

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X118**

School Name: **J.H.S. 118 WILLIAM W. NILES**

Principal: **GIULIA COX**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: William W. Niles School Number (DBN): 10x118
Grades Served: 6, 7, 8
School Address: 577 East 179th St, Bronx NY 10457
Phone Number: 718 584 2330 Fax: 718-584 7763
School Contact Person: Giulia Cox Email Address: Gcox3@schools.nyc.gov
Principal: Giulia Cox
UFT Chapter Leader: Renee Blumenfeld
Parents' Association President: Raul Garcia
SLT Chairperson: Renee Blumenfeld
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Raul Garcia
Student Representative(s): N/A
N/A

District Information

Community School
District: District 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10457
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza, Bronx NY 10457 / 1230 Zerega Ave, Bronx NY
Director's Office Address: 10462
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/ 718-741-8895 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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|---|-------------------------|
| Giulia Cox | *Principal or Designee | |
| Noelia Santiago | *UFT Chapter Leader or Designee | |
| Raul Nicole | *PA/PTA President or Designated Co-President | |
| Frank Rivera | DC 37 Representative (staff), if applicable | |
| Raul Nicole | 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 | |
| | Member/ | |
| Nadine Benjamin | Member/ Teacher | |
| Marsha Leon | Member/ Teacher | |
| Ashley Napoli | Member/ Teacher | |
| Sandi Baer | Member/ Assistant Principal | |
| KellyAnn Perer | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------|--|----------------------|
| Sonia Marrero | Member/ Parent | |
| Sara Alcala | Member/ Parent | |
| Carre Rivera | Member/ Parent | |
| Denise Polonio | Member/ Parent | |
| Pamela Sellers | Member/ Parent | |
| | Member/ Parent | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

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

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

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

MS is a large, comprehensive urban middle school located in the Tremont section of the Bronx. It is presently a school in good standing in terms of NYSED accountability. In 2015-16, the school will be comprised of three academies serving approximately 1200 students:

- 1) The Academy of Excellence : a zoned / unscreened academy serving approximately 25 classes of students in General Education, ICT (team-teaching) and small class special educational settings. The academy meets several different student instructional language needs, serving ESL / ENL students who have diverse home languages, Spanish bilingual classes and native / proficient speakers of English.
- 2) Spectrum Academy , an honors program with an accelerated curriculum serving 9 classes of students in General Education and 3 in ICT (team-teaching) classes
- 3) Pace Academy , an academically accelerated program serving 12 classes of students in General Education and 2 in small special educational classes.

As of October 2015, our register represents students who are students with disabilities (SWD's = 17.5%), English Language Learners (ELL's=11.3%), former ELLs (22.7%) or both an ELL and a SWD (4%).

The school's mission is: To empower every child to achieve a bright future as an individual and as a member of our nation and the world. To that end, we partner with young people and their families to support students as they begin their development into thoughtful, informed, caring and productive adults. The values of hard work, personal responsibility and compassion are the foundation of our community of learners and leaders.

The school offers students opportunities to prepare for Regents exams for HS credit; over 450 Regents exams were administered in Spring 2015 to students in all academies.

The school has several important academic and enrichment partnerships benefiting students including with the Manice Environmental Education Center, Astor Services for Children and Families, GEAR-Up at Lehman College, as well as with NYC Arts organizations.

MS 118 hosts a SONYC afterschool program with Community Based Organization PAL. The program is held every school day of the year and offers enrichment programming and homework help. PAL participants compete in many special events, including (XXX) Students in the program enjoy trips as well as activities such as dance, archery, journalism, basketball and technology.

Professional learning and teacher development partnerships include MSQI (the Middle School Quality Initiative) focused on instructional coaching to support reading achievement and New York City's Urban Advantage's Science program. This year, MS 118 is included in the Teacher Development Coaching project funded by the Federal Teacher Incentive Fund grant, which will provides coaching to support MS 118's teachers in developing leadership skills. The TDC Coach helps teachers to become proficient in designing and conducting job-embedded, school based professional development that increases successful integration of research-validated teaching practices.

MS 118's current principal is Giulia Cox, who also led the school as principal from September of 2002 to June of 2007. Ms Cox returned to the school in December of 2014 and was appointed via the C-30 process in the spring.

Ms. Cox has put a focus on communication, transparency and collaboration with the teaching staff to improve student outcomes. The progress made in this area enabled the passing of two important School Based Options in support of a school wide advisory program and the creation of a Special Education Teacher coach position.

School partnership with with parents in SY 2015 revealed both strengths and areas to improve, with a majority of parents saying that they were pleased with the level of day-to-day contact they had with teachers, but requesting more

and better school wide communications and events, special workshops and engagement opportunities, which has become a focus for this year.

In SY 2015 the two Great Schools elements that the school will focus on are Element 2, Supportive Environment and Element 3, Collaborative Teachers. Work in these areas will support our large school with working as a cohesive unit for the benefit of all.

10X118 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|----------|---|------|---|-------|
| Grade Configuration | 06,07,08 | Total Enrollment | 1195 | 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 | 36 | # SETSS | 3 | # Integrated Collaborative Teaching | 28 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 25 | # Music | 12 | # Drama | N/A |
| # Foreign Language | 4 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 87.8% | % Attendance Rate | | | 91.4% |
| % Free Lunch | 89.0% | % Reduced Lunch | | | 4.0% |
| % Limited English Proficient | 11.6% | % Students with Disabilities | | | 20.1% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | | 22.7% |
| % Hispanic or Latino | 61.9% | % Asian or Native Hawaiian/Pacific Islander | | | 11.7% |
| % White | 3.0% | % Multi-Racial | | | 0.2% |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | N/A | # of Assistant Principals (2014-15) | | | 4 |
| # of Deans (2014-15) | 3 | # of Counselors/Social Workers (2014-15) | | | 6 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.2% | % Teaching Out of Certification (2013-14) | | | 1.8% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.5% | Average Teacher Absences (2013-14) | | | 7.56 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 27.8% | Mathematics Performance at levels 3 & 4 | | | 30.9% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | | 61.7% |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | 87.0% |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | N/A |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | YES |
| White | YES | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | YES |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | YES |
| White | YES | Multi-Racial | | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | | YES |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | | YES |
| White | N/A | Multi-Racial | | | YES |
| Students with Disabilities | NO | Limited English Proficient | | | YES |
| Economically Disadvantaged | NO | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |

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

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

Part 1 – Needs Assessment

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

Data are still in review at the time of this first draft, however, a preliminary review of data indicate that there some key areas to target for improvement:

1. **Students with disabilities** need to make more progress in reading and writing annually. Few of these students are making enough progress on the **Common Core English Language Arts Assessments** . Formal analyses are pending from State ELA test scores, MOSL results and report card data.
2. **Students learning English as a new language** need to make more progress in reading and writing annually. Few of these students are making enough progress on the NYSESLAT, or as measured by report card grades.
3. **Students in Spectrum and Pace Academy** typically score well on state assessments, but student growth in both ELA and Math in SY 2013- 2014 was modest. Specific growth goals will be set for student subgroups in these academies once state test score data is available for item level analyses.

