7	22	7			0
8	31	5			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	27	5	10		2				0
7	16	5	3						0
8	36	17	4		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.  
Language Arts teachers conduct running record assessments for new admits, as well as all students (including ELLs) considered below grade level on the DRP (Degrees of Reading Power) conducted in September. Teachers use TCRWP for their running record assessments at least three times a year, in order to determine an instructional reading level for their students and to help guide students in choosing texts for their independent reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Across the grades, most students who come in to the school system with little or no English language (scores of 0-12 on the NYSITELL) score Entering or Emerging on the NYSESLAT by the end of the school year. A few of these same students score Transitioning or Expanding. Across the grades, the majority of our students scored Expanding on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
- 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?
    - Across the grades, most students who come in to the school system with little or no English language (scores of 0-12 on the NYSITELL) score Entering or Emerging on the NYSESLAT by the end of the school year. A few of these same students score Transitioning or Expanding. These students vary in their performance in the home language. Across the grades, the majority of our students scored Expanding on the NYSESLAT.
    - School leadership reviews the data in order to provide resources and support to teachers of ELLs. Administrators guide teachers and give suggestions on strategies they can use to improve student learning. Teachers of ELLs review the results of ELL periodic assessment and use the information for forming heterogenous groups in the classroom. Teachers also make decisions about providing supports (such as for

- writing needs) or differentiating curriculum (such as providing opportunities for listening comprehension).
- c. We learn that all ELLs perform best on periodic assessments containing material they are familiar with. Some of our ELLs with little to no English language do tend to guess on assessments and will copy text inaccurately. ELLs with more English language need strategies for comprehending complex questions or prompts and conveying their ideas clearly. In our Freestanding ENL classes, home language is used as a comprehension support primarily for Entering and Emerging ELLs.
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*.]  
Not applicable.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers of ELLs are expected to provide Content Objectives, as well as Language Objectives. Teachers are trained in using a variety of research-based Engagement Structures where students frequently have opportunities to listen, speak, read and write in their new language, and teachers embed these structures in daily activities with students.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
 Not applicable.
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of the program depends upon benchmarks, revision and reflection of lesson plans, looking at student work as well as performance on the nyseslat simulation vs. the state nyseslat exam.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
During student enrollment, the parent/guardian and student are initially given an oral interview by the bilingual (English/Spanish) secretary and the Home Language Identification Survey (HLIS) is administered by the ENL Coordinator to determine the student's home language. If another language besides Spanish is needed, we look within our school personnel or reach out to the DOE's translation services. The ENL Coordinator invites the parent/guardian to view the Parent Orientation Video in their preferred language. The parent/guardian is then provided with the Parent Survey & Program Selection Form in their preferred language. The ENL supervisor then determines if the student is eligible to take the New York State Identification Test for English Language Learners (NYSITELL). The bilingual (English/Spanish) ENL Coordinator administers the NYSITELL and Spanish LAB to eligible students.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Students who score Entering or Emerging on the NYSITELL and whose classwork is significantly deficient to that of similarly scoring students will be administered the oral interview questionnaire by the ENL Coordinator and, if needed, the Literacy Evaluation for Newcomer SIFE (LENS) in order to diagnose if the student would be initial-SIFE status.
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).  
If it is determined that the student has an IEP during the initial interview at student enrollment, an IEP team that includes the ENL Coordinator will determine the student's eligibility for special education services and the language in which special education programs and services are delivered.
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.  
Parent notification letters are sent via mail after the NYSITELL is scanned.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).  
Parents are informed of their right to appeal ELL status during the initial enrollment interview.
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.

The ENL Coordinator invites the parent/guardian to view the Parent Orientation Video which outlines all three program choices, in their preferred language, during the enrollment process.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are invited to complete the Parent Surveys and Program Selection as part of the enrollment process.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parents are invited to complete the Parent Surveys and Program Selection as part of the enrollment process, ensuring their completion and return to the school.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement notification letters are sent via mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of all ELL documentation for each child remain in their academic records and in centralized folder in the ENL supervisor's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The Testing Coordinator distributes administration materials for the Speaking section to ENL certified teachers. Each teacher is given a list of students that they do not directly teach. The Testing Coordinator schedules three testing days for the remaining sections (Themes with Listening, Reading, and Writing) of the NYSESLAT. Students take one section per day.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
All parent notification letters are distributed via mail.
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).  
Parents tend to choose Freestanding ENL for program choices.

