

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

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

**11X180**

**School Name:**

**M.S. 180 DR. DANIEL HALE WILLIAMS**

**Principal:**

**FRANK UZZO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Dr. Daniel Hale Williams School Number (DBN): 11X180  
Grades Served: Grades 6, 7, 8  
School Address: 700 Baychester Avenue, Bronx, NY 10475  
Phone Number: 718-904-5650 Fax: 718-904-5655  
School Contact Person: Frank Uzzo Email Address: Fuzzo@schools.nyc.gov  
Principal: Frank Uzzo  
UFT Chapter Leader: Arnold Burton  
Parents' Association President: Sherene Chisolm  
SLT Chairperson: Arnold Burton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Niaomi Delvalle  
Student Representative(s): N/a

**District Information**

District: 11 Superintendent: Meisha Ross Porter  
Superintendent's Office Address: 1250 Arnow Ave, Bronx, NY 10467  
Superintendent's Email Address: Mlopez@schools.nyc.gov  
Phone Number: 718-519-2620 Fax: N/A

**Borough Field Support Center (BFSC)**

BFSC: District 11 Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx NY 10461  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

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

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

### Directions:

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

| Name                 | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|----------------------|---|-------------------------|
| Frank Uzzo           | *Principal or Designee  |                         |
| Arnold Burton        | *UFT Chapter Leader or Designee   |                         |
| Sherene Chisolm      | *PA/PTA President or Designated Co-President  |                         |
| n/a                  | DC 37 Representative (staff), if applicable   |                         |
| Naomi Delvalle       | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| n/a                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| n/a                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Nicole Sumpter, DFOY | CBO Representative, if applicable   |                         |
| MaryAlice Blackmore  | Member/ UFT   |                         |
| Elveta Darby         | Member/ UFT   |                         |
| Margaret Greeley     | Member/CSA  |                         |
| Nicole Freeman       | Member/Parent   |                         |
| Patricia Bell        | Member/ Parent  |                         |
| Meriem Ennowi        | Member/ Parent  |                         |

| Name            | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|----------------------|
| Preeta Yapp     | Member/ Parent                             |                      |
| Marisol Bonilla | Member/Staff                               |                      |
|                 | Member/                                    |                      |

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Middle School 180 is a 'School for the Arts', which provides students various opportunities to develop their unique talents through the Arts and academics. As a 'School for the Arts', all students participate in one of the many talents offered curricula (strings, instrumental, vocal, film, drama and fine arts). This Arts program helps reinforce the CCLS through a variety of activities such as reflection writing and critiquing. Presently, the school is working towards a more inter-disciplinary approach to learning. Teachers have collaborated to develop units of studies which are reviewed and enhanced through assessments, school report cards and other forms of data; including student choice and parent concerns.

The school continues to unify all curricula through the New York State Common Core Learning Standards and the school-wide Instructional Focus. Curriculum teams are using Understanding by Design to plan coherent instruction in all disciplines. This allows special education teachers and general education teachers to plan and share instructional strategies to develop curriculum to meet the needs of all learners; with consideration to students with special needs and high achievers. All of our student populations (General ed., Special ed., and ELL) are studying the same curriculum, but use different points of entry.

The school has been successful in acquiring funding to support extra-curricular programs such as: Enrichment Activities, Extended Day Supportive Instruction, Library Leaders, and Project Boost. All courses and programs focus on incorporating rigor and challenge into their respective coursework to ensure that students make real world connections to their learning and to prepare them for their future. Through our collaborations with Education Through Music and Directions for our Youth it is clearly visible to students that academics go beyond the classroom and M.S 180 and its collaborators have a vested interest in their education

The school has been very successful in developing and maintaining a culture of mutual trust and positive attitude that support academic and personal growth of students and adults. This is apparent in student's daily interactions with peers and adults, collaboration among teacher teams and participation in school-wide programs. These aspects have help established a culture for learning that communicates high expectations to staff, students and families, and provides supports to achieve those expectations. These are further enhanced by the collaboration of administrators and teacher teams making strategic organizational decisions to support the schools instructional goals and meet learning needs by implementing school-wide practices such as: inter-classroom visitations, following the 'Looking at Student Work' Protocol, encouraging student reflections and rubric implementation and facilitating parent involvement. This year our school will focus on more data driven instruction and refining curriculum to a more inter-disciplinary approach which will assist students in transitioning toward real world experiences. As a school we will continue to monitor and reflect on our practices to keep current with our ever changing society.