Part 2 – Annual Goal

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

Element 1 : Rigorous Instruction

During SY 2015-16, MS 118 teachers will engage in a variety of professional learning activities that will increase their ability to meet their students learning needs. As a result, MS 118 students will demonstrate an increase in student achievement PL growth in Math and Reading by 3% overall (N=1173) within the following subgroups: 1) SWD’s, 2) ELL / ENL’s, 3) all students performing at Level 1, 4) all students performing at Level 2. In addition, we have set a goal of a 2% overall increase for all students performing at levels 3 and 4 as measured by NYSED common core assessments.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| Implementation of MSQI Strategic reading period with all students in the Academy of Excellence | All Unscreened students | Mid-September to June | AP for ELA, MSQI coordinator, AP for Data, Principal |
| Wilson Reading intervention for students at the lowest reading levels. | 15-20 students | Mid-September to June | Wilson Reading Teacher (s), MSQI Coordinator |
| Additional AIS / After School reading support for students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) as well as support for reading engagement with families of these students | 75-100 indicated students | Mid-September to June | AP in charge of afterschool / AIS programs |
| Ongoing PD in reading for teachers of these students | 15 teachers | Mid-September to June | MSQI coordinator, Professional Learning Committee |
| Dedicated coaching for SPED teachers to implement curricula that support students with disabilities in progressing towards meeting the Common Core State Standards | 18 teachers of Special Education | Mid September - June | Part time SE teacher coach; UFT Teacher Center Coordinator, AP for SPED and IEP Teacher |
| Enhanced support for students learning English as a New Language as laid out in the school's Title III Plan | English Language Learners | November - June 2015 | AP for ENL; ENL department |

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. | | | | | | | | | | | |
| Tax Levy funds, Title I funds and Title III Funds will support these programs during the day and after school. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |

| | | | | | | | | | | | |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|

Part 5 – Progress Monitoring

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

By January 2016, student report card grades (all students) and interim reading assessments (for targeted students) should show net positive growth for all groups.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

There is broad evidence to support the claim that the school’s rate of disciplinary incidents is too high; School Environment is the lowest-rated area in the school quality snapshot among all stakeholder groups; OORS and suspension rates are up over previous years, and surveys and parent conversations reveal that schoolwide safety and order are a concern.

Part 2 – Annual Goal

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

All students in 15-16 will benefit from a school wide advisory program that promotes positive behavior and teaches social skills and peacemaking. This will result in an overall reduction of Level 4 and 5 occurrences of at least 20% by year's end, as well as show improvements in teacher, student, and parent / family satisfaction with school environment as reflected by the annual school environment survey. (Teacher Survey Item "look forward to each day" from SA/A 61% to 70%; Student Item "even when the teacher isn't watching" from AA 17% to 25% and "Never" from 15% to 10%; Parent Item "work closely with families to meet student needs" from SA / A 65% to 70% and D/SD from 12 to 9%)

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| An advisory curriculum will be developed summer 2015 and rolled out in the first days of school, 2015. Consultants from the Center for Social and Emotional Education will support the process. | All students, all UFT staff | July 2015-Aug 2015 | Principal, Lead AP, Advisory Committee |
| Advisory will occur on a daily basis, with advisors developing close and solutions-oriented relationships with students and families. | All students, all families | September | Advisors |
| Open School Night will highlight Advisory goals and practices and ways for parents to get involved. | All families | October | Principal, AP's |
| Advisors will maintain frequent and close contact with parents regarding students' progress, support needs and opportunities, as well as key policies and the terms of the School-Parent Compact | All students, all families | Sept-June 2015 | Advisors, AP's |

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. | | | | | | | | | | | |
| Circular Six time supported by Tax levy will support implementation; Title I funding will support the work with the consultants from the National School Climate Center in the summer and over the year, both for overtime and fees for services. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| The school will administer a brief survey to a representative sample of students and families to get feedback about their experience with Advisory in January. UFT consultation will request and document staff feedback about how |

advisory is going. Sept –Jan OORS data will be compared with the previous year’s data to assess progress in reducing negative incidents.

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

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

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

Part 1 – Needs Assessment

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

A comprehensive Professional Learning needs assessment was conducted on June 4th, Chancellor’s PD day. Findings indicated that teachers were interested in more common planning time, more opportunities to learn about and practice using assessment data for instructional decision making, . . .

Part 2 – Annual Goal

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

The Professional Learning Committee (PL Committee) at MS 118 is engaged in designing and implementing a year-long program of job-embedded professional learning consistent with the Handbook for Professional Learning and aligned with the feedback from the QR, PPO, student achievement trends and teachers’ own priorities as reflected by our June 4 2015 PL focus groups. As a result, the PL Committee's goal is that teacher feedback on the PL experience will reveal that in June, at least 75% of teachers will rate the year-long experiences as a) having led to a specific and important change in their classroom teaching, and b) engaging enough to recommend to a colleague who has interest in the content.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| The PL committee will develop a scope and sequence for PL activities for all teachers and paras across 4-5 cycles. | Committee members | August 2015 | Principal, UFT Teacher Center Coach |
| The principal will align the PL committee's scope and sequence with District priorities laid out by the superintendent. | All Teachers | September | UFT Teacher Center coach |
| The plan will be rolled out in September; teachers will begin establishing PL culture goals in small groups for Cycle 1, as well as launching Advisory. | All Teachers | September - Early October | PL Committee + Chapter Leader |
| Cycle 2 is focused on Standards and Student Data | All Teachers | Mid October - November | PL Committee + UFT Chapter Leader |
| Cycle 3 is focused on support for instructional strategic planning by grade and subject within departments that meets the standards and is informed by student data. | All Teachers | November - Early January | PL Committee + UFT Chapter Leader |
| Cycle 4's focus will be determined based on midyear feedback from participants | All Teachers | Mid January - March | PL Committee + UFT Chapter Leader |
| Cycle 5's focus will be determined based on midyear feedback from participants | | | |

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. | | | | | | | | | | | |
| The bulk of implementation will be covered by tax levy while teachers are working; Committee work will be supported by T1 Professional Development funds. | | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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

At the end of each of 5 cycles, the PL Committee will review PL eval feedback from staff about their experiences in the cycle to improve their efforts in the remainder of the year.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Teachers have cited a need for more timely and actionable feedback from supervisors. In SY 2015-16 the MS 118 administrative team will focus on developing an “instructional cabinet” meeting together with coaches that will focus particularly on instructional priorities, teacher needs and teacher growth. The Principals and AP’s will devote weekly time to developing the supervision skills that leads to trust and positive growth in teacher practice. This meeting will also ensure that the cabinet is normed on the Danielson Framework for Teaching and able to provide teachers with written and verbal feedback that will help them grow, along with their students.

Part 2 – Annual Goal

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

The Instructional Cabinet will meet weekly to ensure that teachers receive timely, accurate and actionable feedback that helps them to grow. As a result, 75% of all required teacher observations will be complete by March 1, 2016.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Instructional Cabinet will begin meeting in September with classroom co-visits for norming purposes</p> | <p>Supervisors</p> | <p>September</p> | <p>Principal</p> |

| | | | |
|---|-----------------------|-------------------|----------------------------|
| Supervisors will plan out monthly and weekly lists of observations to perform and begin observing. Student data will be reviewed for the classrooms observed in order to provide that important context for observations, so that feedback benefits the teaching of all students. | Supervisors | September-October | Principal, Senior AP, AP's |
| Instructional Cabinet will focus on looking at the work of students with disabilities, English language learners, and other high-need students while observing in classrooms, in order to ensure that these students' needs are met and that teachers are both supported in and accountable for their academic progress. | Supervisors, Teachers | September-January | Cabinet Members |
| By March, 75% of required observations will be complete. | Supervisors | Sept-March 2015 | Principal, AP's |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| This work will be conducted during the regular school day; approximately 20-30 supervisor hours per week are invested in co-observing, observing, debrief / feedback sharing, and preparation and delivery of reports. DOE Learn online resources provide additional training opportunities for supervisors and work with the Teacher Development and Evaluation Coach ensures that the team is calibrated and normed as provided for in the City's plan for meeting requirements under state law 3012-c. | | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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|---|
| 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. |
| <u>Monthly observation completion targets will be set for all supervisors of teaching, which will allow for monitoring towards the compliance goal. In Mid-December, progress to goal will be assessed and schedules revised as needed. In addition, feedback on the observation process will be sought from teachers through UFT consultation.</u> |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

Focus Group feedback from parents in spring of 2015 revealed that MS 118 parents want more opportunities to participate in school sponsored events and workshops, as well as to have school communications be more frequent and more timely. School Survey results, once available, will yield more data about opportunities to meet the needs of MS 118 families.

