



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

**DBN: (i.e. 01M001):**                   **11X127**

**School Name:**                       **J.H.S. 127 THE CASTLE HILL**

**Principal:**                           **HARRY SHERMAN**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Castle Hill Middle School School Number (DBN): 11X127  
Grades Served: 6-8  
School Address: 1560 Purdy Street, Bronx, NY 10462  
Phone Number: 718-892-8600 Fax: 718-892-8300  
School Contact Person: Harry Sherman Email Address: [hsherma@schoools.nyc.gov](mailto:hsherma@schoools.nyc.gov)  
Principal: Harry Sherman  
UFT Chapter Leader: Gail Anderson  
Parents' Association President: Felipa Manaiza  
SLT Chairperson: Courtney Waggenpack  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Inez Rivera  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 11 Superintendent: Meisha Ross Porter  
Superintendent's Office Address: 2750 Throop Avenue, Bronx, NY 10469  
Superintendent's Email Address: [mross@schools.nyc.gov](mailto:mross@schools.nyc.gov)  
Phone Number: 718-519-2629 Fax: 718-519-2626

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462  
Director's Email Address: [jruiz2@schools.nyc.gov](mailto:jruiz2@schools.nyc.gov)  
Phone Number: 718-828-7776 Fax: 718-828-3113

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Harry Sherman	*Principal or Designee	
Gail Anderson	*UFT Chapter Leader or Designee	
Felipa Manaiza	*PA/PTA President or Designated Co-President	
Pasqualina Catarucci	DC 37 Representative (staff), if applicable	
Inez Rivera	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Courtney Waggenpack	Member/ UFT	
Tanya Reid	Member/ UFT	
Bryant Jackson	Member/ CSA	
Yvonne Robinson	Member/ Parent	
Patricia Koonce	Member/ Parent	
Abel Ortiz	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nasima Begum	Member/ Parent	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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

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

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

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

### **NYCDOE's Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Castle Hill Middle School is a moderately large middle school with an enrollment of about 760 in the Parkchester section of the Bronx. We are a long standing school, established in 1941. Our mission is to create lifelong learners who take ownership of their success. We are unique in that as a non-specialized community school we support the whole child in all aspects: rigorous academics, vibrant arts, competitive and robust sports programs, and social emotional based education focused on academic ownership, engagement and civic agency. We are a strong collaborative learning community committed to supporting the development of critical thinkers in a deeply nurturing and developmentally supportive environment. We are also host to an integrated district gifted and talented program, committed to fully inclusive and flexible special education support, and home to high quality bilingual and ESL education, including the only Bengali Bilingual program in the district. We maintain strong partnerships in the Arts with Theater for a New Audience, The Creative Arts Team, and Musica De Camara. We maintain a strong CBO relationship with the Sports and Arts in Schools Foundation, which coordinates our vibrant after school and extended learning programs. We are especially proud of our partnership with the Urban Institute for Minority Education at Columbia University, and our ongoing implementation of the Youth Participatory Action Research (YPAR) framework in support of our social emotional education goals.

Our strength as a learning community is our innovative and collaborative Professional Learning framework, displayed in the development of Common Core Aligned Instructional Units, Assessments, and monitoring strategies, and implementation of progressive and student centered practices based on the Common Core Instructional Shifts and Danielson's Framework for Teaching. As with our focus on student centered instructional practices, we are proud to partner with the Teacher Incentive Fund to implement the practice of engaging teacher leaders in shared ownership of the instructional program. In addition to our four Peer Instructional Coaches and two Demonstration Teachers, we have a pipeline of teacher leaders who model and facilitate innovative and supportive practice, creative and rigorous unit planning, responsive AIS programs and coherent, sophisticated assessment practices. In particular our ESL department has gone from an area of recommendation to an area of strength in terms of leveraging strong practice for the growth of the learning community (in fact, several Bilingual teachers were identified and used as models by the Office of Teacher Effectiveness in videos last year). We are also proud of our strength in creating a supportive and nurturing environment through a comprehensive and responsive student support program, including PBIS, mentoring, targeted advisory, peer mediation, Student Government, service learning, and YPAR. Our creative special education programming is a strength as well, with parallel programming allowing all students to be in an inclusive, ICT environment for homeroom and at least some core subjects, and access to focused small class instruction where appropriate. Our challenge is that we continue to have an achievement gap, particularly with special needs students and gender.

The elements of the Framework for Great Schools in which we made the most progress are Rigorous Instruction and Supportive Environment. Our instructional focus was Engagement, and we developed many strategies and practices to ensure effective intellectual engagement for all populations, as well as deepened our RTI practices and strategies for Questioning and Discussion. Our YPAR work resulted in students developing a voice to address school improvement, and was highlighted by students visiting Washington DC and Albany to present on their findings. The element where we will focus next year is Strong Family-Community Ties. We want to broaden participation in school leadership and continue to expand efforts to increase family engagement through student led feedback, digital communication, and shared ownership of student success.

## 11X127 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	56	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.6%	% Attendance Rate			93.6%
% Free Lunch	67.3%	% Reduced Lunch			2.6%
% Limited English Proficient	15.7%	% Students with Disabilities			12.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander			27.5%
% White	2.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			8.79
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4			28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			35.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	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	N/A	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	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	H
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	H
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>From the 2014-2015 DQR: [3.2] Teaching practices reflect the belief that all students learn best when they are actively engaged in learning, collaborations that involve high-level discussions and the exploration of rigorous tasks.</p> <p>From the 2014-2015 NYC School Survey Report: 93% of teachers provided students with reading and writing experiences grounded in evidence from text, both literary and informational.</p> <p>The school “made progress” as defined by the NYSED in ELA and Math based on 2013-2014 data.</p> <ul style="list-style-type: none"> <li>Development and implementation of Common Core Aligned Curriculum and Rigorous Unit Plans is coherent and consistent</li> <li>Teachers collaborate on unit planning, pacing, and strategies for data driven instruction aligned to curricular units and assessment</li> <li>Writing practices that are strong in ELA are not as strong in content areas. There is an opportunity for teachers to meet in horizontal, cross curricular teams to norm expectations for student work and share curricular and instructional practices</li> </ul>		

• Instruction is data driven and individualized, based on coherent and team normed common core aligned assessments. However data needs to be collected in a more timely manner so that on a departmental level teachers can better recognize trends, strengths, and next steps to action plan accordingly.

• Also, teachers need to use item skills analysis data disaggregated by subgroups to better target subgroups in planning resources and strategies.

Both of these practices should result in closing the achievement gap more effectively.

## **Part 2 – Annual Goal**

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

**By June 2016, 65% of all students will improve one level in the area of using evidence and reasoning in ELA, Social Studies, Science and Math based on a Common Core aligned Common Rubric.**

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In conjunction with ongoing professional development and support on developing Common Core-aligned, evidence-based essay-writing and constructing arguments units (including grading these assessments using common rubrics), teachers will vertically by same subject and horizontally across subjects collaboratively plan units that develop students' capacity.</p>	<p>All students.</p>	<p>September-June</p>	<p>Teachers of all subjects and all students.</p>

<p>All English, science, and social studies teachers will implement three Common Core-aligned writing units that embed expectations for students to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.6-8.1) Math teachers will develop units that require students to construct viable arguments for constructed response assessments, as well as critique the reasoning of others through peer assessment.</p>	<p>All Students</p>	<p>September-June</p>	<p>Teachers of all subjects and all students</p>
<ul style="list-style-type: none"> <li>• All content area teachers collaborate and plan together at weekly vertical same subject teacher team meetings, and weekly common preps are built into the weekly program for all grade and content area teachers to allow for horizontal, cross subject collaboration. In the common planning, teacher inquiry team, and collaborative planning sessions teachers will: <ul style="list-style-type: none"> <li>o Develop embedded assessments and rubrics with universal access points aligned to the CCLS priority standard of citing appropriate textual evidence to support claims in all content areas and construct viable arguments in mathematics while critiquing the reasoning of others.</li> <li>o Develop units and lessons aligned with the CCLS using student performance data</li> </ul> </li> </ul>	<p>All students.</p>	<p>September-June.</p>	<p>Teachers of all subjects and all students.</p>

<p>generated by common assessments</p> <ul style="list-style-type: none"> <li>o Norm student work and make data transparent, to drive CCLS based instruction, through the development and implementation of individualized student goal setting, progress monitoring and reflection sheets, as well as collection and analysis of data on a school wide tracking spreadsheet.</li> <li>o Share best practices, particularly aligned to Danielson 3c in planning of lessons and units</li> <li>o Adjust teacher practice based on the emerging data through Skedula to address the needs of specific students</li> </ul>			
<p>Teachers will support students through the development of student centered, research and inquiry driven units that revolve around student engagement in “minds-on” critical thinking topics such as the role of adolescents in society, community improvement, and the influence of culture and society on the experiences of young people. Teachers will be trained in the implementation of technology based research and collaboration, such as the use of Google Classroom and Google Docs in a staff mediated context.</p>	<p>All students</p>	<p>September-June.</p>	<p>Teachers of all subjects and all students.</p>

**Part 4 – Budget and Resource Alignment**

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

- Weekly vertical subject Teacher Team meetings on Mondays to support Professional Development and collaboration on curricular units, inquiry work, assessment development, norming and monitoring.
- Weekly horizontal cross subject common Planning periods.
- After school collaborative planning time using Focus School Set-Aside funds.
- RTI programming targeting students scoring a 1 or 2 on NYS common core assessments.
- Wednesday, Thursday, Friday tutoring and Saturday tutoring targeting students scoring a 1 or 2 on NYS common core assessments and English Language Learners and Students With Disabilities, using Focus School Set-Aside funds .
- Instructional teacher leadership positions: 4 Peer Instructional Coaches, 2 Demonstration Teachers
- Skedula data disaggregation tool.
- Data Specialist.
- 2 Additional Chromebook carts for classes of 30 students.

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

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

### Part 5 – Progress Monitoring

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

1) Student performance on 2<sup>nd</sup> benchmark assessment, measuring student performance on CCLS aligned tasks in the area of Using Evidence to support Claims and Central Ideas in ELA, Social Studies and Science, and in Constructing Viable Arguments and Critiquing the Reasoning of Others in Math. At this time 50% of all students should have made at least one level of progress.

2) 2<sup>nd</sup> Benchmark will be given in January

3) Data will be used to target departments and grades in need of the most support and align strengths to weaknesses.

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

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

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

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

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

From the 2013-2014 DQR: [5.3] Staff, students and families are well supported towards progress in meeting school expectations and parents understanding the expectations established for their children.

- Parents articulated their satisfaction with updates provided about their children's academic and behavioral progress. All parents stated that teachers regularly call them to inform them of how their children are doing in class, inform them on upcoming exam dates, and alert them of missing assignments.

From the NYC School Survey 2014-2015 Report: 91% of students agreed that their teachers expected them to become better thinkers and 95% of students agreed that teachers expected them to work hard. Lowest ratings, from page 16 and 17 were: I feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school (78), I feel safe outside around my school (68), Student in this school are very interested in getting to know other students (67), Students in this school get to know each other really well (77), Teachers at this school notice when I am upset or having emotional difficulty (70).

- Our strength is providing a comprehensive menu of services, including PBIS structures, peer mediation, crisis intervention, mentoring, student leadership, civic responsibility opportunities and education.

Our need is to more consistently and deliberately use data, including OORS and survey data, to monitor the impact of efforts on tone, as reflected in the School Survey outcomes, and tailor programs to target areas for improvement based on this data.