The DTSDE Tenet that 11X180 made the most growth during the 2014-2015 was Tenet 3, Curriculum Development & Support and the Tenant of focus for the 2015-2016 school year will be Tenant 2, School Leader Practice & Decisions with a high priority on Danielson 3b.

## 11X180 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |
|---|----------|---|-----|---|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 877 | 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   | 63       | # SETSS   | N/A | # Integrated Collaborative Teaching           |
|   |          |   |     | 12  |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |
| # Visual Arts   | 6        | # Music   | 25  | # Drama                                       |
|   |          |   |     | 3   |
| # Foreign Language  | 22       | # Dance   | 3   | # CTE   |
|   |          |   |     | N/A   |
| School Composition (2013-14)                                    |          |   |     |   |
| % Title I Population  | 61.8%    | % Attendance Rate                               |     | 95.0%   |
| % Free Lunch  | 62.3%    | % Reduced Lunch                                 |     | 11.1%   |
| % Limited English Proficient                                    | 1.6%     | % Students with Disabilities                    |     | 18.2%   |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |
| % American Indian or Alaska Native                              | 1.0%     | % Black or African American                     |     | 68.1%   |
| % Hispanic or Latino  | 25.0%    | % Asian or Native Hawaiian/Pacific Islander     |     | 3.8%  |
| % White   | 2.0%     | % Multi-Racial                                  |     | 0.1%  |
| Personnel (2014-15)   |          |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 12.18    | # of Assistant Principals (2014-15)             |     | 3   |
| # of Deans (2014-15)  | 2        | # of Counselors/Social Workers (2014-15)        |     | 3   |
| Personnel (2013-14)   |          |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A      | % Teaching Out of Certification (2013-14)       |     | 3.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%     | Average Teacher Absences (2013-14)              |     | 8.46  |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |
| ELA Performance at levels 3 & 4                                 | 29.6%    | Mathematics Performance at levels 3 & 4         |     | 26.2%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     | 52.5%   |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | 91.5%   |
| Credit Accumulation High Schools Only (2013-14)                 |          |   |     |   |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     | N/A   |
| 6 Year Graduation Rate  | N/A      |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |          |   |     |   |
| Reward  |          | Recognition                                     |     |   |
| In Good Standing  | X        | Local Assistance Plan                           |     |   |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |
| Priority School   |          |   |     |   |
| Accountability Status – Elementary and Middle Schools           |          |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     | YES   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     | N/A   |
| 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                                      | YES      | Limited English Proficient                      |     | N/A   |
| 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 |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO       | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES      |   |     |   |
| Accountability Status – High Schools                            |          |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |

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

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

### Part 1 – Needs Assessment

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

As a school community we have unwrapped the standards, use a common vocabulary and looked at the city-wide expectations to develop unit of studies with lessons that are aligned with the CCLS. We are working toward using data to drive instruction, versing teachers in a variety of resources to enhance instruction and student engagement. The focus for the 2015-16 school year will be for school leaders and teachers to develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes

### Part 2 – Annual Goal

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

By June 2016, teacher teams will refine and implement one new curriculum unit in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points and a variety of challenging resources that are differentiated to ensure access for ALL learners, with a specific focus for SWDs.