## 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.  
All classes travel as a group. Newly admitted students and Newcomers scoring Entering or Emerging on the prior year's NYSESLAT are placed in one of two classes. One class has 6th and 7th graders, the other class has 7th and 8th graders. Newcomers and students scoring Transitioning, Expanding, or Commanding on the prior year's NYSESLAT are placed in a graded, heterogeneous class. Students who are former ELLs may be placed together in an additional graded, heterogeneous class with non-ELLs.
  - b. TBE program. *If applicable.*  
Not applicable.
  - c. DL program. *If applicable.*  
Not applicable.
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)?  
Students who are new admits, or scoring Entering or Emerging, are in a class that is taught 360 minutes of ENL and 90 minutes per week of ELA with a dually teacher certified in ESOL and ELA. In addition, these students receive 225 minutes of Social Studies and 360 minutes of Mathematics instruction from certified ESOL instructors that use ENL methodologies. Students scoring

Transitioning, Expanding, or Commanding on the prior year's NYSESLAT receive 225 minutes of ENL and 225 minutes of ELA per week with a dually teacher certified in ESOL and ELA. These classes follow the same curriculum as non-ELL students in the school, but teachers provide supports using ENL strategies and methodologies. In addition, these students receive 225 minutes of Social Studies instruction from a certified ESOL instructor that uses ENL methodologies. Former ELLs are supported 90 minutes per week by a certified ESOL teacher integrated into their Social Studies or Science class (co-teaching).

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.

Teachers use ENL methodologies such as explicit vocabulary instruction and reinforcement, providing speaking or writing frames, providing visuals to aid in comprehension, and designing learning opportunities in all four modalities (listening, speaking, reading, and writing) in order to scaffold tasks, activities, and projects in core subjects that meet many of the Common Core Learning Standards. School-wide, and inclusive of ELLs, teachers use a variety of research-based Engagement Structures where students frequently have opportunities to listen, speak, read and write in their new language and interact with core content.

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

In our free-standing ENL program, home language is used as a support for comprehension or as a resource for English word-attack strategies.

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

Listening and Speaking skills are assessed on a consistent basis by teachers throughout the year via use of Engagement Structures. Teachers of the Entering and Emerging ELLs use a Conversation Log where students track conversations they have in English and evaluate themselves with an attached rubric. Periodically, Teachers will assess their Speaking skills by having a conversation with the student and tracking this in the log. Teachers evaluate Listening skills through frequent class activities where students will listen to a dialogue or song (related to the topic of study) and answer questions about it. Reading and Writing skills are assessed through tasks, activities, projects, or exams throughout the year. Reading skills of Developing, Long-Term and Former ELLs are assessed through the DRP, conducted three times per year. If a student scores below grade level, teachers conduct a Running Record assessment. Teachers conduct running record reading assessments for Entering and Emerging ELLs at least three times per year.

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 students engage in a Project-Based curriculum that is cross-curricular and integrates many of the topics addressed in the SIFE Bridges Curriculum. Students must work collaboratively to present a visual or audio-visual product, which develops students' social, academic, and language needs.

b. Newcomers scoring Entering or Emerging, are in a class that is also mostly project-based with frequent presentations. Projects are thematic and usually begin with explicit vocabulary instruction and include a variety of opportunities for Listening and Speaking about the content. Students also read and analyze and eventually write about Nonfiction and Fiction texts that relate to the theme and include visual supports to aid comprehension. Students have access to translators.

c. Developing ELLs receive supports such as teacher-modeled think alouds, explicit vocabulary instruction, accompanying visuals, scaffolded steps and writing frames, while learning the same curriculum as non-ELLs.

d. Long Term ELLs receive supports such as those for Developing ELLs while learning the same curriculum as non-ELLs. Long Term ELLs with learning disabilities are provided additional supports as determined in their IEPs.

e. Former ELLs are given language supports during a Science or Social Studies class in a small group with an ENL teacher.

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.

Along with the child's parent-guardian, teachers, and ENL Coordinator, the principal will review the student work and grades of any student who was re-identified in order to determine whether or not the student was adversely affected. The principal will provide additional support services to re-identified students thought to be adversely affected.

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?