### **Part 2 – Annual Goal**

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

**By June 2016 86% of all students will express satisfaction with the School Culture on the NYC School Survey.**

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Social Studies teachers will collaborate with each other and staff from the Institute for Urban and Minority Education to develop a Participatory Action Research (YPAR) project for all students to be implemented between September 2015 and June 2016. Students will focus on how they can identify an issue in their community and through research</li> </ul>	<p>All Students</p>	<p>September-June</p>	<p>Teachers of all subjects and all students, Assistant Principal Bryant Jackson, YPAR coordinator Martin Sanders</p>

<p>identify strategies to affect positive change.</p> <ul style="list-style-type: none"> <li>• Students will have to follow through on a strategy to positively affect the community issue they have identified in some form, and write a paper in which they incorporate research, evidence and reflection as a response to their PAR project.</li> <li>• Select students will participate in presentations to local politicians to advocate for their research areas.</li> <li>• By participating in a Participatory Action Research project, students will be more engaged in the learning community and develop greater responsibility for the level of Safety and Respect in their community as well as a deeper understanding of their efficacy. By facilitating this project teachers will also be critical agents in supporting that ownership. This aligns to our theory of action of shared ownership and collaboration.</li> </ul>			
<ul style="list-style-type: none"> <li>• Youth Development team will implement comprehensive intervention and support framework and professional development, including PBIS (with a PD retreat in September), Peer Mediation, Conflict Resolution, Crises Intervention, Mentoring, Student Government.</li> <li>• Use OORS and student survey data to identify areas of concern and inform</li> </ul>	All Students	September-June	Guidance Counselors, AP of Youth Development, SAVE Teacher, PBIS Coordinator, Student Council Coordinator, Business Manager

supports, and monitor progress of school tone.			
<ul style="list-style-type: none"> <li>Develop Partnership with The Mobile Response Team and Astor Services for Children and Families to provide targeted intervention to support student mental health.</li> </ul>	Targeted students as determined by specific case data.	September-June	Counseling Staff. Astor Mental Health providers.
<ul style="list-style-type: none"> <li>Two targeted classes will work with resident artists from Theatre for a New Audience (TFANA) from January 2016 to April 2016 to analyze and develop adapted scenes from a Shakespeare play.</li> <li>Students will prepare a student production for June 2016 to expose all students to Shakespeare.</li> <li>All students, will read at least one scene from the Shakespeare play and write a response to literature comparing the adaptation to the original</li> </ul>	All Students	January-June	TFANA consultants, TFANA coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Teacher Team Meetings on Monday and weekly Common Planning Time for Social Studies Teachers.</li> <li>Bi Weekly Youth Development meeting.</li> <li>AP of Youth Development</li> <li>Guidance Staff</li> <li>YPAR consultant using Focus School Set-Aside funds.</li> <li>Collaborative planning on YPAR implementation using Focus School Set Aside Funds</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

## **Part 5 – Progress Monitoring**

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

- 1) Administer an online survey to students in January asking the questions from the NYC School Survey that reflect areas of most concern (Most Students at My School Treat Each other with respect, Most student at my school treat adults with respect, my school is kept clean, Most students at my school respect students who get good grades, at my school students get into physical fights, at my school students harass or bully other students).
- 2) By January survey, at least 80% of students should express general satisfaction on these questions.
- 3) Data from the survey will be used to target areas for continued improvement in collaboration with the YD team, YPAR and student government.

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	HE
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	HE
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>From the 2014-2015 DQR: [4.3] Across grades and content areas, curricula is aligned to Common Core Learning Standards and instructional shifts to give all students access to rigorous tasks that promote college and career readiness.</p> <ul style="list-style-type: none"> <li>Our strength is implementing strong practices of coherent curriculum, instruction with multiple entry points, and student centered, engaging instruction based on individualized data from common core aligned assessments.</li> <li>Our need is to improve our collection of timely data that allows us to better aggregate and monitor performance of targeted subgroups and identify trends, needs and opportunities for revisions to curriculum and supports.</li> <li>Our need is also to better use data to create and implement specific, high quality scaffolds and extensions for targeted students.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p><b>Close the achievement gap so that by June 2016, 65% of students in every subgroup and combined subgroup, with regard to gender, ethnicity, ELL status and SWD status, will improve one level in ELA, Social Studies, Science and Math based on a Common Rubric .</b></p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>To facilitate teachers developing appropriate student goals aligned to CCLS based assessments that will improve student performance outcomes for all students, teachers will administer common core aligned assessments and focus particularly on norming and identifying individual performance in the targeted rubric areas of using evidence and constructing viable arguments.</p>	<p>All Students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders</p>

<p>School-wide, on a quarterly basis following each assessment, school leaders and teachers will reflect on school wide trends to identify areas for growth for every subgroup and combined subgroup, with regards to gender, ethnicity, ELL status and SWD status.</p>	<p>All Students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders  Data Specialist</p>
<p>On a quarterly basis students will be engaged in identifying and reflecting on their performance in these areas, and focusing on identifying goals and strategies for improvement based on teacher feedback aligned to common core rubrics and based on collaborative norming. Performance on these categories will be recorded and disaggregated using Skedula, as well as in individual Student Assessment Portfolios in each content area. Following each assessment teachers will focus on trends in performance in the specific rubric area of using evidence and constructing viable arguments, and identify instructional strategies to support gaps in performance and understanding for individuals as well as subgroups and combinations of subgroups.</p>	<p>All Students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders</p>
<p>Professional Development, observations, coaching and collaborative planning will focus specifically on analyzing data for trends in targeted subgroups and making adjustments to curriculum and resources based on those trends, as well as implementing research based strategies to</p>	<p>All students.</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders  Data Specialist</p>

use appropriate and high quality scaffolds and extensions for targeted subgroups to support progress towards goals. Target support of subgroups in RTI programming such as AIS groups and MyOn classroom independent reading tech based program.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Weekly vertical subject Teacher Team meetings on Mondays to support Professional Development and collaboration on curricular units, inquiry work, assessment development, norming and monitoring.</li> <li>• Weekly horizontal cross subject common Planning periods.</li> <li>• After school collaborative planning time using Focus School Set-Aside funds.</li> <li>• RTI programming targeting students scoring a 1 or 2 on NYS common core assessments.</li> <li>• Wednesday, Thursday, Friday tutoring and Saturday tutoring targeting students scoring a 1 or 2 on NYS common core assessments and targeted subgroups and subgroup combinations based on emergent data .</li> <li>• Instructional teacher leadership positions: 3 Peer Instructional Coaches, 4 Demonstration Teachers</li> <li>• MyOn program and technology to support MyOn implementation – additional Ipad cart for class of 30</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1) Student performance on 2 <sup>nd</sup> benchmark assessment, measuring student performance on CCLS aligned tasks in the area of Using Evidence to support Claims and Central Ideas in ELA, Social Studies and Science, and in Constructing Viable Arguments and Critiquing the Reasoning of Others in Math. At this time 50% of students in all subgroups and subgroup combinations will demonstrate at least one level of progress.
2) 2 <sup>nd</sup> Benchmark will be given in January
3) Targeted subgroups and subgroup combinations will be reevaluated and targeted support further refined accordingly.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>From the 2014-2015 DQR: [2.2] High expectations are conveyed to teachers through ongoing professional development aligned to the Danielson Framework for Teaching. High expectations are communicated to students, grounded in Common Core Learning Standards and College and Career Readiness with ongoing advisement and supports.</p> <ul style="list-style-type: none"> <li>Our strength is supporting professional growth with a clear vision and coherent professional development focused on increasing student engagement and closing the achievement gap.</li> <li>Our need is to better engage all constituencies in full ownership of the school goal to close the achievement gap.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p><b>By June 2016, 75% of teachers will improve one level based on the Danielson Framework's HEDI scale competency 3c and on a competency chosen with feedback from an administrator aligned to the teachers personal growth needs.</b></p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Deepen the school community’s understanding of high-quality teaching through Professional Development on Domain 3 from Charlotte Danielson’s Framework for Teaching, in order to improve outcomes for all students. School leaders will lead professional development throughout the 2015-2016 school year on the element from domain 3 teachers self-identified and from feedback from administration, identify</p>	<p>Teachers of all subjects, and all students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders</p>

<p>department specific areas for leverage, share best practices that reflect standards for Effective and Highly Effective in each area, identify areas of growth based on prior observations of each other's practice, inter visitation and collaborative planning, and develop personal development plans. Teachers and Administrators will participate in midyear teacher meetings to assess progress in practice and student performance, and revise plans as necessary.</p>			
<p>Principals and assistant principals will visit each teacher's classroom at least 4 times over the course of the year, and provide teachers with formative written or verbal feedback aligned to the competencies of the individual teacher's choice, in order to improve outcomes for all students . Teachers will engage in individual goal setting and progress monitoring meetings with Administrators focused on making one level of progress in performance on the competencies of the teachers' choosing.</p>	<p>Teachers of all subjects, and all students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  School Leaders</p>
<p>School leaders, teacher leaders and teachers of all subjects and students will participate in calibration activities in 3B, 3C and 3D by visiting classrooms through coordinated instructional rounds to ensure common understanding of expectations for practice aligned to Danielson's Framework for Teaching. Between every observation cycle school leaders will visit</p>	<p>Teachers of all subjects, and all students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders</p>

<p>and inter-visit classrooms together and calibrate rating as well as next steps. Teacher leaders and school leaders will visit classrooms to calibrate feedback, support and next steps. Teachers will inter visit and calibrate strategies for practice and provide self and peer reflection to inform next steps. Teacher leaders will provide coaching visits and align feedback to calibrated ratings and identified best practices to inform progress.</p>			
<p>School leaders will coordinate teacher observation data with students' performance data in order to identify strengths and weaknesses in student outcomes, particularly in targeted subgroups and combined subgroups based on emergent data from Skedula, and provide targeted support in use of appropriate and high quality scaffolds and extensions in order to improve student engagement.</p>	<p>Teachers of all subjects, and all students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students,  Teacher Leaders  School Leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• The Math Coach, Literacy Coach, Peer Instructional Coaches, Demonstration Teachers, Lead Teacher, Principal, Assistant Principals and instructional leads will coordinate and present professional development activities, inter visitations, and collaborative planning sessions throughout the year. Professional Development will be provided periodically during Monday Teacher Team time, as well as during non attendance days (September Preparation days, Election Day, Chancellor’s Day) and a Saturday retreat in January using Focus School Set-Aside funds.</li> <li>• Principal will assign a literacy consultant to ELA teachers who will provide job-embedded professional development based on PD survey data and observation data, as well as teachers of subgroups and combined subgroups based on emergent data.</li> <li>• All teachers and administrators will participate in the calibration, instructional rounds, and inter visitation activities. Administration will lead the norming professional development activities in 3B, 3C and 3D.</li> </ul>

- All teachers will participate in the observation cycle, which will be facilitated by the Principal and Assistant Principals.

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

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

**Part 5 – Progress Monitoring**

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

1) Midyear teacher and administrator meetings to evaluate student performance data and progress in teacher practice. At this time at least 50% of teachers should have improved at least one level **based on the Danielson Framework's HEDI scale competency 3c and on a competency chosen with feedback from an administrator aligned to their personal growth needs.**

2) Midyear meetings will take place in February.

3) Targeted coaching and PD will be provided to teachers not showing progress.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>From the 2014-2015 DQR: [6.4] Parents spoke to how teachers provide parents with on-line resources, regularly answer emails and phone calls, and provide tutorials and information to difficult problems in order to help them monitor and support their children at home.</p> <p>From the NYC School Survey 2014-2015 Report: 86% of parents agreed that teachers regularly communicated with parents/guardians. The questions with the lowest scores were: Parents/guardians are invited to visit classrooms to observe instruction (72), How often have you volunteered to support this school? (30), and How often have you communicated with your child's teacher about your child's performance? (64).</p> <ul style="list-style-type: none"> <li>Our strength is providing a supportive and responsive environment that provides the opportunity for the vast majority of parents to engage in a productive role in the support of their child’s success.</li> <li>Our need is to better support parents with data and strategies to directly engage in their child’s performance through multiple points of entry, and better communicate the resources we have available to increase participation (as indicated by the response on the survey).</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

Increase parent awareness and participation in support of student progress towards meeting academic goals, so that by June 2016 there is a 5% increase in core subject pass rate from September for all students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will maintain up to date performance information for all students, on Skedula, the online grading and data system. Teachers and school administrators will communicate to parents</p>	<p>Parents of all students</p>	<p>September-June</p>	<p>Teachers of all students</p>

<p>their ability to use Skedula to monitor student progress and to communicate with teachers, providing a convenient avenue for ongoing parent-teacher reciprocal communication.</p>			
<p>Parents will be encouraged to use Skedula and participate in Parent Teacher Conferences and Parent Development workshops in letters home, phone calls, and emails detailing the connection between Parent Involvement and student outcomes, communicating the school goal for improvement on course grades through parent involvement, and communicating the incentive (school PBIS incentives for students) for parent participation.</p>	<p>Parents of all students</p>	<p>September-June</p>	<p>Parent Coordinator, Parent Association, Title 1 Committee, Principal</p>
<p>Quarterly parent workshops will be provided on accessing and using Skedula using the mobile Ipad technology lab with support from the Parent Coordinator and Skedula coordinator, as well as support in using NYC Schools Account, and other Parent Development Topics on supporting student engagement.</p>	<p>Parents of all students</p>	<p>September-June</p>	<p>Parent Coordinator, Parent Association, Title 1 Committee, Principal</p>
<p>Parents will receive a report in February indicating their use of Skedula and their participation in Parent Teacher Conferences and Parent Development Workshops on the Use of Skedula and NYC Schools Account, and strategies to support student engagement. The report will also include the overall average parent participation in these areas to provide</p>	<p>Parents of all students</p>	<p>September-June</p>	<p>Parent Coordinator, Parent Association, Title 1 Committee, Principal, All students</p>

parents with a basis for comparison. Parents in the top 25% of participation will earn their child a school based PBIS incentive. Students will lead parent teacher conferences to encourage participation.			
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**Part 4 – Budget and Resource Alignment**

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

- Learning Leader Workshops and school based Parent Support Workshops will be provided to school staff and parents, using Focus School Set-Aside Funds
- Parent Coordinator will continue to be the liaison between school and families
- Automated phone calls and mailings will be made to families based on student attendance, upcoming events, and school activities
- Teachers will use their Tuesday Afternoons for parent outreach, tracking communication with parents using a common school wide log and through the online grading system, Skedula.
- Parents will reinforce and engage in PBIS incentives through active participation

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

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

**Part 5 – Progress Monitoring**

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

- 1) Increase of 3% in pass rate on core coursework for all students.
- 2) 2<sup>nd</sup> Marking period course grades (beginning of February).