### Part 3 – Action Plan

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|---|--|---|--|
| The Administrators will provide teachers with school-wide as well as individual student data in all content areas to improve students' performance in ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to refine curriculum units which are aligned with the CCLS and school wide Instructional Focus.   | ELA, math, social studies and science teachers.  | September 2015 to June 2016                         | Administration and Instructional Leads   |
| Support Staff, Assistant Principals and Instructional Leads will provide staff with the tools and strategies, during professional development, inter-class visitations and collaborative conversations that are needed to refine unit plans that include inter-disciplinary tasks which enhance student engagement in ELA, math, social studies and science, which are aligned with the CCLS and the school-wide Instructional Focus.   | ELA, math, social studies and science teachers.  | Weekly from September 2015 to June 2016             | Support Staff, Assistant Principals, Instructional Leads and Teachers                              |
| Support staff will provide professional development to key personnel, which is turn-keyed during common planning time to work toward customizing instruction to be inclusive, motivating and rigorously aligned to the CCLS and the school-wide instructional focus. Collaborative instruction and planning will lend to everyone working toward a shared goal of improving student outcomes and preparing students for success in school and beyond.   | ELA, math, social studies and science teachers.  | Monthly from September 2015 to June 2016            | Support Staff, Administration, Instructional Leads and Teacher Teams                               |
| Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.   | ELA, math, social studies and science teachers.  | Bi-monthly from October 2015 to June 2016           | Lead Teachers, Instructional Leads and Teachers  |

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

|   |
|---|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <ul style="list-style-type: none"> <li>• Per session for data analysis for after school meetings</li> <li>• Scheduled time during school day for PD</li> </ul>                                  |

- Scheduled time during the school day for common planning
- Scheduled time during the school day for teacher teams to master and apply the LASW protocol
- Materials and supplies to support curriculum planning

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

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

Within ELA, math, social studies and science classes students will receive a baseline exam (September 2015) and a mid-year benchmark exam (February 2016). This data will be reviewed by teacher teams and an action plan will be created and implemented, which address student weakness both horizontally and vertically. Teacher teams will use the data to refine units and lesson plans in order to ensure success in student growth.

ATS reports will be run in January 2016 to analyze mid-year attendance. Students with less than 90% attendance will be identified and will be discussed at AIS meetings and followed up with parent contact.

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

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

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

**Part 1 – Needs Assessment**

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

As evidenced by the RDSA ATS report, our attendance rate is consistently above 95%; however in reviewing the overall schools attendance we have noticed an increase in student lateness in grade 8 in comparison to grades 6 and 7 and will focus on cultivating the development of overarching systems and partnerships that support and sustain social and emotional developmental health, during the 2015-16 school year.

**Part 2 – Annual Goal**

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

By June 2016, the school lateness rate will improve by at least 3% within grade 8 as measured in the school’s Annual Attendance Report.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.</p>   | <p>All students; with special focus on grade 8.</p>     | <p>September 2015 to June 2016</p>                         | <p>Teacher, Attendance Officer, Administrative Staff</p>  |

|  |  |                             |  |
|--|--|-----------------------------|--|
| Utilizing data and disaggregating data to monitor all systems that support student social and emotional health; with special focus on grade 8. | All students; with special focus on grade 8. | September 2015 to June 2016 | Administrators, Attendance Officer, Guidance Counselor |
| Effective use of school Attendance Officer to address lateness; with special focus on grade 8.   | All students; with special focus on grade 8. | September 2015 to June 2016 | Administrators, Attendance Officer                     |
|  |  |                             |  |

**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>• ATS and other attendance reports to be generated and analyzed during scheduled team meetings of Administrators, Guidance Counselors and Attendance Officer.</li> <li>• Ongoing partnership with Administrators, Guidance Counselors and Attendance Officer to ensure targeted support for at-risk students.</li> <li>• Maintaining open communication with parents during scheduled Parent Engagement.</li> <li>• Teacher per session for aligned data and curriculum</li> </ul> |          |   |                                |  |            |  |                  |  |                   |   |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |   |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |   | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           | 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. |
| ATS reports will be run in January 2016 to analyze mid-year attendance. Students with less than 90% attendance will be identified and will be discussed at AIT meetings and followed up with parent contact .                                 |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

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

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

**Part 1 – Needs Assessment**

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

Teachers are researching, reviewing and utilizing various assessment strategies, which reflect group performance; with information gathered teachers are refining daily lessons and overall unit of studies. More emphasis is needed on comparing individual student performance to overall classroom performance. The focus for the 2015-16 school year will be using of a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

**Part 2 – Annual Goal**

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

By June 2016, students scoring at a level 1 on the NYS ELA exam will increase by 1-2%.