Teachers scaffold, break content material into manageable parts, and also use a variety of research-based Engagement Structures where students frequently have opportunities to listen, speak, read and write in the English language and interact with core content. Teachers of ELL-SWDs use the same grade-level materials as teachers of non-ELLs.

Chart 7 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?

ELL-SWDs have both an ESOL certified teacher, as well as a teacher certified in teaching students with disabilities. With some classes the ESOL teacher pushes in to provide language support, with ICT classes these teachers co-teach. These teams of teachers meet and plan instructional activities and curricular supports that help ELL-SWDs both increase English proficiency and achieve their IEP goals.

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

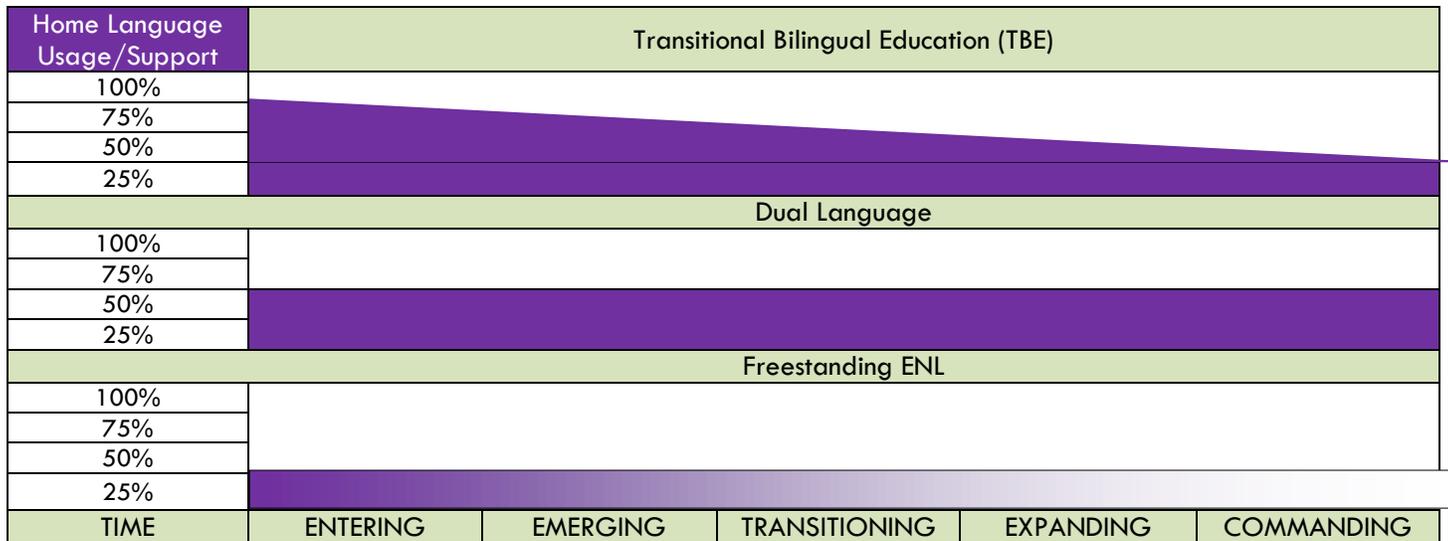


\*Note: “other approved services” does not apply to New York City at this time.

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.  
**Entering and Emerging ELLs who will take the ELA exam are invited to a Title 3 before or after school program to give them extra support and strategies to prepare them for exams.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Entering/Emerging students are engaged in Project Based Learning with cross-curricular units of study that was very successful the previous year.**
12. What new programs or improvements will be considered for the upcoming school year?  
**ENL Students will use MyOn, a web-based library for listening and reading 90 minutes per week, in addition to regularly scheduled weekly individualized Reading and Mathematics instruction using iReady.**
13. What programs/services for ELLs will be discontinued and why?  
**Not applicable.**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Like all students, ELLs are invited to Title 3 after-school programs that teachers provide based on students' needs or interests. Teachers identify ELL students that can benefit from additional academic practice after-school, and reach out to parents to gauge interest in placing them in a program.**
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.  
**ENL teachers have a class set of iPads that students use to research, to develop and create audio-visual projects, or to complete listening activities. Students also engage in interactive lessons during ENL and Social Studies using these iPads.**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Entering and Emerging ENL students are provided with bilingual dictionaries and access to translators. Teachers encourage students to try and ween themselves off dependency of a translator. Teachers also translate written directions when launching a new and unfamiliar activity. ENL students of higher proficiency are encouraged to use their home language as a resource (such as when encountering new words) and teachers help students make connections to their language or culture.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Teachers of ENL students are consulted when the principal makes decisions about providing services or purchasing resources.**
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).  
**Newly enrolled ELLs are invited to an orientation meeting before school starts. ELLs who enrolled throughout the school year are placed in a class where teachers guide and orient them with different activities throughout the year.**
19. What language electives are offered to ELLs?  
**Not applicable.**
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)?**Not applicable.**