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Prior performance on state assessments, core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided reading, close reading, scaffolded writing, project based learning.	Small group, tutoring.	During the school day, during expanded learning programming (cbo based after school), during after school and weekend tutoring sessions.
<b>Mathematics</b>	Prior performance on state assessments, core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided work, use of manipulatives, concrete operations support, project based learning. Online assessment, strategy and targeted assignment support.	Small group, tutoring.	During the school day, during expanded learning programming (cbo based after school), during after school and weekend tutoring sessions.
<b>Science</b>	Core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided practice on projects, content area reading and assignments, writing, project based learning. Online content area leveled texts and guided work.	Small group, tutoring.	During the school day and during expanded learning programming (cbo based after school).
<b>Social Studies</b>	Core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided practice on projects, content area reading and assignments, writing, project based learning. Online content area leveled texts and guided work.	Small group, tutoring.	During the school day and during expanded learning programming (cbo based after school).
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	OORS data (crisis and recidivism), teacher recommendation, parent recommendation.	Instructional assimilation, crises intervention, mediation, substance abuse prevention and intervention,	Small group, whole class, one to one.	During the school day and during expanded learning programming (cbo based after school).

		coping strategies, ant-bullying.		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our strategies for recruitment are to promote our school identity as one that supports the whole child with a challenging, compassionate and collaborative atmosphere. We will solicit the best candidates using the DOE systems such as the New Teacher Finder, Hiring and Recruitment Fairs, and the Open Market Transfer System. We will rigorously interview multiple candidates for every position and have the most qualified perform a demonstration lesson. As we are identifying the most highly qualified candidates we will also be exposing them to our high standards for practice and professionalism. Candidates will be given the opportunity to participate in a learning community that values the vision of all participants and provides an opportunity to grow professionally. Thus prospective teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters.</p> <p>Our strategies for retention will be to foster professional engagement through programmed Teacher Team Meetings, common prep planning time, collaborative planning sessions and professional development retreats. There teachers will look at and respond to needs expressed in student work, deepen understanding of the CCLS, develop units of study, collaboratively lesson plan, and develop social-emotional student support strategies. Effective instructional strategies will be shared and supported. Additionally, better ways of meeting the needs of students and staff will be sought and implementation of these strategies will be planned. These practices will demonstrate to staff that they are valued professionals.</p> <p>Our strategies for assignments will be for teachers to be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. While teachers will be assigned to programs that align to their certification and expertise, they will also be given the opportunity to define their role in the learning community through this shared ownership.</p> <p>Our strategies for support are that teachers will receive mentoring from experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors, exemplar teachers and professional development vendors to support their individually expressed needs through surveys and individual professional development plans. Teachers will be provided access to title 1 funds under title 1 regulations to attain certification to become highly qualified in their assignment area.</p>

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

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

Teachers, Principals, Assistant Principals, Para Professionals and staff are supported through professional development that enable all students to meet CCSS by a variety of means:

District PD

Consultant Support on CCSS (AUSSIE, Urban Institute for Minority Education)

Teachers Incentive Fund support

PD provided by central offices

Internal PD

Collaborative study and reflection

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

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

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

Teachers develop assessments directly and develop the assessment strategy for their department collaboratively in teacher team meetings. Teachers are supported in assessment development by the lead teacher, literacy and math coach and peer instructional coaches.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	718,286.00	X	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38, 39
Title I School Improvement 1003(a)	Federal			10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38, 39
Title I Priority and Focus School Improvement Funds	Federal	139,582	X	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38, 39
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,000.00	X	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38, 39
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,058,684.00	X	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 38, 39

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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1. 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

**Parent Involvement Policy (PIP)**

**I. General Expectations**

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Castle Hill Middle School 127 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - parents and families of students will be provided with the opportunities to participate in school-based planning committees, and in School Leadership Teams.
  - Parents will be provided with the opportunities to participate in decisions of rules and regulations regarding budget expenditures
  - Parents will be provided with an opportunity to establish a school-level Parent Advisory Committee
2. The Castle Hill Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be provided with information and meetings to develop knowledge of instructional programs, assessment for state and city standards, Students Code of Behavior.
- Orientation meetings will be held to present the overall goals of our, as well as, the goals of the cohorts, grades and classes.

3. The Castle Hill Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops will be provided in the content areas of Literacy, Math, Science, Social Studies as well as art enrichment and Online Grading Tools such as Skedula and NYC Schools Account for the parents and family members.
- Parents will share in the responsibility for student performance through Parent/Teacher Conferences, School Leadership meetings, and Intervention conferences.

4. The Castle Hill Middle School 127 will coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under the following other programs:

- By encouraging the parents to volunteer and training them in the strategies that will enhance a meaningful relationship and partnership

5. The Castle Hill Middle School 127 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:

- Conducting a needs assessment survey along with the PA/PTA, School Leadership Team and Parent Volunteers, and Parent Coordinator.
- Providing parents with resources to outreach, and network with other parents, and involve them in the school community.
- Providing translation to help parents who have limited English proficiency.
- Conducting outreach activities for new parents and non-English speaking parents.

6. The Castle Hill Middle School 127 will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-

1. the State's academic content standards

2. the State's student academic achievement standards
3. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
  - The parents will be provided with workshops that address the content areas, school, district and regional level.
  - The parents will be provided with Professional development to enable all children to meet the City and State performance standards.
  - The parents will be provided with materials and supplies.
2. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. By:
  - Providing life skill workshops
  - After school Parent Committee
  - Providing Parenting Workshops targeting needs of Adolescent learners
  - Providing Common Core Math support workshops including online resources
  - ARIS support has been and will continue to be provided
  - Providing support in the use of Skedula
  - Providing Common Core literacy support workshops
3. The school will, with the assistance of its parents, educate its teachers, pupil personnel, principal and other staff, in how to reach out to communicate with, and work with the parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Encouraging parents and staff to network and communicate with each other.
  - Providing guidance and expectations in the use of Skedula for reciprocal communication.
  - Providing evening assemblies, weekend festivals and events, functions and school concerts, which can foster participation by the parents and school personnel together.
4. The school will take the following action to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in the language the parents can understand:
  - Parents will be notified through a monthly calendar, letters, emails, auto-calls and flyers as to the date and time of meetings and workshops to address parent programs and Instructional activities.
  - Letters are available in other translations if needed.
  - Telephone Numbers are also available for parent to contact the school and Parent Coordinator if need be.
  - Parent Bulletin Board located in the mail lobby is updated on a daily bases and displays; monthly school calendar, monthly school menu, information on parent/student resources, notices of workshops and upcoming events at school or at other locations, monthly CEC meeting notices.
  - Parent Coordinator sends out weekly/bi-weekly emails with important dates and information.
  - Parents receive monthly "Parent Newsletter" sent home with students and emailed by the Parent Coordinator.

- The Department of Education Translation & Interpretation Unit is used by the Parent Coordinator, Pupil Accounting Secretary and Medical Room staff when needed.
- Upon registration the Parent Coordinator meets with the parent of the incoming student, providing information about the school and other resources.
- Upon registration of an ELL student, the Parent Coordinator and Assistant Principal meet with the parent for an ELL Parent Orientation. Providing the parent with “ELL Parent Information Packet” and ELL Parent information video is viewed at the time.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

In addition to the above described Parent Involvement Policy, Castle Hill Middle school will take the following steps to increase and improve parent involvement.

- Provide babysitting at School Leadership and Parent Association meetings for children aged three to seven, by volunteer parents and teachers.
- Offer parents opportunities to participate in leadership conferences with CSA and UFT, enhancing their leadership capacity.
- Arrange flexible opportunities for parents to be involved, including but not limited to meetings and workshops during mornings and school hours, weekends, and meetings at alternate locations.
- Providing access to the local library and community based organizations during parent-teacher conferences.
- Provide access and support to online grading tools to increase reciprocal communication and parental exposure and involvement with student progress
- Provide access to community resources such as computer training, health services, and English as a Second Language services based on availability.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA executive board ratification. This policy was adopted by the Castle Hill Middle School 127 in September 2015 and will be in effect for the period of the 2015-2016 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2015.

#### School - Parent Compact

2015-2016

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2015-2016.

#### **Required School-Parent Compact Provisions**

##### SCHOOL RESPONSIBILITIES

The Castle Hill Middle School 127 will:

- In order to help achieve the 2015-2016 SCEP Sections 5a and 5c, School Administrators will:
- Provide families with periodic information on school based assessments
- Provide families with resources to understand the importance of assessments for college and career readiness
- Provide families with guidance and support in accessing school resources to increase student performance
- In order to help achieve the 2015-2016 SCEP Sections 5a and 5c, Teachers will:
- Provide families with specific feedback on student performance on school based assessments
- Provide families with specific resources to prepare for school based assessments
- Provide families with specific feedback to improve skills based on student performance on school based assessments
- As indicated in Danielson's Principle 1: Provide performance that demonstrates knowledge of content and pedagogy in order to better engage their learners
- In order to help achieve the 2015-2016 SCEP Section 5d, Teachers and administration will:
- Provide multiple notices of Skedula workshops and access
- Provide numerous accessible workshops on Skedula usage
- Provide targeted support on Skedula access and usage issues and needs

- Provide up to date student performance data on Skedula
- Provide access to technology to support Skedula usage
- Additionally teachers and administration will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - the establishment of smaller learning communities through the formation of cohorts
  - provide students and parents with the dates of city-wide and statewide assessments and preparation opportunities
  - provide AIS programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math
  - AIS committee to review and make recommendations for services for at risk students
  - provide opportunities for student's to discuss their concerns and to be aware of support services available to them through Group Guidance sessions
  - provide SAPIS intervention on an as need basis
  - Monthly Calendar and Principal's Letter discussing upcoming activities, meetings, exams, and other information pertinent to the school community
  - provide Vacation Week Work Packets in both English Language Arts and in Math during the Holiday recesses
  - classroom instruction in the Point of Entry Model provides for whole class, small group, and independent work
  - provide Castle Hill Middle School Handbook to all students
  - hold parent-teacher conferences during which this Compact will be discussed as it related to the individual child's achievement. Dates to be determined and announced by the Department of Education. As well as, meetings with parents of English Language Learners (ELL) (in addition to school-wide Parent Teachers Conferences)
  - IEP meetings with parents of Special Education students (on-going)
  - meetings with Grade 8 students and their parents to discuss graduation requirements and high school programs/options available
  - provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - report cards are issued 4 times a year (parents are required to pick up the first two report cards, in person)
    - on the report card teachers provide comments about student's progress as well as provide a grade for academic progress, level of achievement, and behavior
    - progress letters/"in danger of failing letters" are sent to parents between the issuing of report cards to help monitor a student's progress
    - student's with particular difficulties, especially where behavior can interfere with academic achievement, may be placed on a Daily Individual Section Sheet, which monitors daily progress by period in areas such as attendance, lateness, class work, homework, and conduct - these sheets are to be signed by parent/guardian and returned daily
    - meetings between parents and members of the child's cohort can be arranged to discuss progress
    - the Attendance Office notifies parents if a child is absent or late twice in one week via weekly mailings
    - the Attendance Office and/or Attendance Teacher notifies parents via mailings, phone calls and/or on-site visits to the home if there seems to be a problem with unexplained and/or excessive lateness or absence
    - bi-weekly meetings with the Pupil Accounting Secretary, the Attendance teacher, all attendance personnel, and the Guidance Department to discuss and take appropriate action on ACS cases, chronic absentees, and 407's
    - letters notifying parents if their student is not making adequate yearly progress and is in danger of not being promoted to the next grade and/or graduating
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parent –Teacher Conference afternoons and evenings will be determined and announced by the Department of Education.