Therefore, a two-pronged approach to strengthening school and family ties is proposed for next year. First, a deeper approach to communications planning and implementation will be employed. Second, the new Advisory work will create more and better opportunities for advisors to communicate with families in a strengths-based way that leverages what families know about their children in order to support their success in school.

Part 2 – Annual Goal

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

MS 118 will demonstrate an improvement over SY 2014-15’s parent satisfaction statistics as measured by the annual school survey. The Strong Family and Community Ties Category results will reflect that our SY 15 10 point lag behind the citywide average for middle schools will be closed by half.

Part 3 – Action Plan

| | | | |
|--|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>PL for advisors in family engagement strategies;</p> | <p>Teacher-advisors</p> | <p>October - June</p> | <p>AP's, Advisory Committee</p> |
| <p>School Leadership Team will take steps to ensure that all families are aware of the CEP goals for the year and how to share ideas with the School Leadership Team</p> | <p>Parents</p> | <p>October - June</p> | <p>Principal, School Leadership team</p> |
| <p>1-2 workshops per month will be offered to families in areas that support their engagement with student academic progress and their own lifelong learning.</p> | <p>Parents</p> | <p>October - June</p> | <p>Prinicipal, Parent Coordinator, PA Executive Board</p> |
| | | | |

Part 4 – Budget and Resource Alignment

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|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Tax levy and TI Parent involvement funds will support this work.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>The School Leadership Team will review evidence of progress towards each goal bimonthly and make note in the meeting minutes.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|---|--|--|
| English Language Arts (ELA) | State Exam Scores below level 3. | <p>Achieve 3000 (data-driven digital support for reading skills development)</p> <p>DRP assessments to inform teacher grouping and differentiation;</p> <p>Additional instructional minutes above the state mandates to provide add'l time for guided and independent practice;</p> <p>Extended day programs</p> <p>Lunchtime study groups.</p> | AIS identified students, as well as small group and one to one. | During the instructional day and after school. |
| Mathematics | State Exam Scores below level 3. | <p>Additional instructional minutes above the state mandates to provide add'l time for guided and independent practice</p> <p>Extended day programs</p> <p>Lunchtime study groups.</p> | AIS identified students, as well as small group and one to one. | During the instructional day and after school. |

| | | | | |
|---|--|--|---------------|-------------------------------|
| Science | Students in danger of failing as indicated by Q1 grades. | PL for Science teachers that addresses strategies for identifying, engaging and supporting students at risk, as well as the particular needs of ELLs and SWD's. Saturday Academies for students most at risk. | All students. | During the instructional day. |
| Social Studies | Students in danger of failing as indicated by Q1 grades. | PL for Social Studies Teachers teachers that addresses strategies for identifying, engaging and supporting students at risk, as well as the particular needs of ELLs and SWD's. Saturday Academies for students most at risk. | All students. | During the instructional day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | | N/A | N/A | N/A |

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>In order to maintain a staff that is highly qualified, strong relationships with organizations that provide alternate pathways to educational certification are formed and utilized in recruitment. Programs such as the NYC Teaching Fellows and Teach For America provide teacher candidates who are certified to teach in New York State and possess many highly desirable qualities we look for in teachers. Our school will host New York City Teaching Fellows training during the summer which affords us a unique opportunity to witness teachers during an extended student-teaching period and recruit those who possess state certification and demonstrate a high degree of pedagogical sophistication. BEDS surveys are done annually and data is collected and analyzed to ensure that our staff is working within their certification, and changes to programming are made when conflicts arise.</p> <p>All newly hired teachers, including those that have proper teaching experience will be provided with teacher mentors, and professional learning is a focus area of this CEP.</p> |

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| See Framework Element 3 for details |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participate in MOSL committees and professional learning work in curriculum includes the development of common assessment items.

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 1,024,378.00 | x | Section 5: a, b, c, d and e |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 17,464.00 | X | Section 5 a, e |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 6,483,762.00 | X | Section 5: a, b, c, d and e |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Middle School 118]**, 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 118]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[Middle School 118] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 10 | Borough Bronx | School Number 118 |
| School Name William W. Niles Middle School 118 | | |

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 Giulia Cox | Assistant Principal Nathalie De La Mota |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher Jaqueline Padilla DiMirco | School Counselor Dayana Ventura |
| Teacher/Subject Area Damian Griffin | Parent Raul Nicole |
| Teacher/Subject Area Cielo Camargo | Parent Coordinator Sonia Lopez |
| Related-Service Provider Vacancy | Borough Field Support Center Staff Member type here |
| Superintendent Melodie Mashel | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program | 6 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | | Number of teachers who hold both a bilingual extension and TESOL certification | |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 1 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 2 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 1163 | Total number of ELLs | 131 | ELLs as share of total student population (%) | 0.00% |
|--|-------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | 10 | 8 | 17 | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|----|---|----|
| All ELLs | 131 | Newcomers (ELLs receiving service 0-3 years) | 64 | ELL Students with Disabilities | 49 |
| SIFE | 14 | Developing ELLs (ELLs receiving service 4-6 years) | 55 | Long-Term (ELLs receiving service 7 or more years) | 12 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 31 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 33 | 6 | 0 | 53 | 3 | 27 | 12 | 5 | 5 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| SELECT ONE Spanish | | | | | | | 10 | 18 | | | | | | 0 |
| SELECT ONE Spanish | | | | | | | | | 17 | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | 30 | 30 | 50 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 1 | 1 | 3 | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | 1 | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Entering (Beginning) | | | | | | | 7 | 8 | 10 | | | | | 0 |
| Emerging (Low Intermediate) | | | | | | | 2 | 4 | 10 | | | | | 0 |
| Transitioning (High Intermediate) | | | | | | | 5 | 1 | 8 | | | | | 0 |
| Expanding (Advanced) | | | | | | | 23 | 15 | 14 | | | | | 0 |
| Commanding (Proficient) | | | | | | | 14 | 7 | 3 | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | 0 | 0 | 0 | | | | | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 31 | 4 | 0 | 0 | 0 |
| 7 | 21 | 2 | 0 | 0 | 0 |
| 8 | 29 | 0 | 0 | 0 | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 25 | 3 | 6 | 1 | 1 | 0 | | | 0 |
| 7 | 19 | 6 | 3 | 1 | 0 | 0 | | | 0 |
| 8 | 37 | 10 | 0 | 1 | 0 | 0 | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | | | | | | | 0 |
| 8 | 70 | | 87 | | 5 | | 0 | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | 4 | | 2 |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 20 | | 1 | |
| 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.
 Each department at MS118 builds their own baseline assessment, including the ENL/Bilingual Department. These assessments are common core aligned and standards-based. Each department creates a unit test, skills analysis and answer key based on the highest areas of need from the state ELA and Math test. Within the unit test, specific content strands, skills and standards are addressed based on students' strengths and areas of focus. The students' strengths and areas of focus are identified from baseline assessments. The troublesome questions from the baseline are then spiraled into the next exam, enabling the teachers to pinpoint specific areas, rather than re-teach broad topics to the entire class. More specifically, some of the assessments used in tandem with the MOSL and the teacher created assessments are the baseline assessments from the DRP and Achieve 3000 (also in used in Spanish for the Spanish Bilingual ELLs).

 Each department has a department leadership and members of the school's professional learning committee which has been thoroughly trained in the following areas; Data analysis, Data Interpretation, Direct Application of data results for instruction using coaching cycles.

 After carefully analyzing and looking at trends, all department leadership begins a rotational series of visits whereby, the department leadership visits their assigned teacher with activities that focus on skills, that hone in on their areas of focus. The cycle is concise and systematic. Using the indicators of the Danielson Framework a coaching cycles is set up around low inference observations and data trends.