**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 teacher-parent collaborations to improve student achievement.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>To improve achievement for all students, including SWDs, the extended day professional development activities have been geared towards a presentation of</p>   | <p>All teachers</p>                                     | <p>Weekly from September 2015 to June 2016</p>             | <p>Selected teaching and administrative staff</p>   |

|   |  |  |   |
|---|--|--|---|
| various instructional tools to monitor both group and individual performance.   |  |  |   |
| Academic interventions provided Wednesdays and Thursdays from 2:20pm-4:20pm are in place to strengthen students reading, writing and math skills. | Students who are approaching standards | Twice a week from October 2015 to March 2016 | Select administration in collaboration with selected teaching staff |
|   |  |  |   |
|   |  |  |   |

**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>• Common planning time for teachers to attend PD sessions</li> <li>• Instructional Leads</li> <li>• Per session funding and instructional materials</li> </ul> |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |
| Within ELA and a mid-year benchmark exam (February 2016) will be given and data will be analyzed and a comparison will be made of student growth from baseline to benchmark exams. Teacher teams will use the data to refine units and lesson plans in order to ensure success in student growth and individualize instruction based on common weaknesses founds. By February 2016, 65% of students will show growth from the ELA baseline to the ELA benchmark exam. |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

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

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

### **Part 1 – Needs Assessment**

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

Observations have shown that student to student discussion has increased during group task. However, instructional outcomes should provide opportunity for student’s choice and monitoring of their own growth. The focus for the 2015-16 school year will be the effective use of evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

### **Part 2 – Annual Goal**

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

By June 2016, the principal and assistant principals will conduct both formal and informal classroom observations and provide teachers with formative feedback within 2 weeks of observation. A series of four professional developments will be provided to support improved practice in competencies across the Danielson frameworks which are noted as areas of need.

### **Part 3 – Action Plan**

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>  | <b>Target Group(s)<br/><i>Who will be targeted?</i></b> | <b>Timeline<br/><i>What is the start and end date?</i></b> | <b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b> |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> |   |  |   |
| School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards and school-wide Instructional Focus.   | All teaching staff                                      | October 2015 to May 2016                                   | Principal, Assistant Principals, Teachers   |

|   |                    |                          |   |
|---|--------------------|--------------------------|---|
| Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress. | All teaching staff | October 2015 to May 2016 | Principal, Assistant Principals, Teachers |
|   |                    |                          |   |
|   |                    |                          |   |

**Part 4 – Budget and Resource Alignment**

|   |                 |   |                                |  |                   |  |                         |  |                          |   |                             |
|---|-----------------|---|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|---|-----------------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |                 |   |                                |  |                   |  |                         |  |                          |   |                             |
| <ul style="list-style-type: none"> <li>• Time allotted for professional development</li> <li>• Scheduled time during the school day for individual conferences with each teacher and an administrator</li> <li>• Scheduled time during the school day for teacher observation and pre/post conferences</li> <li>• Materials and supplies to support professional development initiatives</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.  |                 |   |                                |  |                   |  |                         |  |                          |   |                             |
|   | <b>Tax Levy</b> | X | <b>Title I SWP</b>             |  | <b>Title I TA</b> |  | <b>Title II, Part A</b> |  | <b>Title III, Part A</b> |   | <b>Title III, Immigrant</b> |
|   | C4E             |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF           |  | PTA Funded              |  | In Kind                  | X | Other                       |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016, at least half of each teachers selected number of observations should be completed .  |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

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

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

**Part 1 – Needs Assessment**

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

The school Parent Coordinator has been successful in maintaining an open line of communication between parents and the school community; through monthly PTA meetings. Additionally, she has engaged students in community awareness through special projects such as Smile Train and City Harvest. Parent attendance is high during parent/teacher conferences; however written feedback from parents could increase. The focus for the 2015-16 school year will be for the school to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.