- Cohort Meetings (all students)
  - Grade Meetings (all students)
  - IEP reviews (Special Education students)
  - ELL meetings (English Language Learners)
  - special programs as communicated via letters and the school's monthly calendar - which is sent home with students, as well as being posted and made available to the public in the Main Office
  - parents may call and make arrangements to meet with any staff member during one of their non-teaching periods
  - if a translator is needed, and the school is notified in advance, every effort to provide one will be made
- 
- provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - parents may contact the Parent Coordinator and volunteer their services to the school via the Learning Leader's program
  - make arrangements with teachers to assist during class trips
  - make arrangements with the Assistant Principal and classroom teacher to visit the classroom and participate and/or observe a classroom activity
  - Honors and Awards Assemblies
  - Encourage attendance at Parent workshops and Parent Association monthly meeting , Safety Committee meetings, and student performances
  - Encourage attendance to extra-curricular events

#### PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- In order to help achieve the 2015-2016 SCEP Section 5E:
  - Attend Every Parent Teacher Conference
  - Retrieve my Skedula log in information and Attend a Skedula and NYC School Account training session if necessary
  - Use Skedula to monitor my child's performance
  - Communicate with my child's teachers about my child's performance using Skedula or other means available to me
- Support my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared every day for school
- monitoring attendance and punctuality
- Update parent contact information (blue card) as soon as any changes occur.
- talking with my child about his/her school activities everyday
- scheduling daily homework time
- providing an environment conducive for study

- making sure that homework is completed
- monitoring the amount and type of television my children watch
- monitoring the amount of time my child spends on the internet,

playing video games, using the telephone, etc.

- volunteering in my child's school
- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extra-curricular activities
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school, the Region, and the Department of Education, either received from my child or by mail and responding, as appropriate
- reading and discussing with my child everyday
- communicating positive values and character traits, such as respect, hard work, and responsibility as well as encourage demonstration of the Positive Behavior Intervention System of the school
- modeling respect for the cultural differences of others
- Supporting teacher efforts by promoting good study habits
- Staying informed about their child's education and communicating with the school
- 
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school, the region, and of the Department of Education
- working with the school and supporting the school's discipline policy
- supporting the school's uniform policy
- expressing high expectations and offering praise and encouragement for achievement
- Monitor online grading tools and communicate with teachers on student progress monitoring

### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve academic achievement and achieve the State's high standards. Specifically, we will:

- In order to help achieve the 2015-2016 SCEP Section 5C:
  - Set a specific goal for improvement on a standard based skill in every class, every quarter
  - Reflect on performance on specific tasks that measure these skills every quarter
  - Identify how to improve in these skills and work at our plan
- In order to help achieve the 2015-2016 SCEP Section 5B:
  - Identify an area for community improvement
  - Come up with a plan to make a difference in the community in that area
  - Reflect quarterly on progress in this project
- come to school on time, ready to do our best and to be the best
- come to school with all the necessary tools of learning - pens, pencils, books, etc.
- listen to and follow directions
- participate in class discussions and activities
- be honest and respect the rights and possessions of others

- follow the school's and class' rules of conduct by wearing our ARMOR everyday, which stands for Academic Respect, Management, Organization and Responsibility
  
- use appropriate language within the school community
- follow the school's and specific grade's dress code
- ask for help when we don't understand something
- do our homework everyday and ask for help when we need it
- study for tests and assignments
- read at least 30 minutes everyday outside of school time
- use MyOn for independent reading
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading
  
- give to our parents or to the adult who is responsible for our welfare, all notices and information that we receive at school everyday and to bring back to school any correspondence and information as requested
  
- access online grading tools such as Skedula to take personal responsibility for progress monitoring

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

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

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

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

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

Part A: School Information	
Name of School: <u>Castle Hill Middle School 127</u>	DBN: <u>11x127</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: For the 2014-2015 school year, as required by CR part 154, we have created five Transitional Bilingual Education classes in response to our Parents' Program Selections and students' needs. We have three Bengali TBE classes and two Spanish bridge TBE classes that service 103 out of 126 of our ELL students. Our 23 freestanding ELL students are serviced by two fully certified ESL teachers using both the pull out and push in models.

Our focus for this year's Direct Instruction Supplemental Program is to provide additional instruction for our beginners and lowest performing intermediate ELL's. This year over 65% of our new admissions were beginners creating a need for additional and targeted support for this sub-group. Through a combination of four, four- hour Saturday Academy sessions and twelve, two- hour afterschool sessions, we will provide targeted instruction to our beginners and lowest performing intermediate level ELL's. These sessions will provide beginners with additional practice in foundational reading, writing, listening and English comprehension skills. After this program finishes, MS 127 will run its Saturday Test Preparation Program for all students who received a level one or two on the NY state ELA and Math exams. We have created classes for all ELL's in this program and it is our intent that our Direct Instructional Supplemental Program gives our beginners and lower performing intermediates the additional and targeted boost in instruction they need in order to make significant gains towards English proficiency.

Our Beginners Saturday Academy for ELL's will service 60 students and be taught by all four of our fully certified ESL teachers and supervised by the Assistant Principal of the ELL department when another supervisor is not present in the building. This will allow for a targeted small class size of no more than 15 students per class. The four, four-hour Saturday sessions will run from 8:00am-12:00pm and commence on January 10th, 2015, and end on January 31st, 2015.

The twelve, two- hour afterschool sessions will run two to three times a week starting Wednesday, January 7th, 2015 and end February 6th, 2015. The same 60 students will be serviced. The afterschool sessions will run from 2:30pm-4:30pm and will be taught by all four of our fully ESL certified teachers. The Assistant Principal will supervise and be paid out of Title III funds for this program when it is the only program running in the building. Instruction will focus on growing the English proficiency of students. These sessions will provide intense instruction in phonics, decoding, vocabulary development, conversational skills, grammar, listening, reading and writing strategies. Teachers will scaffold Native Language supports as needed for individual students. Smartboards, Ipads and computers will be used in providing listening stations, videos, visuals and learning games to help increase engagement and incorporate the use of technology. Teachers will be using a combination of Achieve 3000, Rosetta Stone, Getting Ready for the NYSESLAT and grade wide CCLS aligned ELA classroom materials.

## Part C: Professional Development

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

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

## Part C: Professional Development

Begin description here: Teacher Collaboration meeting time is built in to each teacher's program on Mondays from 2:30-3:50pm. Bi-weekly, all teachers of ELL's meet for a 40 minute period together with the Assistant Principal for ELL's. This time is spent sharing best practices to use with ELL students, to examine data, explore the latest research based strategies and lesson plan collaboratively. In addition to this meeting, the first Tuesday of the month the ELL department holds a data meeting to specifically analyze our ELL's data and plan targeted interventions to address gaps and deficiencies. All ELL teachers will attend at least two Network or DOE sponsored professional development workshops of their choosing. The TBE math teachers will be attending a language objectives writing workshop for mathematics in March sponsored by the DOE. Additionally, the three ESL certified teachers will be attending the Beyond the Language Series at Bank Street College sponsored by the DOE. As a department, we will be visiting two other schools in Queens to observe best practices in Transitional Bilingual and ESL push in services workshops. All ELL teachers will conduct and an Action Research Project of their choosing and turnkey their findings with the department. In house PD will be given and facilitated by the certified teachers in the department once a month during our monthly meetings or a lunch and learn session and facilitated by the AP and at least two times, by the Network. These sessions are not funded by Title III monies, but are a significant part of our PD program.

### Topic 1: Beyond the Language Series

Rationale: To support our ELL teachers in developing language from different perspectives linking them to the Common Core State Standards.

Date: November 7th, 2014 and November 8th, 2014

Time: 4-7:30pm and 8-4pm

Name of Provider: Bank Street College

Audience: 3 ESL Teachers, Ms. Giustino, Ms. Abedine, Ms. Centeno

### Topic 2: Intervisitation to John Adams High School 480, Queens

Rationale: To observe best practices in a Transitional Bilingual Bengali Program and ESL push in services.

Date: 1/14/15

Time: 9-1:30

Name of Provider: 27Q480

Audience: Six MS 127 teachers: Ms. Abedine, Mr. Ahmed, Mr. Hafiz, Ms. Nahar, Ms. Giustino, Mr. Mateo

### Topic 3: Intervisitation to John Adams High School 480, Queens

Rationale: To observe best practices in Transitional Bilingual Bengali Program and ESL push in services.

Date: 2/13/14

Time: 9-1:30

Name of Provider: 27Q480

Audience: Ms. Abedine, Mr. Ahmed, Mr. Hafiz, Ms. Nahar, Ms. Giustino, Mr. Mateo

### Topic 4: Monthly ELL Department Data meetings

Rationale: ELL teachers meet with the ESL coordinator and AP of ELL's the first Tuesday of each month specifically to analyze department wide data. The team identifies trends, evaluates students' performance, plan targeted strategies to address gaps and deficiencies and shares best practices.

Date: First Tuesday of each month

Time: 2:30-3:30

Name of Provider: MS 127 ELL Department Staff

### Topic 5: Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom

Rationale: To increase our ELL math teachers' knowledge in developing mathematics language objectives to assist ELL's in achieving academic language fluency.

Date: March 16, 2015

**Part C: Professional Development**

Time: 9:00 AM to 3:00 PM

Name of Provider: Mr. Hafiz, Ms. Mercado, Ms. Daly, Mrs. Brooks

-  
-

**Part D: Parental Engagement Activities**

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

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

Begin description here: ELL parent workshops will be held throughout the year in order for parents of ELL students to keep apprised of student progress, student learning goals and topics, and to celebrate student participation in supplemental education programs. Parents will be notified through appropriately translated flyers, letters and monthly calendars. Parental engagement workshops have been scheduled as follows: Saturday, December 6, January 10th, and February 14th, from 9am-11am. The topic will be "Accessing Student Progress through ARIS and Engrade", "Preparing for High School", "Preparing your child for the NYS ELA exam and the NYSESLAT" . Workshops are provided by ELL teachers, Parent Coordinator and Learning Leaders. We have also partnered with the YMCA for New Americans and offer ESL classes for adults Monday-Thursday, 6pm-9pm. Refreshments will be served at each meeting. Parents are notified by notices sent home, phone calls and/or Engrade messenger.

**Part E: Budget**

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>127</b>
School Name <b>Castle Hill Middle School 127</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Harry Sherman</b>	Assistant Principal <b>Jennifer Brooks</b>
Coach <b>David Soares</b>	Coach <b>David Soares</b>
ENL (English as a New Language)/Bilingual Teacher <b>Bella Giustino</b>	School Counselor <b>Espinal</b>
Teacher/Subject Area <b>Sabrin Abedin/ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Abdul Hafiz/Math</b>	Parent Coordinator <b>Isa Tejada</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Wladimir Pierre</b>
Superintendent <b>Meisha Ross Porter</b>	Other (Name and Title) <b>Yina Mercado, Data Specialist</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>743</b>	Total number of ELLs	<b>133</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

**This school offers (check all that apply):**

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	133	<b>Newcomers</b> (ELLs receiving service 0-3 years)	116	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	15	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	104	11	0	3	0	0	6	0	0	0
<b>DL</b>										0
<b>ENL</b>	12	3	3	6	0	4	2	0	2	0
<b>Total</b>	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 Bengali							25	20	19					0
SELECT ONE Spanish							8	10	18					0
SELECT ONE Arabic							0	13	7					0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	<b>0</b>									

**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							2	1	4					0
Chinese														0
Russian														0
Bengali							1	1						0
Urdu								1						0
Arabic								1						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other MB							3	3	3					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							13	12	15					0
<b>Emerging</b> (Low Intermediate)							5	2	5					0
<b>Transitioning</b> (High Intermediate)							2	5	5					0
<b>Expanding</b> (Advanced)							9	9	11					0
<b>Commanding</b> (Proficient)							3	5	14					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							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							3	9	14					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	4	1	0	0
7	32	8	1	0	0
8	31	16	1	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	16		8		7		2		0
7	30		13		4		4		0
8	31		19		5		3		0
NYSAA									0

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	3	2					
Chinese Reading Test								

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

1. 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.

As a school wide community, we will use Fountas and Pinnell to assess the early English literacy skills of ELL's. All four of our ESL certified teachers will be trained by the Literacy coach and AIS coordinator. The assessment will be implemented and students will be tested in September as a baseline and June as final assessment to measure their progress. New to this year, our ESL team will create an Individualized English Literacy Plan (IELP) for every ELL student. The IELP will be reviewed three times a year, beginning, middle and end. The Individualized English Literacy Plan will contain vital information such as ELL students Lexile Level, Fontas and Pinnel Diagnostic Information, NYSESLAT AND NYSITELL Levels, Targeted Instructional Strategies for the classroom, Support Services, Running Records from previous teachers, Social/Family History and Native Language proficiency. The IELP will be a key source of guiding instruction and professional development.

Spanish speaking students are given EL SOL as a baseline for their Literacy in Spanish. We have not found early literacy assessments for Bengali, Urdu, Akon, Mandingo, Wolof and Arabic, however, the ESL teachers use translation software and a social and family interview to get a general idea of whether or not a student can read or write in their primary language until such materials become available. These assessments revealed what was predicted, that the majority of our ELL students are reading well below their grade level in English and in general, do not have strong literacy skills in their Native Languages. The assessment results show us that we must make building early literacy skills in both English as well as students primary languages a priority in order to successfully strengthen students overall literacy. This year, ESL teachers will be providing NLA to our TBE Spanish and Bengali students to strengthen their foundational literacy and to comply with State mandates.