## 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.)  
Teachers of ELLs have formed a Professional Learning Community with the goals of adjusting curriculum through the planning of projects, researching and sharing ENL strategies and methodologies, and increasing academic performance of ELLs on English Language and Mathematics standardized tests. Teachers in this group teach a variety of content areas and meet on Mondays for 50 minutes (or more) every two weeks. Individual teachers rotate receiving Professional Development from outside sources and turnkey information and ideas from their meetings to all teachers of ELLs during their PLC.
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?  
Teachers take turns attending professional development sessions offered by the Division of English Language Learners & Student Support or NYS/NYC Regional Bilingual Education Resource Network (RBE-RN). Teachers will turnkey the information during their PLC meetings. In addition, some teachers of ELLs are participating in professional development provided by Turnaround for Children and Learning Center Initiatives.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers are encouraged to plan parent outreach workshops and meetings for incoming parents, as well as information sessions for outgoing parents.
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.  
Teachers of ELLs alternate in attending professional development sessions offered by the Division of English Language Learners & Student Support or NYS/NYC Regional Bilingual Education Resource Network (RBE-RN). Teachers will turnkey the information during their ENL PLC meetings or during a content professional development session (for all teachers). Copies of agendas and attendance sheets for such meetings will be retained by the ENL Coordinator.

## 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?  
ENL teachers set aside time to reach out to parents and discuss the language acquisition progress for all of the ELLs they provide service to. Teachers use bilingual colleagues or electronic translators to ensure parents of ELLs understand their child's needs.
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.  
A log of in person meetings, phone calls, is maintained by the ENL Coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The Parent Association provides workshops around Computers, Art, Nutrition, Finance, High School, Common Core, or Special Education. They also schedule various outings and field trips for students.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The Beacon Program periodically provides English language courses to ELL parents.
5. How do you evaluate the needs of the parents?  
The Parent Coordinator provides a survey (in both Spanish and English) to parents in order to determine their needs and interests, and plans accordingly.
6. How do your parental involvement activities address the needs of the parents?  
Parents indicate their needs on the survey that is provided by the Parent Coordinator and are informed of activities through a parent calendar and memos sent home with students.

## 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.



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
annamaria v giordano	Principal		11/19/15
joan ingram	Assistant Principal		11/19/15
leticia julian	Parent Coordinator		11/1/15
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
clarissa contreras	Teacher/Subject Area		11/19/15
gordana micovic	Teacher/Subject Area		11/19/15
dalainy amador	Coach		11/19/15
	Coach		1/1/01
eugene martinez	School Counselor		11/19/15
melody mashel	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10x045**      School Name: **Thomas C. Giordano MS 45**  
Superintendent: **Melodie Mashel**

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

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

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

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

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

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

during registration we complete the home language survey which provides us the preferred language of the family. in addition at all meetings we ask for the preferred language and provide translation when possible.

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

a good majority of our parents preferred language is spanish, however many are fine with english. for those parents that speak other than english/spanish, we do have a few staff members able to translate, twi, arabic and french.

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

the parent coordinators calendar of events is sent home in english and spanish. in addition, many of the school memos are also translated in english/spanish. our after school CBO partners also send home information in both languages. all of our in house meetings are translated in spanish.

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

each year we conduct parent teacher conferences (actually student to parent conferences as students conduct their conference). during any parent meeting, i.e open school, high school night, 6<sup>th</sup> grade parent night, welcome back night, Tuesday parent time, there are always staff members available for translation .

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

when we are unable to provide the translation we use the DOE translation unit for memos, etc. we also have portable translation units. our parent coordinator translates our in house documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

when necessary we use over the phone and/or in house staff.

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

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

we will use a more formal procedures by advising of the the above services. at present, we have not had to use them.

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

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

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

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

we will continue to conduct surveys to ascertain if we are meeting the language needs of our parents.