**Part 2 – Annual Goal**

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

In the 2015-2016 NYCDOE School Survey Report, parental response rate will increase 5%

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>New Parent Orientation, Open House for Parents and High School Articulation Parent Night are provided.</p>   | <p>Parents and students</p>                             | <p>Monthly from September 2015 – June 2016</p>             | <p>Administration, Guidance Counselor and Parent</p>  |

|   |                      |  |   |
|---|----------------------|--|---|
|   |                      |  | Coordinator and selected teaching staff   |
| Important information is disseminated through monthly PA meetings and a monthly newsletter.             | Parents and students | Monthly from September 2015 – June 2016  | Administration, Guidance Counselor and Parent Coordinator                             |
| Student recognition events and special performances are held and both students and parents are invited. | Parents and students | Bi-monthly from October 2015 – June 2016 | Administration, Guidance Counselor and Parent Coordinator and selected teaching staff |
|   |                      |  |   |

#### **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.

- Per session funding for common planning time for administrators, parent coordinator, guidance counselor and staff
- Attendance at New Parent Orientation/Open House and High School Articulation Night
- Parent coordinator’s planning/coordinating PA meetings with PA President
- Staff attendance at Student recognition events
- Distribution of informational materials and flyer for parents and students
- Teacher Per session funding for parent workshops

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

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

From September 2015 to February 2016 there will be a 5% increase in the attendance rate from PA meetings and special presentations/events.

**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 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>  | Levels 1 and 2                               | Extended Day Academy  | Small group instruction  | Saturday Academy from 8:30-12:30   |
| <b>Mathematics</b>  | Levels 1 and 2                               | Extended Day Academy  | Small group instruction  | Wednesdays and Thursdays from 2:20pm to 4:20pm   |
| <b>Science</b>  | Levels 1 and 2                               | Reading through the content area and applying ELA and math applications to charts/graphs/maps/photos  | Small group instruction  | During the Science class   |
| <b>Social Studies</b>   | Levels 1 and 2                               | Reading through the content area and applying ELA and math applications to charts/graphs/maps/photos  | Small group instruction  | During the Social Studies class  |
| <b>At-risk services</b><br><i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i> | Students identified during AIS team meeting  | Academic Intervention Team, sessions with Guidance Counselor/Social Worker, Peer Mediation with SAPIS Worker, home contact, parent engagement with social worker as IEP mandated and referrals to outside agencies. | Small group, one-to-one, home visit from Attendance Officer and community support agencies | Whenever applicable  |

## 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. |
| School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs      |

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

|  |
|--|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).   |
| School administrator and teacher leaders will CCLS aligned student work that reflects the implementation of current system-wide reform initiatives: <ul style="list-style-type: none"> <li>• Integrate professional development for teachers of SWDs focusing on instructional activities of the school through, common preparation periods, and school based professional support</li> <li>• Involve parents in their children's education through greater collaboration with teachers and other school staff, thus promoting increased engagement in the school's education program</li> </ul> |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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). |
|--|

NA

**Part 4: SWP Schools Only**

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

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

NA

**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.

During teacher teams, sample assessment are reviewed and discussed. Best practices are initiated and the use of student data drives the decision making process.

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

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

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |   |
|------------------------|--|---|---|---|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s)  |
| Title I Part A (Basic) | Federal  | 509,464.00  | x   | pp. 11(5a/4b),<br>13(5b/ 4b),<br>15(5c/4b),<br>17(5d/4b) and<br>19(5e/4b) |
| Title II, Part A       | Federal  | 0   |   |   |
| Title III, Part A      | Federal  | 0   |   |   |

|                      |         |              |   |   |
|----------------------|---------|--------------|---|---|
| Title III, Immigrant | Federal | 0            |   |   |
| Tax Levy (FSF)       | Local   | 5,278,332.00 | x | pp. 9 (Section 4), 11(5a/4b), 13(5b/4b), 15(5c/4b), 17(5d/4b) and 19(5e/4b) |

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

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

---

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [ **Dr. Daniel Hale Williams (Middle School 180)** ], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [ **Dr. Daniel Hale Williams (Middle School 180)** ] will support parents and families of Title I students by:

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

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

[ Dr. Daniel Hale Williams (Middle School 180) ], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

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

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

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

**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>180</b> |
| School Name <b>Dr. Daniel Hale Williams</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>Frank Uzzo</b>   | Assistant Principal <b>Margaret Greeley</b>                |
| Coach   | Coach  |
| ENL (English as a New Language)/Bilingual Teacher <b>Melissa Lonquich</b> | School Counselor   |
| Teacher/Subject Area <b>Scott Bednar</b>                                  | Parent <b>Sherene Chisholm</b>                             |
| Teacher/Subject Area <b>Marisol Bonilla</b>                               | Parent Coordinator <b>Rita Henry</b>                       |
| Related-Service Provider <b>Eileen McGonegal</b>                          | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent <b>type here</b>   | Other (Name and Title) <b>type here</b>                    |

**C. Teacher Qualifications**

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

|   |            |   |          |   |          |
|---|------------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program            | <b>1</b>   | Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program   | <b>0</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>1</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b>   | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>0</b> |
| Number of certified ENL teachers <b>not</b> currently teaching in the ENL program | <b>01.</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>0</b> |

**D. Student Demographics**

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>880</b> | Total number of ELLs | <b>12</b> | ELLs as share of total student population (%) | <b>1.36%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |  |
|---|--|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>  |
|   | 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |

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

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |   |   |   |
|-----------------------------|----|---|---|---|---|
| <b>All ELLs</b>             | 12 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 6 | <b>ELL Students with Disabilities</b>                     | 8 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 6 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 0 |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 6                                       |      | 2   | 6   |      | 6   |  |      |     | 12    |
| <b>Total</b> | 6                                       | 0    | 2   | 6   | 0    | 6   | 0  | 0    | 0   | 12    |

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

**Number of ELLs by Grade in Each Language Group**

|              | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

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

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              |   |   |   |   |   |   | 2 | 1 | 3 |   |    |    |    | 6     |
| <b>Emerging</b><br>(Low Intermediate)       |   |   |   |   |   |   | 1 | 1 |   |   |    |    |    | 2     |
| <b>Transitioning</b><br>(High Intermediate) |   |   |   |   |   |   | 2 |   |   |   |    |    |    | 2     |
| <b>Expanding</b><br>(Advanced)              |   |   |   |   |   |   | 1 | 1 |   |   |    |    |    | 2     |
| <b>Commanding</b><br>(Proficient)           |   |   |   |   |   |   | 1 | 2 | 2 |   |    |    |    | 5     |
| Total                                       | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 | 5 | 0 | 0  | 0  | 0  | 17    |

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

| 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        | 2       |    | 1       |    |         |    |         |    | 3     |
| 6        |         |    |         |    |         |    |         |    | 0     |
| 7        |         | 2  |         |    |         |    |         |    | 2     |
| 8        |         |    |         |    |         |    |         |    | 0     |
| NYSAA    |         |    |         |    | 4       |    | 1       |    | 5     |

| 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                    |                            |               |                             |               |
| Geometry                              |                            |               |                             |               |
| Algebra 2/Trigonometry                |                            |               |                             |               |
| Math _____                            |                            |               |                             |               |
| Biology                               |                            |               |                             |               |
| 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    |                            |               |                             |               |
| US History and Foreign Language |                            |               |                             |               |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At MS 180 we evaluate the student's literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the NYSITELL and NYSESLAT to also help determine the students' strengths and weaknesses. For those spanish speaking students, we analyze the results from the Spanish LAB, as well. We have learned from reviewing our data that our ELL students have a strength in listening/ speaking skills and a weakness in reading/ writing skills. Focus is placed on reading and writing skills within all classrooms to concentrate on improving those skills. The majority of our ELL students received a score of a 1 or 2 on last years ELA and math exams. This data shows us that those students need to work on all literacy foundation skills, while still receiving extra assistance with their current classwork aligned to the common core. We utilize this data to drive our instruction, by creating instructional grouping to further comprehension of the skills required to improve on their state test scores.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 At MS 180 we have found that our ELL population consistently does better on the listening/ speaking section of both, the NYSITELL and NYSESLAT across proficiency levels and grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 MS 180 uses the information about AMAO to drive instruction geared toward the needs of our students. The data reveals that the ENL students at our school have consistently shown growth compared to previous years. Consistently, we have found that the listening/speaking section on the NYSESLAT and NYSITELL are higher in our school than the reading/ writing modality. Therefore a focus on improving our ELL students reading/ writing skill are a priority. Buidling reading/ writing skills is stressed due to the profiency levels on all grades. Skills involving main idea, context clues, cause and effect and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage and building, grammer, sentence structure, organizing paragraphs, and editing. Differentiation is used in ENL class as well as the students main classroom settings in order to better serve the students' needs. The ENL teacher intergrates multiple subjects when ever possible during ENL time in order to target improving reading/ writing skills in content areas.
- For each program, answer the following:

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

There are no bi-lingual or dual language program at MS 180, only ENL. The following information is in regards to the ENL program.

- a. Across proficiencies and grades we find that the students do consistantly better in listening/ speaking than they do in reading/ writing. The only state assessment offered in any language other than English is the NYS math exam as well as the 8th grade science test. However, since instruction throughout the school is administered in English, very few students opt to take a translated version of content area exams.
- b. MS 180 at this time has chosen not to participate in the optional ELL periodic assessments.
- c. MS 180 at this time has chosen not to participate in the optional ELL periodic assessments.

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](#).]

MS 180 takes into account the following considerations when determining what additional supports ELL student need: 1. number of years of instruction, in a Bilingual/ ENL program 2. English and home-language literacy, content area and socio-emotional support of SIFE students, English and home language literacy needs of long-term ELLs, results on the NYSESLAT exams, ENL teacher recommendation, content area teacher recommendation, parent/guardian request, student work samples in English and if possible, home language, Bilingual educational evaluation, if the student has/ is suspected to have a disability.

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

The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ENL teacher and classroom teachers work closely together to determine the needs of the individual student and the ENL teacher assists the content area teachers with ideas to help plan lessons that have ENL methodologies infused within them. The students' most recent NYSESLAT scores (NYSITELL for new admits), ELA and Math state test scores, as well as classroom work, exams, portfolios and teacher observations are taken into consideration when creating an instructional plan for the student.

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 MS 180 does not have a dual language program.

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

When evaluating the success of the ENL program at MS 180, the NYSESLAT/NYSITELL, ELA and Math exam scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ENL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (entering, emerging, transitioning, expanding, and commanding). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. Traditionally, the ELL population at 180 has met the promotional criteria at all grade levels.

## Part IV: ELL Identification Process

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

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

Upon arriving at the office to register, the Home Language Identification survey (HLIS) is given to the parents of newly admitted students to fill out in their home language by a licensed teacher or Mr. Uzzo, our school's principal. Assistance is offered to the parent, explaining the Home Language Survey and how to fill it out. An interpreter is used when needed to fill out the HLIS. The HLIS is given to the ENL teacher in order to determine if the student is eligible to take the NYSITELL and subsequently eligible for ENL services. The ENL teacher is also the person that conducts an oral interview with the student. A translator is brought in to help interview any student that can not communicate in English. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other

than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ENL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ENL teachers administers the New York State Identification Test for English Language Learners (NYSITELL) to that child within ten days of enrollment. The ENL teacher is a NYS certified TESOL teacher. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English NYSITELL is administered by our ENL teacher, entitled Spanish speaking students also take the Spanish LAB. The ENL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on proficiency levels.