 This data coupled with the ELA data reveals that over the past three academic school years the school has decreased the number of ELLs who were level one's and increased the percentage of ELLs who are levels 3 and 4 in the state test.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The Nyseslat data reveals that most of the English Language Learners attending at M.S. 118 fall within the expanding category across grade levels 6, 7 and 8. The second largest ELL level is entering and most of those students are 7th and 8th graders. Most of the

7th and 8th graders seem to fall within the lower levels of proficiency. Most of the 6th graders fall within the Expanding category. As far as the commanding category most of those students are in grade level 6.

The NYSITELL and the Spanish LAB data show that the majority of the newly arrived ELLs come in without any background in the English Language with the exception of the minority of students who come from countries where English is spoken as a second language.

As far as the Spanish LAB data most of the students assessed this year have demonstrated to be proficient in their home language based on that assessment.

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

n/a until we get the amao data

4. For each program, answer the following:

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

Within our freestanding ESL program most of the 6th graders fall within the expanding level of proficiency. Most 7th graders are entering and emerging and most 8th graders' scores fall within the entering and expanding levels of proficiency.

As far as the Spanish bilingual program, which is designed to meet the needs of the newly arrived students from Spanish speaking countries, all of the 6th graders are entering. The 7th graders are a balance of entering and emerging; the same is true for the 8th grade.

In the bilingual program, the students are performing much better in assessments in Spanish overall. This is attributed to the fact that most of the students in the bilingual program are newly arrived and have only been in school for 25 instructional days. Additionally, the teachers are beginning to see an improvement in the student's performance in English due to the support in ENL and the use of assessments which are appropriate for newly arrived students.

The school is learning that the students in the bilingual program come in with a strong foundation in their home language; this is concluded from triangulating baseline assessments as well as the Spanish LAB data.

As far as the freestanding ENL classes aligned the ELL periodic assessment we use mirrors the assessment used by the Code X curriculum. Our purpose is to ensure that we are assessing our ELLs based on the expectations of the Common Core standards. Being that we use the Common Core aligned curriculum, we use the reading, writing, speaking and listening assessments to get more of an accurate impression of how our ELLs are performing in terms of all the language modalities.

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

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

This is the first year of the re-launching of the bilingual program at M.S. 118. This year, the bilingual program has become a central piece of the instructional program at M.S. 118. The only teachers serving the bilingual students are ENL teacher or bilingually certified teachers. The teachers make a great effort in planning rigorous lessons in both languages, particularly in NLA where they focus on using "authentic" literary texts to push the student's academic language in their home language.

All instructional decisions are made based on the formative and summative assessments; all teachers who service ELLs are annually trained in the strategies that have been proven to be effective, e.g, supportive protocols for peer discussions. The expectation is that all ELLs across all classrooms will receive additional support from their peers (as well as their teachers) with things like accessing complex, texts, tasks and ideas in their classroom on a daily basis. Additionally, because we have such a high percentage of ELLs, especially long term ELLs whenever instructional decisions are made considerations and supports are developed for ELLs as well for Students with disabilities.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our program based on our performance of the report card and our AYP performance.

We will also be using the AMAO tool to ensure that our students are not only showing progress on the ELA and Math test, but also in

their language acquisition. Our primary goal is to ensure we are meeting AMAO1 and AMAO2 as per the goals set by the state. The results we get back from these state assessments help us get a better sense of whether what we are doing is effective (the professional development conducted by the ESL teachers, aligning CCLS curriculum to the freestanding ESL classes, etc).

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.

Prior to the beginning of the school year, student data is looked at by the administration. This helps the team identify incoming students in all grades, but specifically students in 6th grade who have less than three years in the U.S.A. This assists the team in determining placement of those students. Students who are still considered ELL’s are scheduled consistent with new CRP 154 for ESL services by language competency level: Entering, emerging, transitioning, expanding and now commanding. The ELLs in the bilingual program receive their services mostly through integrated ENL. They are additionally pulled out for their specified number of minutes in stand-alone ESL since most of these students fall within the entering and emerging range of proficiency. This identification process also helps us to plan the number of minutes in native language instruction and in English.

If the ELL student’s parents have opted out of the transitional bilingual classroom, modality scores are provided to the monolingual subject teachers in order to emphasize areas in which the student might need more support (listening, writing, speaking, or reading). Ms. De La Mota (the assistant principal) and Ms. Padilla (an ESL teacher leader) meet with the teachers in the department and assist the monolingual teachers to utilize the data to create activities which will help students to acquire these competencies. During the school year the ENL Assistant Principal and Ms. Padilla will assist the parents of newcomers to fill out the home language survey and conduct an informal interview (if needed) to determine the correct placement of the students. We also provide our parents assistance with the translation of forms in person or over the phone as needed. Once the surveys are completed, the NYSITELL can be administered to determine English proficiency level (this assessment is conducted by Ms. Padilla). This process is ongoing because new students enter the school on a regular basis throughout the year. Parents of students who have failed the NYSITELL are notified by entitlement letters sent home via backpack and through phone calls and personal outreach to parents at entrance and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed, tested and sit for parent orientation.

To ensure that parents understand all three program choices, parents are invited to attend an ELL Parent Orientation to watch a video in their language of choice which explains each program type and to have an opportunity to fill out the forms, choose the program best suited for their child, and ask the necessary questions about student placement. Parents are notified about the workshop a week in advance as soon as their child has been identified as an ELL. Letters are sent home in English and in parent’s language of choice and parents are given the choice to attend the orientation during or after school hours. Multiple opportunities for orientation and completion of parent survey are provided in order to work around their schedules. Interpreters in the parents’ native language are also provided within our staff or via telephone interpretation.

After reviewing the Parent Survey and Program Selection forms for this year, the trend in program choice that five out of five of our parents have requested has been Transitional Bilingual Education Program. The program model offered at M.S. 118 is directly aligned with the parents’ requests. Parent program choice and selection take place within the first five days subsequent to registration.

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).

Part 3 of the HILS and the results of the Spanish LAB help the school to figure out the SIFE status of incoming students. Additionally, the school is partaking in the SIFE curriculum PD and we plan on implementing the LENS as a way of assessing our SIFE students in a more profound way. The school uses the SIFE parent interview recommended by the Division of ELLs in addition to the aforementioned tools to assist us in learning more information about the student’s academic history. This assessment process happens within the first 20 days of admission of the student to the school.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The language proficiency team consists of: The ENL coordinator (an assistant principal), the Special education coordinator (Ms. Mitchell), the special education administrator (Ms. Ware) and an ENL pedagogue (Ms. Padilla).

Once a student is enrolled in the school, and it is confirmed that a student is an ELL and has an IEP, a meeting is set up between the

Assistant Principal and the special education coordinator and the parent (where interpretation services are provided if needed) to create a language plan appropriate for the individual student. The language needs are assessed to ensure the student is receiving the specific language support as per their individualized plan. A meeting is also set between the ESL provider, SETTS provider and speech pathologist to ensure the child is receiving prioritized support in their biggest area of need. This meeting takes place within the first 20 days of registration when applicable. Placement takes place based on the child's language needs and special education needs with parent choice (contingent upon resources available).

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.

Once a student is registered and all the administrative aspects of registration are completed and it is confirmed that the student is an ELL, the student is given the NYSITELL within a 1-2 day window after being registered. Additionally, (if applicable) the following instructional day the child is given the Spanish LAB. The assistant principal scans both exams into the system and hand scores the results for both tests. Immediately thereafter, a letter is sent home (within five days after registration) with the student providing the parents with the respective scores and explaining the entitlement or non-entitlement of the student based on the data. Along with the entitlement/non-entitlement letter, a placement letter is sent home confirming the parent's program choice. This all happens systemically and consistently within the first five days of the student being admitted to the school. The ENL coordinator (Assistant Principal Ms. De La Mota) assures this takes place within the time frame the state mandates.

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).