We will continue to teach strategies as we address various learning styles, conferencing with individual students to determine strengths and weaknesses as well as determine next steps in order to change skill deficiencies into proficiencies. Teachers assist students with the setting of SMART goals which are aligned with the ELA, Math, Social Studies and Science department goals. We disseminate pre and post assessments and quarterly tasks to assess whether or not students are meeting their goals during the interim. Upon completion of interim assessments, teachers develop a new plan of action to ensure that students continue to make progress towards their goal. We continue to find more effective ways to assess and teach early literacy skills to meet the varying needs of all ELL's.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
As a result of the NYSESLAT data for the 2014-2015 school year, the majority of students were advanced in proficiency levels across grade levels but scored in the level 1 or 2 range on the NYS ELA and Math Exams. We did not have any ELL's taking the Regents Exam last year. We did have a few Former ELL's who took the exam. This year we made program changes and 8 ELL's will be taking the Math and Earth Science Regents. According to this year's incoming ELL students LABR and NYSITELL scores, the majority of our ELL's are scoring at the beginner level of proficiency. The AMAO tool is not working properly. We are working out the kinks in order to be able to electronically sort and view our ELL data. Until then, we are utilizing ATS to print reports and we have created our own Excel spreadsheet.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our AMAO tool is not working properly. We are not able to view or input all data. Our Data specialist is working on fixing it. However, The AMAO tool is used to analyze data about our ELL's and plan instruction and professional development accordingly. Utilizing this tool we are able to view data that has been disaggregated into specific categories. AMAO tells us a plethora of information on how our ELL's are performing at our school. We can view key information to better design programs for ELL's and make data-driven decisions that accelerate achievement for our ELL's. Analysis of the data reveals that MS 127 met AMAO 2 Status (achieving proficiency) in all categories. AMAO Status 1's data was not available. 16.13% of our ELL's attained proficiency on the NYSESLAT for the 2014-2015 school year.
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?
- The ESL team meets bi-weekly to analyze school wide and diagnostic assessments to make changes and adjustments to curriculum and instruction. The ENL team meets bi-weekly to analyze school wide and diagnostic assessments to make changes and adjustments to curriculum and instruction. One pattern that has emerged is that the majority of our ELL's are not literate in their home language. The majority of ELL's are beginners and new comers. The majority of ELL's score Level 1's and 2's on both the ELA and Math State Exam. There were no level 4's on the ELA State Exam. There were 9 fours and many more level 3's on the Math State Exam. Through these meetings, the ELL periodic assessments are analyzed thoroughly and ENL teachers discuss strategies on how to improve student outcomes by identifying areas of needed support and changes in instruction and curriculum. Teachers work on relating their teaching to students' lives in a non-superficial manner, and plan lessons where individualized learning targets are written. The ELLs are differentiated based on their scores and entering and emerging learners are taught through positive interdependence and grouped homogeneously with transitioning and expanding students. Through this, students perceive that they are linked with groupmates in such a way that they cannot succeed unless their groupmates do (and vice versa) or that they must coordinate their efforts of their groupmates in order to complete a task. Overtime, the beginners are able to use the input that they have gained through these group tasks and confidently show it through the output of the L2, thus meeting their goals. Teachers use progress monitoring through summative and formative assessments to ensure that students are aware of meeting the goals that they have written for themselves after seeing their results of the ELL periodic assessments. Teachers make sure that students have access to varied and challenging curriculum and that instruction is aligned to and focused on grade level content and achievement standards by modifying and scaffolding the texts for entering, emerging and transitioning learners so that they may learn the same grade level literacy skills that their advanced peers are learning while at the same time, feeling confident that it is through texts that they can access and readily understand.
- There are a lot to learn about ELLs from the periodic assessments that are given. Our school makes sure not to fall into the misconception of ELLs lacking in thought just because they lack in communication when it comes to learning their L2. These periodic assessments are teaching us that ELLs need to be assessed by teachers that do not have that misconception, in order for them to see what their true learning styles are so that they can identify their individualized student needs. Through these periodic assessments, where the same test is also given in their home language, teachers are able to decipher which ELLs are not lacking in thought and the skills needed for that content; they see that these ELLs are not thriving due to the language barrier. Teachers are also able to learn which students have had interrupted education, and thus lack in skills needed for their specific grade and content area. The home language is used as a key scaffold for students. Instruction is translated both verbally and written as needed to suit the needs of individual students. Native Language Instruction is also provided to all TBE students. It is vital to build literacy in students L1 so their knowledge of language structure and development grows.
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?  
Teachers use a variety of strategies and methods to ensure that students' second language development is always at the forefront of instructional decision making and planning. Teachers focus on strategies that maximize students' exposure for second language acquisition. Through the SIOP, tiered words, visuals, glossaries in their native language, picture dictionaries, peer help, language

objectives and sentence starters, students are able to practice the four modalities of the ESL standards (reading, writing, speaking and listening). Teachers also make sure that students are able to relate and connect the material being taught to their own culture for second language development and acquisition.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

The ESL team meets bi-weekly to consistently monitor, evaluate and make adjustments to instruction, services and curriculum. There are many ways in which we evaluate the success of our programs for ELLs. Although improving academic success for ELLs is a multi-pronged challenge, we ensure that teachers in our ENL programs are a huge part of the decision making process when it comes to deciding which program would be the best fit for an ELL that enters our building. As said previously, the ELL's proficiency in his or her L1 is noted and through that, and the home language survey form, we place the ELL in his or her designated class. We conduct interviews with the ELLs as well as hold peer conferences, and have them write in journals to see if we are meeting their social and emotional needs as well as their academic needs. Tackling both is a challenge, but we believe our programs can only be successful if our ELLs feel comfortable in the settings in which they are placed in, given that they are in a whole new country with educational norms that are far different than the one that they are accustomed to. We provide ample professional development to help our content area teachers who teach freestanding classes so that they can differentiate among the general Ed students and the freestanding ELLs in their specific content areas. Through the PDs we provide, they are able to create a comprehensible framework for delivering academic instruction. Through the explicit instruction in literacy strategies, vocabulary and background knowledge taught to ELLs in all of our programs with the methods of teaching for that specific program, and through that, we are able to evaluate the success of our programs by seeing the growth of these students in the formative and summative assessments that are given to them after their very first assessment. For the bilingual programs at our school, teachers include first-language instruction or instruction in their native language to help ensure that they are meeting the needs of students who are proficient in their L1, so they can slowly transition them into successfully learning the L2. Because we make ELL achievement a schoolwide focus, our programs have been successful thus far by simply looking at the data from the previous years' NYSESLAT scores. We make the final evaluation of the success of our programs by noting how many students were able to improve on the NYSESLAT or even pass out of ENL as commanding learners. We also look at their standardized exams and compare the growth of the ELLs in each one of our programs. We continue to monitor ELLs' progress even after they have been classified as being proficient in English. The number of students that classify as being proficient in English towards the end of the year tell us that we have been successful in creating these programs for our ELLs where we can truly meet their needs. Lastly, in the past couple of years, our ENL department went from an area of recommendation to an area of strength in terms of leveraging strong practice for the growth of the learning community (in fact, two of our bilingual teachers were identified and used as models by the Office of Teacher Effectiveness in videos last year).

## 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.

1. Upon registration and/or enrollment, Mrs. Brooks (ESL Assistant Principal), an ESL teacher or an ELL licensed pedagogue will meet with the parents to make an initial determination of the child's home language. This process is formalized through a Home Language Interview, followed by the completion of The Home Language Identification Survey (HLIS), which is translated in nine languages. Parents complete the form with the guidance of a trained pedagogue, to show what languages the child speaks at home. If the parent speaks Spanish a trained pedagogue who can speak Spanish conducts the interview. If the parent speaks Bangla, pedagogues who can speak Bangla will conduct the interview. If the parent speaks Arabic, a pedagogue who can speak Arabic will help conduct the interview. If the parent(s) speaks other languages, the school will request a translator through the DOE phone translation unit, to assist parents in completing the HLIS.

Once the ESL teacher/LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered the NYSITELL which is a test that establishes English proficiency level. The NYSITELL is administered to eligible students within the first ten days of initial enrollment. Students that score below proficiency level on the NYSITELL become eligible for state-mandated services for English Language Learners (ELL).

Students who speak Spanish at home and score below proficiency level on the NYSITELL are administered a Spanish LAB to determine language dominance. This will aid in determining language dominance for instructional planning in providing bilingual or ESL services.

Depending on the NYSITELL results the school will send an entitlement letter to the parents/guardians of each student who is eligible for ESL services. A copy of the Entitlement Letter will be placed both in the students' cumulative record and the ESL compliance binder.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We determine whether a child is a SIFE student or not at the time of completion of the Home Language Identification Survey. When the parent visits our school to enroll their child we ask a battery of questions one of which is to indicate their child's prior schooling. The parents also fill out a social history form which collects information about formalized schooling. We then follow all the same steps we utilize to identify an ELL student. If we deem the child as a SIFE, we then administer an oral interview and for those students whose home language is Arabic, Bangla, Wolof, Urdu, Spanish or any other then we administer the Literacy Evaluation for Newcomer SIFE. We input a student's SIFE status in the DOE's data collection system within a 30 day window

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).

At registration each students file, testing history, age, disciplinary record, family social history and formalized schooling attendance is reviewed by the Assistant Principal of the grade as well as the admissions secretary and Mrs. Brooks, the Assistant Principal who supervises Enrollment and ELL's. If it is identified that a student has an IEP, the Assistant Principal of SWD's, Michael Melvin is called to review the case and determines what educational setting is best per the students IEP. Mrs. Brooks, the Assistant Principal of ELL's, and/or a ELL trained pedagogue interviews all new admissions and conducts a Home Language Interview and the Home Language Survey with families. Mr. Melvin coordinates with Mrs. Brooks and the LPT team to schedule the appropriate ELL services for the student. In most cases students with IEP's end up receiving push in or pull out services for ESL if they need and ICT or more restrictive classroom placement. If a student only receives related services, then most likely they are placed in a TBE or Freestanding ESL class and receive services by the direct instruction of their certified ESL teacher(s).

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.

The Assistant Principal along with the ESL Coordinator sends letters home with the students via backpack. If the letter is not returned, then a follow-up call is made to the parents asking that they come to the school where they are given the letter in person and asked to read and sign. If no avail, then a certified letter is sent home.

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).

Following notification of their child's eligibility for ELL services, parents will be provided with information about program choices during a parent orientation.

- During orientation parents will be informed of the three instructional models available in NYC regardless of whether the preferred model is currently not offered in the school.
- The parents of newly enrolled ELL students will view the parent orientation video. The video explains the three program options. The video is available in thirteen languages.
- Once parents are informed of the three program options, the school will supply the parent with the Parent Survey & Program Selection Form. On this form parents will indicate their program choice.
- Once we receive the completed form from the parent indicating their program choice selection, the information is then entered in the ATS (ELPC) screen. We enter the parent's first choice regardless if the program is provided at our school or not.
- Copies of the Parent Selection Form are made and placed both in the students' cumulative record and the ELL Compliance Binder, which will be accessible for the State and City audit reviews.
- Within ten days of enrollment, the ELL students will be placed in the parent's program of choice.
- If the parent's choice is available at the school, the student will be placed immediately and a full schedule will be provide to the student.
- If the parent's choice is not available in the school, the parent will be notified that the choice that they choose is not available. The parent will be given the option to either keep the child enrolled and placed in a program that is available, or to transfer the child to a different school where the parents' choice is available. We provide parents with a list of schools that offer various TBE or Dual Language programs.
  - o If the parent chooses to transfer the child, the Office of English Language Learners will be contacted. While the student awaits the transfer, the student will be placed temporarily in an ESL program.
- Every effort will be made to ensure that the Parent Survey and Program Selection Form be completed.
- A placement letter will be sent to the parents once the child's program has been determined.