At the bottom of the entitlement letter there is a disclaimer explaining to parents that they have the right to appeal the ELL decision that was based on the data. If parents are interested in contesting the decision they may do so by checking that option in the letter and returning the letter to the school and/or by contacting the department's administrator.

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

During the registration process parents are provided with an orientation by Ms. Padilla (a bilingual ENL certified pedagogue) explaining the different program settings. They are additionally shown the DVD which details the features of the three different types of programs. This process happens systemically and consistently. We do however notify the parent that MS 118 only offers a Spanish bilingual program and free-standing ESL. This orientation is offered during registration. If the parent is unable to stay to complete the orientation, the secretary re-schedules the parent to come back to the school at a time that is convenient for them. The child is placed in the default program (transitional bilingual or freestanding ESL depending on home language) until the parent choice is made after the orientation takes place.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

During the registration process and after the orientation, parents are provided with the parent choice survey or an "Opt-in" letter where they select the program of choice that is best for their child based on the orientation. The parent survey or "opt-in" letters are provided both in English and in the parents' language of choice. Parents complete this form immediately after the registration and orientation and hand it to Ms. Padilla before leaving the school building.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parent survey and program forms are always returned since they are handled during registration. The pedagogue conducting the registration and orientation (Ms. Padilla) is responsible for conducting the survey and handing it to Ms. De La Mota, the ENL administrator responsible for parent choice and filing in the student's cumulative record.

9. Describe how your school ensures that placement parent notification letters are distributed.

As described above, once a student is registered and all the administrative aspects of registration are completed and it is confirmed that the student is an ELL, the student is given the NYSITELL within a 1-2 day window after being registered. Additionally, (if applicable) the following instructional day the child is given the Spanish LAB. Immediately after scoring, a letter is sent home with the student providing the parents with the respective scores and explaining entitlement or non-entitlement, as well as the placement letter based on the parents choice. This all happens systemically and consistently within the first five days of the student being admitted to the school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All copies of the documentation that goes out to parents (such as entitlement and placement letters as well as documents that are completed by the parents in the school during registration such as the HILS and the parent survey form,) are placed in both the student's cumulative record as well as in the school's ESL compliance binder. There are two (safeguarded) copies in secure and accessible locations.

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.

A detailed plan is created. The ESL assistant principal as well as the ESL team of pedagogues create a plan, first focusing on training the teachers for the speaking part of the test. Rooms are reserved and (after teachers are trained) they are assigned students to pick up by grade level. Each teacher on the “speaking team” is in charge of picking up the student and assessing their speaking (in the respective testing room, shared by one other pedagogue). As for the other three modalities, the assistant principal meets with the teachers who will be proctoring all three modalities and goes over the testing memo which covers the aspects of test security, testing accommodations and the list of students that will be paired with each proctor as well as the testing schedule for the days to come. At the beginning of each testing morning, the tests are dropped off to the proctor and each proctor counts the number of tests they are receiving and signs the security form. The test is conducted for that day and then the bilingual coordinator comes around to pick up the exams, accounts for the tests in each room, and has each respective proctor sign the security form once again. This becomes a testing cycle for each day of testing and proctoring.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement letters and continuation of services letters are created and handed out to students within the first ten days of school. The letters include the student’s NYSESLAT results, the placement based on parent selection and their entitlement to the continuation of services.
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).

M.S.118 offers a Spanish transitional bilingual program and a freestanding ESL program model. All Spanish language students are able to be accommodated based on parent choice. Most of the newly arrived ELLs are placed in the transitional bilingual program (as per parent choice). No one has requested a dual language program this academic year or in the last two years. If a parent requests a dual language program we provide them with the support and guidance for finding a program in their zone; if multiple parents request dual language, MS 118 will work with the Superintendent and with student enrollment offices to connect with D10 Dual Language elementary programs and develop a 6-8 dual language program and enrollment pipeline with identified DL feeder schools.

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.

The goal of MS 118’s Freestanding ESL program is to provide ENL support to ELLs as they transition into monolingual classes.

Additionally, Freestanding ESL gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills. Freestanding ESL is provided through English Language Arts content to transitioning and expanding students and through integrated instruction (push-in). Students are grouped strategically for standalone and integrated instruction.

- b. TBE program. *If applicable.*

The goals of MS 118’s TBE program is to transition students into monolingual classes within three years, while still supporting the development of the native language literacy and content area skills. Students in the TBE classes receive 450 minutes of ENL instruction per week; this is a balance of a content integrated approach as well as a standalone ENL approach. They also receive NLA 225 minutes of Native Language Arts instruction per week. In Math, Science and Social Studies, instruction is allocated according to students’ language ability; therefore, teachers provide direct instruction in Spanish.

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

This year, the 6th, 7th and 8th grade TBE classes are self-contained classes that travel together as a group. They receive ENL in five, two-period blocks per week. All students who are newly arrived in the New York City Department of Education system receive ENL instruction in a small group setting (Stand-alone ENL) in addition to their intergrated instruction. The “Newcomers” are pulled out by a certified ENL teacher during the instructional day. These students receive ENL instruction in BICS, preparing them for conversation with peers and teachers at their new school, additionally, they learn about the structure of the English Language. These students also receive multi-cultural infused instruction that is built in to the content.

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.

Content areas

The subject area teachers include a variety of practices to support these students. Some of these are:

- List (group and label)
- Brainstorming
- Concept maps
- guided reading
- Question-answer relationships
- Quick writes
- Read and retell
- Semantic webs/maps
- Role-playing
- Think-pair-share/Pair-discuss-write
- Writing process and targeted revision
- Graphic organizers
- Semantic maps
- Visualization
- Story telling through pictures and illustrations

At MS 118, we are currently working on having every subject teacher that teaches ELL students to work on having an explicit language objective for their lesson. These language objectives are determined by student work, student performance, teacher observation, and informal as well as formal assessments (including NYSESLAT data) by modality. Student-Teacher conferencing and formal instruction in the language is required for students to better understand the content.

The assignment of students to cooperative learning groups is taken very seriously when it comes to long term ELLs. The content area student performance and the student language performance are examined, then groups are formed. Cooperative groups give students the opportunity to read, listen, write, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The ENL team helps the subject-area teachers to place students in groups and assists the teachers in making sure that in every subject area, there is a wide variety of materials to support the ELLs.

Explicit ESL

MS 118’s ENL teachers mainly follow the balanced literacy curriculum with the TBE classes. Math instruction is also provided to ensure that students understand mathematical vocabulary in English, which will help them transition into monolingual math classes. ESL teachers employ many different ENL methodologies, depending on the content that they are presenting. For example, as part of the “modified mini-lesson” for balanced literacy, ENL teachers will brainstorm ideas about the topic addressed in the reading, as well as preview vocabulary before a read aloud or shared reading activity, using visuals to support the students’ understanding. Many of the strategies mentioned above are also used to deliver ESL instruction through Social Studies content (particularly in the bilingual program). Teachers especially focus on the use of graphic organizers to make Social Studies content more comprehensible. Students are given support on their understanding of new vocabulary through the use of visuals, maps and globes and by connecting vocabulary terms to real-life situations. ELLs in all grade levels work on a number of projects throughout the year in which they “put themselves in someone’s shoes” to build their understanding of historical events in an engaging way. These projects give them the opportunity to express themselves in writing and practice new vocabulary as well.

In sum, All of these strategies are used to support the students with the rigor of complex and demand texts and tasks that the CCLS calls for.

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

Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from the NYSITELL and ELE tests also receive native language instruction through a pull-out program (and now the LENS for this school year). A part of the new SIFE curriculum will be infused to the bilingual program to support the needs of this subgroup and to build on the native language skill for this SIFE population. This academic year the school will be utilizing content materials in Spanish published by Santillana as a curricular resource in the NLA classrooms. The students are exposed to the same literacy skills in both English classes and their native language classes. This program has a pre and post assessment component which quantifies the students' vocabulary, grammar and writing mechanics and listening progress.

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

It is ensured that ELLs as well as non ELLs are evaluated in all four modalities of language by using common core aligned summative and formative assessments. Most of our current data is based in reading and writing data from the ELA test as well as the modality report from the NYSESLAT test. We are working on getting teachers to incorporate use of classroom data from "turn and talks", group work and class discussions as a means of monitoring students' developing abilities for listening and speaking. The school is incorporating a systemic practice in which, when students are working in groups or talking to each other, rather than the teacher walking around to ensure all student are "on task", the teacher comes around to assess and make "low inference" notes on what the students are saying to use as data. The teacher uses these notes, to either use as exemplars for assisting other students, as an area of focus to assist that individual student, or to analyze gaps or misconceptions in the learning process.

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

At MS 118 the ELL Team (including the assistant principal who oversees the department,) begins by making sure that every child who is registered in our school is taken through the process of identification and scrutiny for ESL services. The assistant principal, along with a designated ENL pedagogue (Ms. Padilla), look at the student's information when students are registered and classify students accordingly.

Newly arrived and SIFE

In general, parents of Spanish speaking new arrivals, including SIFE students, choose to place their children in the Transitional Bilingual Education class. The child is placed in the selected class and the child's name is provided to every teacher that teaches in that classroom.

If child that has been identified as a SIFE student is provided a Native Language proficiency examination in which a student is asked to read, write, speak and listen. This informal assessment is used as a base of data to help us transfer ELL's language knowledge into English. This informal assessment takes into account multiple situations and contexts making sure the students are able to apply to language skills at the same level in all situations.

The child is provided with instruction in the regular program, but is supported with Tier 1 intervention as well as Tier 2 intervention. MS 118's main goal is that the child be given the quantity of ENL service time that he/she is entitled to. In the ENL classrooms, students are placed by language proficiency level and grade level. That means that some of the 6th and 7th graders might be in the same ENL classroom. This information is then utilized for Tier 1 and Tier 2 intervention. Additionally, one more layer of intervention is the implementation of the partial implementation of the SIFE curriculum, particularly the structures and protocols outlined in the program.

Classroom activities are based on the following:

- Elicit prior knowledge on given topics and check student comprehension, often as topics are introduced.
- Emphasize life situations and problems that require a higher order of thinking.
- Make sure graphic organizers display information clearly and logically.
- Employ drama and role play to enhance communication.

We are working on creating a library in every bilingual classroom that contains books in SIFE students' native languages as well as in English that they are able to read. Different literary genres and also non-fiction books at the student's reading levels allow subject teachers to recommend student material that support grade level curriculum in math, social studies, science, and literacy. Students work in groups providing students a greater opportunity to read, write, listen, and speak for information and understanding, literary response and expression, critical analysis and evaluation and social intervention.

This year, students will also be provided with listening activities with books on tape in order to promote fluency and comprehension. In this manner, students will also be provided with materials at the students "i + 1" level. This begins to promote rigor, making sure that students are also exposed to reading material out of the "comfort zone" so they continue advancing. The teachers during Tier I intervention pull them out to the conferencing stations and discuss material.

After school programs will be offered for these specific students from the following selections:

- Math in the native language
- ESL classes/side by side and 3D for expanding and transitioning students
- Parents are offered workshops in order to inform them of their child's education and the expectations of CCLS
- Certified ESL teachers provide Saturday workshops about parents on topics such as the use of reading logs, reading with your child at night, and other helpful things parents can do at home to help their child succeed academically

Teachers utilize Smart Boards, computers to provide students with more visual aides in interactive activities to promote more learning and understanding of subject matter. These instruments assist teachers for scaffolding instruction by allowing teachers to support through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the teachers and the assistant principal during the pullout session in native language and by the subject teachers in the regular classrooms.

Plan for Long Term ELLS' - Many of our ELLs also have special needs. This has been our greatest challenge at MS 118 - This year we will aggressively address this population's growth goals through the following:

Professional development for both monolingual and bilingual teachers on instructional strategies that will develop and accelerate acquisition of language, math and core content knowledge for the teachers who serve this population

*Aligning both core- subject instruction to incorporate more reading & writing activities in the core subjects, thus aligning all curricula to updated core standards and reading intervention.

*Students have access to bilingual dictionaries, books in the native language and support via buddy system

* Reading and writing is carried across into all major subject areas

*Authentic Instruction is aligned to meet the needs of these students as well as exposure to test sophistication and best practices

*Students are offered the option of participating of Title III Afterschool and/or Saturday Academy

*Afterschool Boot camps in the areas of ELA, Math, Science and Social Studies

*homework help after school

*Students receive ESL instruction through Social Studies by a certified ESL Teacher

*Access to glossaries, bilingual dictionaries, back to back bilingual books, buddy system

*Alignment of pacing and curriculum maps through core-standards

*Option of participation of Title III Letters and Afterschool Program

*Pull-outs for Math and Literacy Interventions

*Small class size in ELA and Math classes

A special program has been created for the commanding / former ELLs with the special consideration of supporting them in continuing to develop their academic language. As per the new CRP 154 mandates, the commanding ELLs are all receiving their mandated number of minutes and whenever we can afford to give them extra minutes of standalone ENL support, we do. These students' are re-assessed at the beginning of the year to track their progress, and more rigorous curricular resources such as 3D are used to support their continued growth in English.

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.

Students are placed in the program of parent choice. An instructional program is created for all incoming ELLs to ensure that they receive their mandated number of minutes for ESL and NLA (depending on the program setting). Once that program is created, it will exist throughout the year. This means the child will receive their mandated services until the final decision is made about the parent appeal.

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?

At the present time, MS 118 has 10 ELL students in grade 6, 7 in grade 7th & 13 in grade 8th that have been identified as having special needs. The students in the mainstream ESL classes receive SETSS services as well as ESL services according to their proficiency level. ESL and SETSS teachers communicate on a regular basis about the students' instructional needs. In addition, the ESL teachers push in to these students' literacy classes to provide small group and individualized instruction and to ensure that the students do not miss literacy instruction time. The students in the 12 to 1 classes also receive ESL instruction through the ESL pull-out/push-in program. For the ENL standalone program the school utilizes the curricular resources recommended by the state (CMP3 for Math, Code X for ELA), the approach we use is to scaffold and modify these curricular resources to meet the needs of our different ELL sub groups. Particularly for our ELLs with disabilities concessions and modifications are made around the student's IEP's.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart teachers are required to create instructional goals around the student's IEP, which means all teachers must review each student's IEP and based on what the IEP says, they must create short term goals (for the marking period) and a plan with strategies they intend to use to ensure the student meets their semester goals. When looking at the IEP, the teacher also looks at the NYSESLAT data results and creates a plan with the language goals and targets as well. When designing the plan, the teacher must consider the child's disabilities as well as their language proficiency. The special education department and the ESL department will co-facilitate workshops through out the year to support the teachers in helping them address and support this population of learners.