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.
- Following notification of their child's eligibility for ELL services, parents will be provided with information about program choices during a parent orientation.
- During orientation parents will be informed of the three instructional models available in NYC regardless of whether the preferred model is currently not offered in the school.
  - The parents of newly enrolled ELL students will view the parent orientation video. The video explains the three program options. The video is available in thirteen languages.
  - Once parents are informed of the three program options, the school will supply the parent with the Parent Survey & Program Selection Form. On this form parents will indicate their program choice.
  - Once we receive the completed form from the parent indicating their program choice selection, the information is then entered in the ATS (ELPC) screen. We enter the parent's first choice regardless if the program is provided at our school or not.
  - Copies of the Parent Selection Form are made and placed both in the students' cumulative record and the ELL Compliance Binder, which will be accessible for the State and City audit reviews.
  - Within ten days of enrollment, the ELL students will be placed in the parent's program of choice.
    - o If the parent's choice is available at the school, the student will be placed immediately and a full schedule will be provide to the student.
    - o If the parent's choice is not available in the school, the parent will be notified that the choice that they choose is not available. The parent will be given the option to either keep the child enrolled and placed in a program that is available, or to transfer the child to a different school where the parents' choice is available. We provide parents with a list of schools that offer various TBE or Dual Language programs.
    - o If the parent chooses to transfer the child, the Office of English Language Learners will be contacted. While the student awaits the transfer, the student will be placed temporarily in an ESL program.
  - Every effort will be made to ensure that the Parent Survey and Program Selection Form be completed.
  - A placement letter will be sent to the parents once the child's program has been determined.
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.
- It is a process DONE IN PERSON AT THE SCHOOL LEVEL. ALSO, PARENTS ARE INTERVIEWED, shown the video and given the home language survey forms, parent surveys, as well as the program selection form to fill out at the school the same day during their visit. These forms are re-issued every year and kept in a binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- parents are called and given an appointment date and time to come to the school and fill out at the school in person. The forms are completed either with the ESL coordinatot or the ESL assistant principal. Should the parent not come to the school to complete the forms. The letters are also sent home via registered mail as well as given to the student and back packed. If to no avail student is then placed in the transisional bilingual program as per chancellor's regulations part 154.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The Assistant Principal along with the ESL Coordinator sends letters home with the students via backpack. If the letter is not returned, then a follow-up call is made to the parents. If no avail then a certified letter is sent home. If after all exhaustive measures are made and the forms are still not returned then the student is placed in the program of default which is Transitional Bilingual as per the cnancellor's Regulation Part 154.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All documentation is duplicated. A copy is inside the student records and locked in the main office. The second set of documents are in a binder divided by grade and by bilingual and ESL freestanding classes. IE: Spanish bilingual, Bangla bilingual, Arabic bilingual, as well as Free standing ESL classes. The latter are all stored in the office of the ESL Assistant Principal. An ESL spreadsheet is also utilized for tracking and kept along with records of home language forms, placement letters, continuation letters, entitlement and continued entitlement letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- All four parts of the NYSESLAT are administered separately by their Bilingual or ESL teachers. Our ELL students are provided time extensions (time and a half) and are also given separate location within the school building that is free from disturbances. ELL students also utilize their glossaries which provide only direct translations of words. These scaffolds are provided in order to maintain the students affective filters low, and ascertain that all testing conditions are optimal.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Orientation meetings for parents are requested. The members of the bilingual and ESL department assist to this meeting, including the parent coordinator. In this meeting the parents are helped with the fulfillment of said requirements. The letters are also mailed and

sent home with child/student for further assurance. These documents are also translated into their home language for the parents to assure that accurate information is given and understood.

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).

The overwhelming majority of the parents select Transitional Bilingual for their child. After reviewing the Parent Survey and Program Selection forms for the past few years the overwhelming majority (80%) of parents chose transitional bilingual for their children. This year we have also opened an Arabic bilingual 7th and 8th grade bridge class in addition to the bilingual Bangla and Spanish Bilingual classes.

## 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.

For students whose parents select Freestanding ENL we have one blocked grouping, Freestanding/General Education, heterogeneously group class per grade ( one sixth grade, one seventh grade, one eight grade). ESL minutes are provided by an ESL certified teacher.

- b. TBE program. *If applicable.*

For the 2015-2016 school year, MS 127 offers English Language Learners in grades six, seven and eight, heterogeneously grouped, Transitional Bilingual Education classes in Spanish and Bengali; and a 7<sup>th</sup> and 8<sup>th</sup> grade Arabic bridge class.

- c. DL program. *If applicable.*

Paste response to questions here:

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

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

#### Transitional Bilingual Education Classes:

All of our grade level, mixed proficiency ability, TBE classes are taught ESL by their certified ESL teacher for minimum of 8 periods a week, no less than 360 minutes of ESL instruction for all students. This ensures that the entering and emerging level students are receiving their mandated 360 minutes of ESL instruction and transitioning and expanding level students are receiving their mandated 180 minutes of ENL instruction as well as their mandated 180 minutes of ELA instruction.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, students at the entering and emerging level of English proficiency will receive content area instruction in the Native Language and English with a 75/25 balance that gradually increases the English Language instruction according to students' needs and progress. Students at the transitioning level of English proficiency will receive content area instruction in the Native Language and English with a 50/50 balance that gradually increases the English Language instruction according to students' needs and progress. Students at the expanding level of English proficiency will receive content area instruction in the Native Language and English with a 25/75 balance that gradually increases the English Language instruction according to students' needs and progress. Native Language instruction and support at the very minimum remain 25% regardless of students' English proficiency or progress.

#### Freestanding ESL/General Education Classes:

ENL students in the six, seventh and eight grade who are not in the transitional bilingual classes receive Free Standing ESL services and are placed in the one, heterogeneously grouped Freestanding/General education class per grade. The certified ESL teacher teaches these classes 360 minutes of ENL instruction at minimum. In accordance with NYS CR 154, Native Language Arts instruction and supports are delivered at the minimum of 25%.

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.

ESL instruction is delivered similarly in Transitional Bilingual Education Classes and Free standing ESL classes with the exception that in TBE classes, instruction is given in both the Native Language (Spanish, Bangla, Arabic) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. The following are implemented in all Free Standing ENL and TBE classes for the ESL/ELA content area.

ESL/ELA:

- Learning/ Language objectives in each of the four modalities (reading, writing, listening, speaking) are incorporated into lessons plans of all ELL teachers.
- Tiered vocabulary is front loaded to provide scaffolded instruction.
- ESL/ELA teachers provide focused standards-based instruction in the development of language and literacy within the Balanced Literacy reader's and writer's workshop models.
- Teachers Teams align curriculum to the Common Core State Standards, develop CCLS aligned Curriculum Maps and the collaboratively develop the mandated Instructional Units for ELLS's ( Beginners/Intermediates= 2 units in ESL and 1 unit in their Native Language, Advanced= 1 unit in ESL, 1 unit in ELA and 1 unit in NA)
- Classroom libraries are leveled and have a variety of books in English as well as Native Languages (Spanish and Bangla) in order to support and develop students Native Language skills and awareness.
- Glossaries were printed, distributed, and teachers continue to instruct students on how to use them in class to aid in their language acquisition.
- Teachers use and continue to develop Lateral Language Acquisition Strategies to enable students to acquire the Target Language (T2) and increase their understanding of abstract concepts and to make content comprehensible to enrich language development.
- Teachers use and continue to develop a variety of research based instructional strategies such as SIOP and QTEL strategies, guided reading, thematic unit development, reciprocal teaching, scaffolding and retelling, literature circles, portfolio assessments, graphic organizers, REALIA (visuals and imagery), to deliver CCLS aligned rigorous and scaffold instruction to ELL's.
- Students are taught discussion and questioning techniques, utilize language partners, sentence starters, engage in dialoged conversations on a daily based in order to provide a sound education and increase language development.
- Various forms of technology are used in order to enrich instructional experiences such as smart boards, lap tops, iPads, computers, listening stations, calculators, recorders, ELMOS, cameras

Mathematics:

- In addition to the strategies and methods mentioned above, MS 127 purchased the suggested CCLS aligned Mathematics textbooks for the CMP3 program in English and Spanish.
- Tiered vocabulary is front loaded to provide scaffolded instruction.
- Language objectives in the four modalities ( listening, reading, writing and speaking) are incorporated into the lesson plans of all ELL teachers regardless of content area or program model.
- When possible, assessments are translated for TBE and Free Standing ESL students into their Native Languages (Spanish, Bangla, Urdu, Arabic, Haitian, Wolof, Twi, Mandingo) by their teachers using translation software, the translation unti or by hand. If assessments can not be translated, they are adapted and modified to better suit the intructional need of ELL's. Students work with teachers to evaluate which assessment they want to use or they may opt to utilize both versions for as long as they need.
- In TBE classes instruction is delivered in both the native language (Spanish, Bangla, Arabic) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. Various strategies and methods are used to allow students access to the mathematical content while at the same time continuing to acquire English Language Literacy. Some of these strategies are: translated materials, texts, word problems, directions and procedures, rubrics written in student friendly language, word walls that are translated into native languages and English with visual images, glossaries, translation software, language peer partners, texts in native languages and instructional videos in native languages (Pearson, Math XL)
- In ESL classes mathematics is taught in English with a minimum of 25% Native Language supports during instruction. This is achieved through translated materials, texts, word problems, worked out solutions, given answer keys, rubrics, word walls that are translated into native languages and English with visual images, glossaries, translation software, language peer partners, texts in native languages and instructional videos in native languages (Pearson, Math XL)

Science and Social Studies:

- In TBE classes, instruction is given in both the Native Language (Spanish, Bangla, Arabic) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. In Free Standing ESL Classes, instruction for Science and Social Studies is given in English with a minimum of 25% Native Language supports during instruction. The strategies and methods mentioned above are utilized by the Science and Social Studies teachers of ELL's. Tiered

vocabulary is front loaded to provide scaffolded instruction. Language objectives in the four modalities (listening, reading, writing and speaking) are incorporated into the lesson plans of all ELL teachers regardless of content area or program model.

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

-For Spanish speaking students, the LAB is offered in Spanish (LAB Spanish) and is used as a tool to assess primary language literacy and inform instructional needs and goals for teachers and students.

- Our Spanish, Bengali and Arabic bilingual teachers use conferencing within the Workshop Model that is done in students' native languages. For students in our Free Standing ESL classes that speak languages other than Spanish, Bangla and Arabic, teachers translate materials and assessments using translation software (google translate, T-Tools, etc.) or adapt and modify assessments for ELL's. Assessments are kept in students portfolios and teachers review students' progress throughout the year both individually and collectively. This process is done in conjunction with general education teachers, service providers and the entire ESL department during assessment norming meeting and general department meetings. All ENL teachers give some kind of native language baseline to all ENL students. A mid-year and end of year Native Language Assessment is also given to measure progress. Students in TBE classes produce work in their Native Languages throughout the year. Teachers grade and log their Native Language skills and progress.

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

-All teachers of ELL's are required to have student learning/language objectives in the four modalities (reading, writing, listening and speaking) for their lessons. Teachers must have student learning/language objectives in at least two of the four modalities in every lesson but try to incorporate the use of all four in every lesson possible to insure that ELL's have ample opportunities to practice these foundations skills for literacy. Teachers plan collaboratively to create assessments that are targeted specifically at measuring students' progress within the four modalities. Some example of assessments that evaluate the four modalities are: 1) oral presentations, student journal writing, reading assessments in both native languages and English, 2) Rubrics for student turn and talks and partner dialogue practices 3) listening comprehension activities with headphones or whole class via the smart board that allow teachers to monitor progress and tailor subsequent instructional strategies accordingly 4) re-phrasing/summarizing listening activates via Rosetta Stone and teacher generated assessments 5) students creating audio and animated ibooks and ivideos on mac computers and ipads to exemplify students writing, speaking, reading and listening abilities.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a & b. For ELLs, we differentiate for Newcomers and SIFE by using the process of enculturation where we place them in bilingual classes with teachers that come from the same culture and speak the same language. These teachers use the students' cultures in their teaching practices so that students are able to use prior knowledge in order to understand the material being taught at hand. Slowly, they adapt the process of acculturation where they adapt to dominant classroom norms by transitioning into the rigorous standard based curriculum. For students that are incapable to writing and reading in their first language, we use rigorous repetition of letters and phonics in their L1. Students are first taught to communicate effectively in their L1 before they gain input in their L2. They are taught to communicate effectively through the development of vocabulary, reading of simple texts that are written in both their L1 and L2 and writing journals so as to improve their writing skills where they write about their events on a daily basis. We also use sight words and flashcards in their L1 and L2 and each individual has their own set of tiered vocabulary based on their own individualized learning targets. Beginner packets are also created based on these individualized learning targets. Technology is a key component in the instruction of all ELLs but particularly newcomers. Students use Rosetta Stone, listen to recordings, watch videos, use interactive software to gain as much as exposure as possible in their L1 as well as their L2. All newcomers are partnered with a buddy who they feel comfortable with, in order to help them with the transition of starting a new school in a new country.

c) For developing ELLs, students are first assessed to see what they know as opposed to what they do not know. They are tested on the four modalities and data is analyzed from previous NYSESLAT scores to see which four of these modalities they are the most weak in as well as the modalities that they show the most strength in. Teachers then work on making individualized learning targets and hold student conferences so that students as well as all the teachers that teach them are well aware of what the student's goals are for that specific year. They are provided with high quality standard based instruction in the four content areas (ELA, Math, Social Studies and Science) where they have access to varied and challenging curriculum and instruction that is aligned to and focused on grade level content and achievement standards. These students require specific and targeted academic intervention services. As with all students, teachers use data driven lessons that are targeted heavily in the four modalities in order to provide remedial skills and sufficient practice for these struggling students. Through summative and formative assessments, (NYSESLAT/LABR/NYS Exams, class assessments, teacher observations, student self-assessments/peer/group assessments), teachers identify the specific deficiencies students possess so targeted instruction

can be developed and implemented. Students are provided continuous opportunities to work with partners/small groups/ one on one with teachers in developing skills in reading, writing, listening and speaking. They are grouped homogenously based on their grade and NYSESLAT modality level in the beginning of the year so instruction can be specific and targeted to their individual needs. Overtime, groups are changed either homogenously or heterogeneously based on the assessments from the day before. Teachers regularly are progress monitoring the students' needs by identifying the areas of needed support, more instruction or changes in instruction.