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

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

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

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

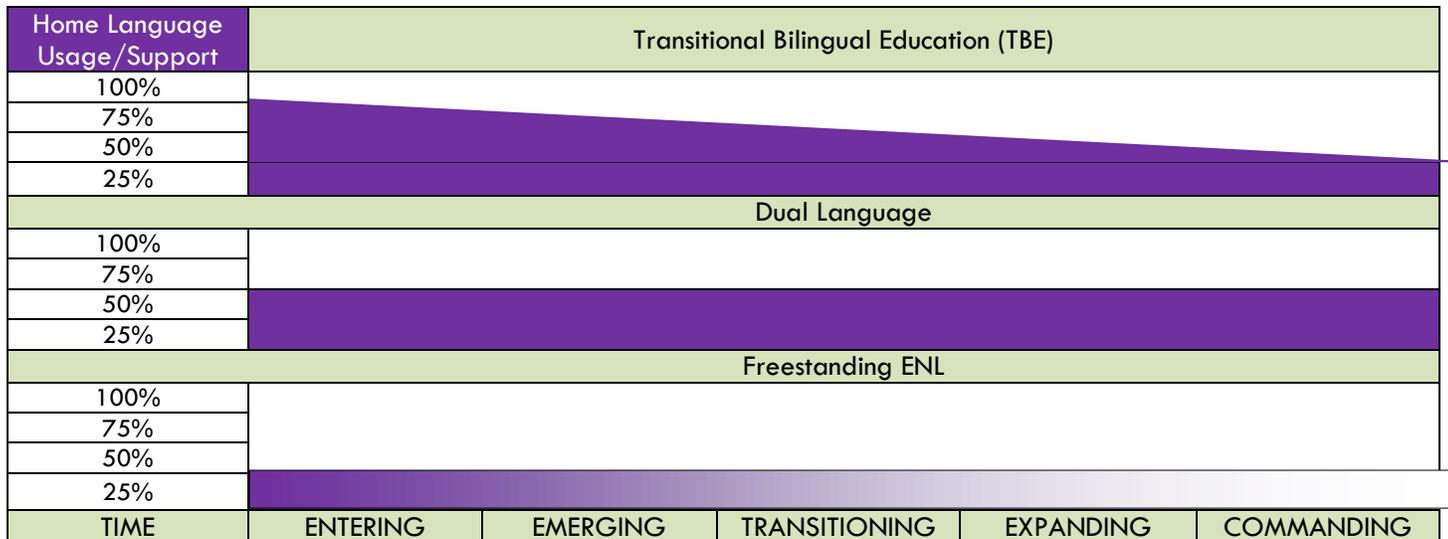


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our ELLs not only have access to all the instructional and extracurricular programs at the school but all of our ELLs receive their mandated ENL pull outs. Additionally, we make use of out title III funding to target the language and content needs of our students. Our Title III program currently will hopefully serve most of our English Language Learners. We hope to provide English instruction Wednesdays and Thursdays from 2:30 pm until 4:30pm. The Language of instruction will be English. These are some of the additional interventions and services the school offers in English:
- *Students have access to bilingual dictionaries, books in the native language and support via buddy system
 - * Reading and writing is carried across into all major subject areas
 - *Authentic Instruction is aligned to meet the needs of these students as well as exposure to test sophistication and best practices
 - *Students are pulled out and receive extra support in both Math and ELA
 - *Students are offered the option of participating of Title III Afterschool and/or Saturday Academy
 - *Access to counseling services in English and Spanish
 - *Access to mentors and advisors in English and Spanish
- Additionally, town halls are held by grade levels that emphasize cultural and educational aspects of students' academic life via performances, discussions, Ready for College Initiatives, as well as advisories (Enrichment Clubs) where students participate from a wide available menu items such as receiving additional support with learning social and academic behaviors catered to middle schoolers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This data coupled with the ELA data reveals that over the past three academic school years the school has decreased the number of ELLs who were level one's and increased the percentage of ELLs who are levels 3 and 4 in the state test.
12. What new programs or improvements will be considered for the upcoming school year?
- The focus will continue to be improving the quality of instruction that happens during our pull-out and push-in periods. The purpose is ensure that our students show improvement in their writing skills through the revision process. We will continue to focus on grammar skills which will be identified through the students writing and corrected via teacher feedback.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are afforded equal access to all school programs through the implementation of the SIFE and Title III program. The SIFE program is a program that provides the right balance for our ELLs, especially our SIFE students. This program generally takes place on Saturdays and students usually participate in a reading or writing support class in the first part of the morning and then a sport or social activity in the afternoon portion of the program. It is a program that the students look forward to attending, and that helps the school achieve the goals we have for this particular group of learners.
- Title III generally happens after school and we offer an array of different support for our ELLs, some of our students need assistance with homework, so the school provides that. Other students need support with specific reading or writing skills, the school also provides in. Other ELLs need support with test sophistication, and the anxiety that comes with taking a test in a language other than your native one, so a program is built in to support that group of ELLs with that as well. We also provide help for those students across all content areas, math, science, ela and social studies.
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.
- The following programs are in place (which are mostly web-based): Ciencias fisicas E-learning center, DRP program, and achieve 3000 to help students with individual reading and writing skills. All of these programs are meant to enhance and support our learners with improving in their specific areas of focus in reading and writing and additionally it provides the school with the data needed to laser in on specific deficiencies or gaps in learning a student may have.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Students in the TBE classes receive 45 minutes of NLA instruction per day, or 225 minutes per week. SIFE students and students with low native language literacy skills as identified from NYSISTELL and the ELE tests also receive native language instruction through a pull-out program. A program named RIGOR is used to build on the native language skill for this SIFE population. The NLA curriculum has also been aligned to the ELA and ESL curricula to ensure that students begin making connections across content. The students are exposed to the same literacy skills in both English classes and their native language classes. The NLA department members also use the "Santillana en Español" program as an intervention tool and curricular resource. This program has a pre and post assessment component which quantifies the students' vocabulary, grammar and writing mechanics and listening progress.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The administrative team ensures the availability of an assortment of “high interest- low leveled” texts for our struggling readers readily available with the purpose of assisting those struggling readers with getting them to pick up a physical book to read. With the emergence of the common core standards and the emphasis of non-fiction texts, we have been able to acquire libraries that are directly related to the interests of our readers, while still challenging them with texts that are at or above their respective complexity for the grade level.

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

The school offers a newcomers class which focuses on the specific language needs of this particular group of learners. The focus of that class is developing basic grammar skills in speaking and writing, developing phonemic awareness and comprehension skills so that students are able to begin navigating the language.

19. What language electives are offered to ELLs?

The school offers a mandarin program as a language other than English class.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

With our ELLs especially our LTE being at the center of our focus we plan on having the first professional development session focus on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers will be given lists of the ELLs in their classes and trained in how to create a “buddy system” (by December) by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development will focus on strengthening ELL’s language acquisition in the classroom. ESL teachers will share their expertise on the strategies for improving students’ vocabulary comprehension through the use of student glossaries, the EXC-ELL (by January) program and the visuals to enhance ELLs comprehension of new vocabulary.

Another professional development session may be around ESL teachers modeling and identifying the language development needs of ELLs in the free staging ENL classrooms.
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?

The school offers the type of professional development which assists teachers with supporting the pedagogical needs of ELLs and SWDs across all content areas. For example: trainings such as: “chunking the text”, “The buddy system”, r “how to implement the turn and talk protocol” all support teachers in different ways in helping the students access the complexity and rigor found in the new leveled texts and the demands of the tasks across all content areas. These are the kinds of trainings teachers receive across the content areas throughout the academic year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Both parents and students attend an orientation meeting in which they receive all the respective information needed for starting their middle school careers. Some of the information shared in this meeting is the classes where the child will be placed along with the room numbers and teachers names and email addresses. The students also receive pertinent information about the type of program they are enrolled in, for example the intricacies of the bilingual and dual language programs. Additionally, students are given list of materials and uniform for the school. Additionally, students and parents have access to the many podcasts that teach them about the academic and behavioral expectations of the school.
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.

Being that a large percentage of our students are or have been ELLs most of the professional development in created with their needs in mind. 90% of the instructional professional development provided is designed to scaffold and support the development and growth of the English Language Learners. Additionally, the bilingual coordinator conducts professional development around scaffolding instruction for both the ESL/Bilingual department as well as for the different departments across the school. Finally, all of the professional development in the school is around meeting the needs of the students and since 66% percent of the student population is or has been an ELL most of the professional development provided in the school as well as the inquiry cycle used to look at student work are developed and implemented around meeting the needs of our ELLs.

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?

Parents ELL students are sent a parent letter every periodically in their native language (Spanish) and English informing them of school major events. There is a section of the letters in which parents write concerns and questions. Then, the following week a response is sent. Parents are also offered workshops to help them in helping their children in school:

- Accessing grades online for all parents
- ELL buddy system PD
- Bilingual classroom
- Mental Health
- Ways to help your child in language acquisition

We are lucky enough to have a very active parent teacher association, so we ensure that we use our parents who are present we work with them to get parents who are out of reach to our doorsteps. We capitalize on the parent's association involvement to create programs and workshops around the needs of the parents in the community.

The workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
- Fundraisers
- Parent volunteers

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.

All records of parent outreach and contact are kept in the ESL compliance binder and the parent coordinator also keeps a copy for her records. Copies of all letters sent home are also kept as part of that compliance binder as well as the calls placed home with the name of the parent, the reason for the call (whether it's an invitation to a meeting, etc.) We keep and track evidence of all parent outreach, attempts and actual contact.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As aforementioned M.S. 118 enjoys a strong parent teacher association, as a result there is constant communication between the needs of the parents in the community. The PTA holds monthly meetings where the needs of the parents from the community are addressed. Additionally, these are followed up during the SLT conferences.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our community based organization is the police league academy. They support our school in many ways, one of the ways in which they support parent engagement is thru parent outreach. They call the homes of the students they service and communicate on the child's academic progress and growth during the school day and after school.
5. How do you evaluate the needs of the parents? As aforementioned M.S. 118 enjoys a strong parent teacher association, as a result there is constant communication between the needs of the parents in the community. The school accesses the needs of the parents through monthly PTA meetings in which parents participate along with the principal the PTA e-board and the Parent coordinator. As part of these meetings parents are informed of what is going on in the school across the contents and grade levels. There is a debrief meeting where parents discuss their findings and plan with the principal, the parent coordinator and the PTA e-board moving forward.
6. How do your parental involvement activities address the needs of the parents? The PTA also conducts surveys where they assess the needs of the parents outside of the instructional needs of the students. The school uses that information to set up workshops to support the parents with those specific needs. For example: parents had expressed the need to learn how to access Engrade (the program the school uses to records class grades). A workshop was set up, parents came in, and they were given username and passwords attached to the grades of their individual child.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: William W. Niles MS 118**School DBN: 10x118**

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) |
|--------------------------------|---|-----------|-----------------|
| GIULIA COX | Principal | | 10/20/15 |
| NATHALIE DE LA MOTA | Assistant Principal | | 10/20/15 |
| SONIA LOPEZ | Parent Coordinator | | 10/20/15 |
| JACQUELINE PADILLA | ENL/Bilingual Teacher | | 10/20/15 |
| RAUL NICOLE | Parent | | 10/20/15 |
| DAMIAN GRIFFIN/NLA & SCIENCE | Teacher/Subject Area | | 10/20/15 |
| CIELO CAMARGO/ESL & SOCIAL ST. | Teacher/Subject Area | | 10/20/15 |
| N/A | Coach | | 10/20/15 |
| N/A | Coach | | 10/20/15 |
| DAYANA VENTURA | School Counselor | | 10/20/15 |
| MELODIE MASHEL | Superintendent | | 10/20/15 |
| SLING DE LA CRUZ | Borough Field Support Center Staff Member <u>ELL Services</u> <u>Coordin</u> | | 10/20/15 |
| | 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: **10x118** School Name: **William W. Niles**
Superintendent: **Mashel, Melodie**

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.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

When admitting a newly enrolled student and family into the school, the school's ELL designee administers the Home Language Identification Survey and conducts a one-to-one interview to determine the home language of the student and that of his/her parents/guardian. In addition, we transfer the language preference oral and written data from the emergency blue card completed by the parent during the registration process into ATS screen "PARU".

For previously enrolled students, the school's pupil accounting secretary will work diligently all year to continue to gather language preference information and to update the ATS PARU screen and work with the AIMS attendance program to gather data through frequent phone call outreach with the families. Regular parent engagement is conducted by teacher-advisors, who work to determine the family's preferred language and communications medium for sharing information about school progress by placing frequent home phone calls that include asking the parent for the preferred language. The school's main office and school safety desk is provided with multilingual signage to help assess the parent's language preference at any given time. During parent teacher conference, our signing sheets provide space for the parent to indicate their preferred language for school communications which we use to update ATS systems.

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.

Using the data reflected in the Home Language Agregation Report (RHLA) on ATS we conclude:

| | |
|-------------|-----|
| Albanian | 7 |
| Arabic | 9 |
| Bambara | 1 |
| Bengali | 97 |
| Bulgarian | 2 |
| Chinese/ANY | 1 |
| English | 568 |
| French | 7 |
| Fulani | 5 |
| Gujarati | 1 |
| Hausa | 1 |
| Korean | 4 |
| Krio | 1 |
| Malayalam | 1 |
| Mandinka | 4 |
| Nahuatl | 1 |
| Soninke | 1 |
| Spanish | 429 |
| Swahili | 2 |
| Twi | 4 |
| Ukranian | 1 |
| Urdu | 9 |
| Vietnamese | 4 |
| Wolof | 1 |
| Yonba | 1 |
| Yoruba | 1 |

Part B: Creating a Communications Calendar

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

Backpacked Family Communications: Monthly Calendar and Newsletter (Monthly)
Periodic mailings for key events: Summer mailer about September opening, after school information, uniforms and uniform policy, no school informational flyers, contacts, etc. (August)
Electronics (including Cell Phone) policy (Fall)
Student Discipline Code (Fall)
Parent - Student Handbook
Saturday Academic Enrichment Programs Information letters and permission slips
MS & HS Articulation Communications
NYS Exam Schedule Notices
Parents' Association Meetings and Elections Notifications
Title I information

Parent Workshops

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.

Back to School Night (September)
Fall Parent Teacher Conferences (November)
Spring Parent Teacher Conferences (March)
May Parent Teacher Conference (May)
Open House for 6th grade Applicants (October)
6th Grade Orientation meetings for new students and parents
Monthly Workshops selected in partnership with the Parent Association
High School Application Process for 8th graders and their families (September and October)
After school program (PAL) information session (September)
Attendance Teacher/Family worker home visits

Part C: Providing Language Assistance Services

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

The school will use all available resources to meet the translation needs of the parent community. We will use in-house bilingual staff to provide written translations on all non-complex documents on a regular basis. For more complex documents the school will request written translation from the Translation and Interpretation Unit with enough advance notice so as to provide the translated documents to the parents in a timely manner.

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

We will meet the families' interpretation needs by providing in house bilingual staff to interpret as needed. For other languages where staff cannot meet the interpretation needs, the school will rely on over the phone interpreters from the Translation and Interpretation Unit hotline. The school will request on-site interpreters for big events such as parent teacher conferences, etc... and we will continue to purchase interpretation services from a DOE authorized vendor to assist students with language needs

during NYS testing or other projects

Part D: Training Staff on Policies and Procedures

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

The school will continue to use the resources available in the Translation & Interpretation Unit website and display signage and provide information brochures to all staff members during the first September academy meetings and via email as requested, including but not limited to Language ID guide, T&I brochure, Language Palm Card.

We will continue to provide this information to all faculty and staff via the advisory website at

<https://sites.google.com/a/schoolclimate.org/ms-118-advisory-program/home>

as well as during Academy meetings and via email (with more frequency as we approach Parent Teacher conferences)

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

The school will continue to post welcome posters in main entrance lobby bulletin boards, and provide a language ID guide to the school safety agent located at the front desk to help assess the needs of any family. The main office will continue to rely on the ID guide to assist the parent community and the parent coordinator will have available for distribution the Parents' Bill of Rights and Guide to Language Access in the Family Center Self Serve Area.

Part F: Monitoring and Quality Control

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

We did face to face feedback sessions with 128 parents last spring and learned that qualitatively, parents expressed a high degree of satisfaction with their ability to get the information they needed about

student academic progress from the school.

The 2014-2015 School Survey Parent Responses revealed that 84% of parents overall reported being satisfied with the school's efforts to keep them informed.