d) For long term ELLS who have completed six years of ENL services, teachers meet together with service providers to perform an in depth analysis of students' individual circumstances and create individualized service/plans. The team meets quarterly to review students' progress and adjust the plan. Teachers differentiate their lessons by making sure that these students receive literacy instruction using reading interventions such as Visions, Milestones, Rosetta Stone, leveled books and myOn which both use high interest, low level literature that provides access to varied and challenging curriculum and instruction that is aligned to and focused on grade level content and achievement standards, and content based reading in order for these students to learn the skills that they would need to learn by the end of their specific year's grade. These students are pulled two to three times per week for Academic Intervention Services (AIS) where strategies in the four modalities (reading, writing, listening and speaking) are reiterated and practiced.

e) Former ELL's that have only tested out two years ago and less are mandated to receive 90 minutes of ENL instruction weekly. To be in compliance with this mandate, the vast majority of these Former ELL's were moved into the one, grade-wide, Free-Standing/General Education class. Teachers are made aware of a students Former ELL status and the students portfolios are given to their teacher for review. In the beginning of the year the ESL department holds a meeting with the teachers of former ELL's and goes over their portfolios/work/test scores and provides the teachers with instructional strategies for ELL's. Professional Development is held throughout the year for general education teachers on ELL Instructional Strategies to help teachers provide the supports necessary for former ELL's to succeed in mainstream classes. After their exit from ESL former ELL's are given glossaries and are allowed their same testing accommodations for up to two years. Here at 127, we believe that a sound education should be provided to all students. We do our best to continue to support ELL's and former ELL's academic, social and emotional success and provide whatever accommodations we can to students for as long as they need it, even beyond the 2 year State Mandate. Formers ELL's are invited to attend extended day sessions and participate in AIS classes.

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.

When a student is re-identified as an ELL the ESL team works together with the students teachers and family to closely monitor their progress. Teachers attend monthly PD on best practices for ELL instruction as well as sensitivity/affect and development training.

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?

As per the NYSESLAT, these particular students are expanding in Listening and Speaking, but they are emerging in Reading and Writing. This student will require a variety of learning experiences to diagnose and remediate skills in Reading and Writing. The ESL teacher will concentrate on teaching word learning strategies that will include academic vocabulary as well as content area vocabulary. Teacher will integrate the Freyer model for teaching vocabulary and use context to unlock the meanings of unknown words, cognates, prefixes, suffixes, roots, dictionary and related reference tools. Teacher will also provide opportunities for student discussions and conversations utilizing the learned vocabulary. Teacher will build schema by making connections to related words and concepts. Students are targeted for extended day services (100 minutes per week), where their individual deficiencies are addressed according to their assessments. They are grouped homogenously based on their grade and NYSESLAT Modality level.

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?

ELLS who are identified as having special needs are serviced as per their individualized educational plan (IEP). The Assistant Principal of ELLs meets with the IEP teacher to discuss the student's mandated services as per their IEP. The collaborative meeting is to ensure that school is in compliance with IEP mandates as well as CR Part 154 mandates. As a result of reviewing both the IEP and NYSESLAT results, decisions are made as to whether students are placed in IEP classes and pulled for ESL services or placed in ESL classes and pulled for IEP services. Students who are placed in Self Contained, Collaborative Team Teaching or Resource classes are pulled 180 minutes per week for ESL services by an ESL certified teacher who differentiates considering learning styles and ESL methodologies. Teachers use instructional strategies that enable them to master skills necessary to function academically in order to be transitioned intomainstream classes. Students are pulled for Academic Intervention Services two times per week(90 minutes) where individual learning portfolios are developed and

Chart

students receive an individualized instructional plan based on performance task assessments. Time For Kids Exploring Writing Curriculum is used in extended day and AIS to help students learn to write across content areas. This program uses standards based activities to develop writing skills in all important areas of writing: preparatory writing tasks, drafting, peer response, editing, revision, and publication.

If all available intervention services are exhausted and are of no avail, the Assistant Principal of ELLS/ELL Coordinator communicates development to SBST.

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

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



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

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

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

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

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

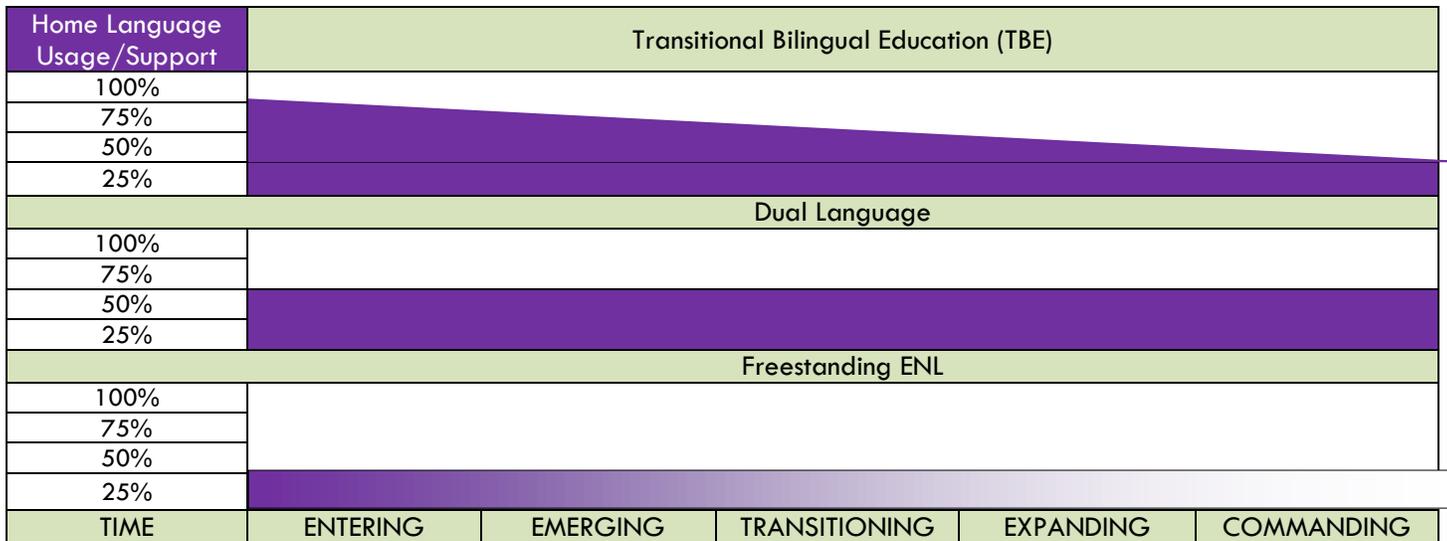


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Academic Intervention Services (AIS) is offered 2-3 times a week during the school day as an elective class for ELL's. The teachers providing (AIS) services use data to inform the instruction they deliver to the students, focusing on building literacy skills and mathematical conceptual understanding. The AIS team meets twice a month to discuss students' progress and plan appropriate academic interventions. The ESL coordinator, 2 ELL teachers and the AP in charge of ESL are members of the AIS team. The AIS team analyzes the standardized test scores, teacher generated assessments, grade wide performance tasks, attendance rates, periodic assessments such as ACUITY, report card grades, are examined to determine progress, areas of strength, and areas in need of improvement. Technology is used as a vehicle to deliver visual, auditory and academically rigorous instruction to ELL's. Teachers of ELL's use ipads, Lap tops, smart boards, listening stations, elmos, cameras and computers to enhance learning experiences for ELL's and to ensure ELL's are building the technological skills necessary to become 21st century leaders. AIS is delivered in English for Free Standing ESL students with Native Language supports. For TBE ESL students AIS is delivered in English/Spanish or English/Bangla as these classes are taught by their Bilingual teachers. Saturday Academy is a 14 week, 3 hour program geared at preparing ELL students for the NYS/NYSSELAT Exams. All ELL's are invited and encouraged to attend Saturday Academy. ESL and TBE teachers provide instruction for Saturday Academy to provide the highest quality of instruction and encouragement for ELL's.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

MS 127 is constantly striving to improve our services for ELL's. According to our data analysis of last years 2014-2015 state exams and NYSSELAT scores, the majority of our ELL's are still performing at Level 1's and 2's on the NYS ELA and Math exams. We are exploring new research based programs and instructional strategies that can help us address this gap in instructional effectiveness and students' abilities to execute and transfer literacy and math skills. The majority of our ELL's this year are newcomers and are entering level students, however, ELL's that have been here longer ar still scoring low on the state exams. The ESL team will perform an analysis of the NYS Exams and the NYSSELAT in December. We will examine both exams in detail cross referencing question structure, text complexity and cognitive demand in attempt to help inform future instruction. We will perform an item analysis of students' scores on both exams to help pinpoint students strengths and weakness and adjust our instruction according to student's needs. We realize we have much work to do in improving the services and instruction we provide to our ELL's. Teachers are attending Network, DOE and outside trainings in SLOP and QTEL strategies as well as trainings for specifically geared towards English Literacy and Math Skills/ Problem Solving strategies. Although ample texts and materials are available for our Spanish speaking students, we have not been successful in our efforts in finding many texts and materials in Bangla and Arabic. Publishers claim not to have such materials yet but are working on creating them. In the meantime, our Bangla and Arabic teachers translate all materials and assessments for students. We are fortunate to have 4 Bangla speaking teachers at MS 127. Our newly created TBE Bangla, Spanish and Arabic programs have become increasingly popular amongst the neighborhood and student enrollment is booming for these classes. We will continue to monitor students' enrollment and provide professional development opportunities for our teachers to help them meet the demands of our population. In addition, we continue to seek new ways to provide effective native language supports and scaffold instruction for all our ELL's in Freestanding classes.
12. What new programs or improvements will be considered for the upcoming school year?

In the beginning of the year we attempted to mix ENL classes across home languages and cultures and group them according to proficiency levels but it caused many programming issues and we had to abandon the idea. At the end of the year we will re-evaluate our resources again and consider this change. Due to this year's increase in beginning proficiency level ELL's, we are looking into new professional development trainings for teachers that target instructional strategies for new comers. We are in the process of reviewing several different text and computer based programs in hopes of finding more targeted (according to ELL subgroups and content areas) and appropriate material for our students. We are looking into hiring a Bengali guidance counselor to help meets the needs of our grouping population. We are seeking to find assessment tools that assess early literacy skills of our Bangla ELL's, Hatitan ELL's, Arabic ELL's and Urdu ELL's.
13. What programs/services for ELLs will be discontinued and why?

None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are entitled to and invited to all extracurricular and support services that we offer to the entire body. This includes extended day, Friday School, Saturday Academy, NYSSELAT Test Prep Classes and our Champions after school extracurricular and tutorial programs. It also includes our extensive Elective program, where students get to choose from a menu of enrichment classes. Two of the choices are Fine Arts and Vocal music, which are taught using the Blueprint for Arts Model. Translated information letters, permission slips, emails and phone calls are made in the students' home languages facilitated by the ESL department and Bilingual Parent Coordinator.
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.

Strategies used in the ELL classrooms are: SIOP and QTEL instructional strategies, activating and bridging prior knowledge through using graphic organizers, anticipatory guides, semantic maps, think-pair-share, turn and talks, stop and jots, language partners, KWL charts, etc., contextualization such as, metaphors, pictures, audio and video clips, newspapers, magazines, etc., and building schema by bridging prior knowledge and experiences to new concepts and ideas. We place all incoming ELL students in an age appropriate grade. We follow the NYS Common Core Learning Standards during instruction in the content areas. Music and Art teachers use the NYC Blue Prints for the Arts curriculum which is by grade level. We use Visions, Rosetta Stone, Imagination Learning, NYSELAT Test Prep 1-3, CMP3 Spanish, Native Language Libraries, Glossaries and the technology previously listed to help support ELL's academic success.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language support is always at the minimum of 25% in Freestanding ESL classes and varies in TBE classes according to students' proficiency levels and individual needs (See Section A, question #4 for a detailed description of NL instructional percentages). All ELL students were provided with glossaries in their native languages. We were able to order books for classroom libraries in the native languages of all of our ESL students. Teachers use translation software to translate curriculum material and assessments as needed for students. Students use technology to translate for themselves materials as needed. Students and teachers utilize computers to show instructional videos and tutorials in students' native language.

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

Here at MS127, we understand the developmental need for adolescents to learn amongst peers of their age. Thus, we place ELL's in their age/grade appropriate class. Classes were created based on grade and are heterogeneously group according to proficiency levels. Books for classroom libraries were specifically ordered in English and Native Languages and are age appropriate regardless of students' proficiency.

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).

MS 127 has a voluntary summer school academy for ELL's. All ELL's are invited to attend but emphasis is placed on Beginning level ELL's and newcomers. Instruction is geared towards English Literacy and mathematics. Summer School Academy is a great way to connect new comers with the content before the academic year starts. It gives students important opportunities to build relationships with peers and introduces to the new structures of school in the United States. New ELL's who enroll in throughout the school year are paired with a student buddy to help ease their transition. Whenever possible students are chosen who speak the same language and are within the same age range for their grade. Parent workshops are held throughout the year for the families of new ELL's to help orient families into our learning community.

19. What language electives are offered to ELLs?

None. We have one Foreign Language teacher who teaches Spanish to Non-ELL's.

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.)  
Teachers of ELLs meet weekly in professional learning communities with the ELL Coordinator, Literacy Coach, Math Coach, PIC's and Lead Teachers during TM (teacher meeting time) to ensure effective implementation of best practices. TM was developed to provide a forum for teachers to share best practices and strategies, discuss and evaluate the assessment cycle, documentation/creation of goals, progress of targeted ELL students, data analysis, share successes and challenges in teaching and providing services for ELL's. ELL teachers use this time to collaboratively plan their instruction and make adjustments according to data and student's needs. This meeting and the bi-weekly ELL meetings are places where teachers can discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. Two hours of per session is available per week for collaborative lesson planning for the ESL department. The department has 90% of its members participating in Collaborative Lesson Planning. This year the ESL department is participating in Instructional Rounds. Teachers use this non-threatening environment as a way to evaluate their practice, gain competency in Danielson, CCLS curriculum and ESL instructional strategies.
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?  
PD is given bi-monthly at ESL meetings by administrators, coaches and teachers in Lesson planning CCLS aligned, ESL instruction. Monthly Learns are also given by the above on Lesson development, rigor, engagement, differentiation, content specific strategies and content development. Teachers plan together at weekly teacher meetings by grade and department and per session is offered for common planning which many teachers utilize (90%) of the ESL department meets weekly for common planning.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
PD is given bi-monthly at ESL meetings by administrators, coaches and teachers in Lesson planning CCLS aligned ESL instruction. Monthly Learns are also given by the above on Lesson development, rigor, engagement, differentiation, content specific strategies and content development. Teachers plan together at weekly teacher meetings by grade and department and per session is offered for common planning which many teachers utilize (90%) of the ESL department meets weekly for common planning.
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.  
PD hours are met through our bi monthly meetings as well as network training workshops planned for the winter and spring. Teachers are in the process of researching PD's that they feel will be most valuable to improving their practice. School Wide PD for ELL instruction will take place in December. It will be given by the AP of ELL's, the ELL coordinator and 4 ESL/Bilingual certified teachers. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumulative hours for each teacher of ELLS. 5 ELL teachers, the ELL Coordinator and the ELL Assistant Principal have attended Network/DOE sponsored training in October, 2015. Every month ELL teachers are forwarded the OELL email where various professional developments can be found. At our bi-monthly meeting new PD's are discussed and teachers are encouraged to attend. In assisting students with the transition to high school and focus on college and career readiness, 8th grade ELL's visited an ELL High School (New World High School) in October where they took a tour and met with students to discuss their high school experience. We plan to take all ELL's on similar visits to high schools and colleges alike as our school continues to focus on College and Career Readiness. An AUSSIE Literacy Consultant has been hired and continues to work with the ELA/ELL staff to improve their instruction.

### 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?

Involving the ELL parent begins at registration. The parent is introduced to the ELL program used by our school by the Assistant Principal (Mrs. Brooks), Parent Coordinator (MS. Tejedra), and ELL Coordinator (Ms. Guistino). The ELL parent orientation video is shown at the time of registration, in the native language of the parent. Two weeks into school an ELL parent breakfast and an ELL parent dinner is held to introduce the family to our ELL department which include teachers and administrators. We have conducted our Parent Workshops; Science Night, Skedula, What is the NYSESLAT?, Math in the content area, the High School Process workshops in the native language of our parents (Spanish & Bengla). This school year we have an ELL Department event (Cultural Celebration) which included performances by our ELL students, teachers, local artist, and a potluck style food sharing and Spring Festival.

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.

Copies of all sign-ins and Agendas for all ELL events are kept in the ELL Compliance Binder. Teachers utilize Parent Out reach time on Tuesdays to inform parents of their childrens progress and needs. Our school has a strong partnership with the YMCA for New Americans, Sports & Arts in Schools Foundation, and The Mayor's office for Immigrant Affairs. For the past two years the YMCA has provided English as a Second Language classes to the parent in our school free of charge. Classes take place in the evenings (6pm-9pm) Monday-Thursday. Sports and Arts is our after school provider and also offers parent workshops for our ELL parents in their native language. This year so far a workshop on Study Skills has been conducted.

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

ELL Parent involvement is not optimal. We are reaching out to our TBE classes to obtain class parents to try and increase engagement besides the normal invitations to school events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Mayor's Office for Immigrant Affairs provides our ELL community the following workshops; Health Insurance/Obama Care: What I should know, Continuing Education & GED, Job Readiness, and Family Literacy. The YMCA provides English Classes at night to Parents.

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

We collect interest surveys from parents on three different occasions: at the ELL Parent Orientation in September, Cultural Family Night in December and the Spring Feastival in April. With use this data to plan workshops and provide services to families. We collaborate with the PTA to find the needs of parents.

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

Our activities address the needs of our parent community by aim at addressing the social needs of our ELL community; learning the language, understanding health care, and seeking employment. By providing English classes for parents we are giving them the opportunity for better employment and/ or a better chance at academic advancement in the United States. Our workshops aim to address what every parent of a middle school student should know; Understanding the High School Process, Studies Skill and Understanding my child's school (Skedula).

### D. Additional Information

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

Paste response here:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harry Sherman	Principal		10/30/15
Jennifer Brooks	Assistant Principal		10/30/15
Isa Tejada	Parent Coordinator		10/30/15
Bella Giustino	ENL/Bilingual Teacher		10/30/15
	Parent		
Sabrin Abedin	Teacher/Subject Area		10/30/15
Abdul Hafiz	Teacher/Subject Area		10/30/15
David Soares	Coach		10/30/15
Yina Mercado	Coach		10/30/15
Ellie Espinal	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Samsun Nahar	Other <u>Teacher</u>		10/30/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11X127**

School Name: **The Castle Hill Middle School 127**

Superintendent: **Ms. Ross Porter**

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

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

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

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

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

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

In order to assess our schools' written translation and oral interpretation needs we cross reference various sources of information in order to ensure accurate data and facilitate parental involvement while providing families with appropriate and timely information in a language that they can understand. We gather information on families Home Language, preferred language for written communication and preferred language for oral communication by reviewing information from: the Home Language Survey, Students Emergency Contact Cards, SIFE Assessments, Student Interviews given by the ESL teacher, ATS reports: HLIS & DNLO and the Social and Family History Interview Survey we give to families at the first ELL Parent Orientation in September. The ESL Coordinator and the ESL Team cross reference the above data to ensure we have correctly identified each student's families' oral and written interpretation needs. We then record each families' oral and written interpretation needs in the ESL Binder and on our school based ELL Tracking device, the Individualized English Language Learners Plan.

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.

Spanish, Bangla, Arabic, Twi, Wolof, Hattian/Creole, Urdu, Chinese, Mandarin, Akon, Mandingo

## **Part B: Creating a Communications Calendar**

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

Monthly School Calendars, Quarterly Progress Reports, Quarterly Report Cards, Monthly Attendance Letters, Annual School Handbooks and Student Contracts, Yearly and Monthly Subject Syllabuses', Monthly Parent News Letters, Parent-Teacher Conference Announcements, After School Program Information, New York State and Citywide Testing Dates and Information, Skedula Information, Grade Activities Information.

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.

Our first formal face-to face meeting with families is the ELL Parent Orientation Night in September. We offer several Parent Workshops throughout the year. Topics vary according to Families needs and their choices. The Parent Coordinator distributes a PD Interest Survey at The ELL Parent Orientation and at all four Parent Teacher Conferences. Surveys are translated into Bangla, Spanish, Arabic and Creole and information from these surveys guides our PD choices for parents. Parent Teacher conferences occur four times a year; once each marking period. Teachers make phone calls to parents, hold private and targeted parent meetings and workshops individually as well as in groups every Tuesday during DOE mandated Parent Outreach time after the instructional day. These sessions are collaboratively planned at weekly grade meetings and the bi-weekly ESL meetings. All family meetings and interactions are logged into our online communication system Skedula. All workshops and ELL Parent meetings are logged into the ESL binder

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

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

There is a need for oral interpretation when parents come to conduct school business such as conferencing with teachers, IEP meetings, picking up children from school, expressing a concern, medical needs/emergencies, lunch applications, report cards, after-school programs. There is a need for written translations to keep parents informed of the school's vision/schedule, CCLS Standards, all school communications, school calendars, PTA notices, understanding report cards/progress reports/ State

Reports, IEP's, High School Applications, trip forms, Parent Coordinators Report, Sports and Arts Program, Academic Intervention Programs, events, safety related communication, workshops and teacher communications. We have 21 staff members that speak Spanish and are available to provide oral translation for parents during the school day and for all school functions. 12 of these staff members can translate written material in Spanish. We have four Bangla speaking teachers that provide both written and oral translation for parents during school and for all school functions. We have 2 staff members that speak Arabic and provide both oral and written translation for parents during the day and for all school functions. We are in need of oral and written translation services for in Mandingo, Urdu, Akon, Wolof and Haitian. We utilize the DOE Translation Telephone Unit to communicate orally with parents when an on site staff member does not speak parents' home language/preferred language of communication. We will utilize the DOE Translation Unit to translate written communications in Mandingo, Akon, Wolof, Urdu and Haitian.

ELL students and their parents were informed of the oral interpretation and written translation services offered at 127 at the time of initial enrollment, the Parent Orientations in September, via backpack in October, via Bulletin Board in the main entrance and Parent Coordinators Board, at the time of enrollment as well at all four Parent Teacher Conference Nights

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.

There is a need for oral interpretation when parents come to conduct school business such as conferencing with teachers, IEP meetings, picking up children from school, expressing a concern, medical needs/emergencies, lunch applications, report cards, after-school programs. There is a need for written translations to keep parents informed of the school's vision/schedule, CCLS Standards, all school communications, school calendars, PTA notices, understanding report cards/progress reports/ State Reports, IEP's, High School Applications, trip forms, Parent Coordinators Report, Sports and Arts Program, Academic Intervention Programs, events, safety related communication, workshops and teacher communications. We have 21 staff members that speak Spanish and are available to provide oral translation for parents during the school day and for all school functions. 12 of these staff members can translate written material in Spanish. We have four Bangla speaking teachers that provide both written and oral translation for parents during school and for all school functions. We have 2 staff members that speak Arabic and provide both oral and written translation for parents during the day and for all school functions. We are in need of oral and written translation services for in Mandingo, Urdu, Akon, Wolof and Haitian. We utilize the DOE Translation Telephone Unit to communicate orally with parents when an on site staff member does not speak parents' home language/preferred language of communication. We will utilize the DOE Translation Unit to translate written communications in Mandingo, Akon, Wolof, Urdu and Haitian.

ELL students and their parents were informed of the oral interpretation and written translation services offered at 127 at the time of initial enrollment, the Parent Orientations in September, via backpack in October, via Bulletin Board in the main entrance and Parent Coordinators Board, at the time of enrollment as well at all four Parent Teacher Conference Nights

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

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

At the initial welcome back training day in September, the Assistant Principal of ESL gives all staff members a copy of the T&I Brochure, Language ID cards and Language Interpretation Unit Phone number. She reviews the procedures for utilizing translation services with them at this PD as well as before each Parent Teacher Conference.

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

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

### Checklist of Notification Requirements

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

Fulfilling Section VII of Chancellor's Regulations A-663: Our school will provide Limited English Speaking parents a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards as well as the ESL compliance binder. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively. Parents may rely on adults or relatives for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the DOE Translation Unit. Upon initial enrollment, through Parent Orientation meetings in September, back packed notice in October, Parent Teacher Conferences in November and February and in our Monthly School Calendar/Newsletter, parents are notified of the translation services available at MS 127.

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

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

Our schools uses information gathered by the School Survey, informal reporting's from the PTA parents and students, the Parent Suggestion Box as well as 4 quality assurance parent surveys given by our Parent Coordinator at each Parent Teacher Conference. We also distribute PD and Family Needs Interest Surverys and three events geared twords families of ELL's. The events take place in September, December and April. We use this data to plan and implement family driven PD and services.