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).  
Currently, MS 180 does not have any SIFE students. In the event that we do have a SIFE student (s), starting in the 2015 school year, MS 180 will be using LENS (Literacy Evaluation for Newcomer SIFE) as a tool to evaluate SIFE status in our students after the SIFE oral interview questionnaire is administered.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The Language Proficiency Team will determine NYSITELL eligibility for students coming into MS 180 with IEP's (from other states, within the United States.) The team will be comprised of a school/district administrator (Michelle Zaretsky) a certified TESOL teacher (Melissa Lonquich) the director of Special Education (John Reidy) and the student's parent/guardian. If the LPT team recommends the student take the NYSITELL, the student will take it to determine their ELL status. If the LPT team recommends that the student not take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review, if the principal determines a student should be tested, the student will be given the NYSITELL. If the principal determines that the student should not take the NYSITELL, his determination is sent to the Superintendent or designee for review. The parent/ guardian is notified within three days of the decision.
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 ENL teacher ensures that all entitlement and non-entitlement parent notification letters are distributed to the parents in their home language within five school days. This is after the NYSITELL is scanned and a score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents at MS180 will be informed during parent orientation, that they have the right to appeal the ELL status of a newly admitted or readmitted student within 45 days of enrollment/re-enrollment. In the event that a parent/guardian does not attend parent orientation, every attempt will be made to reach out to the parent via email, phone, and written letters, to ensure that the parent is informed of their right to appeal their child's ELL status.
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.  
Parents of new ELL students are invited to the school for a parent orientation within the first 10 days after the student enrolls in our school. This is offered throughout the year as new ELL students arrive. The ENL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ELL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ENL programs, and dual language programs.) The parents make their selection on the Parent Survey and Program Selection Form within ten days of school enrollment which program they would like their child to participate in. The parents are made aware that if the program of their choice is not available at this school, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and make them aware of other options that are available for them and their child(ren). For parents that speak other languages than English, the EPIC video is shown in their native language as well. To form a bi-lingual class, we need a minimum of 15 students from a bridge class of two consecutive grades.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
During parent orientation our ENL teacher distributes entitlement letters to parents, parent surveys, and program selection forms are collected. If extra time is needed for the parent to take home the parent survey and program selection form. The ENL teacher follows up with the parent via phone call to collect the returned forms. If a new form is needed, the ENL teacher sends another form home with the student. Due to the small number of ELL students we have at MS 180, the ENL teacher is able to personalize the orientation and schedule a time to meet the parent that is convenient to them.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Due to the small population at MS 180, the ENL teacher is to closely monitor all forms/letters that are distributed to parents and need to be returned. All efforts are made to ensure 100% compliance with return of the forms via phone calls, emails, letters home, and/or mail.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher at MS180 distributes all parent notification letters in a timely fashion and a copy is kept within the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All original documentation is held within the office in the student's cumulative records. Additionally, all documentation is stored in a central location that includes all compliance information for our ELL students.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
A list is first generated from ATS of all the students that will be required to take the NYSESLAT in Spring. Throughout the year the students are being prepared for exam by supplementing all lessons with the knowledge they need to increase their chances of doing well. A list is created of non-IEP students and IEP students. The students with IEP's will take the NYSESLAT with their test modifications in place. Alternate assessment children will be tested by their age and not current grade level. A schedule is created for IEP students as well as non IEP students to take all four parts of the NYSESLAT. The speaking section is scheduled individually. Sessions one two and three are scheduled based on similar test modifications for IEP students, and based on grade level for non IEP students. A checklist is created to insure that each student takes all four parts of the NYSESLAT. If any student was absent during their scheduled time, they will take the section they missed during a make-up session.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher at MS180 distributes all continued entitlement and transitional support parent notification letters in a timely fashion and a copy is kept within the school.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The vast majority of ELL students at MS 180 come to our school already in an ENL program. We get very few, if any new ELL students (new to the NYC school system) during the year. When we do receive new students to the school that is an ELL student, the parents consistently choose to have their child(ren) placed in our ENL program, after being exposed to the three program choices via the new ELL Parent Orientation. MS 180 currently only offers an ENL program. Traditionally, the parents elect to have their child(ren) remain at this school. Therefore, we are aligned with the parent's wishes.

## 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.  
At MS 180, the organizational models we use for ENL instruction is both the pull-out and push-in models (stand alone and integrated ENL.) The number of minutes required as per the CR part 154.2 for ELL students based on proficiency level are always met. All effort is made to have the teacher push in/integrated as much as possible, when not feasible the teacher will pull-out/use a stand alone model, to customize the lesson for the ELL student in a pull-out class to meet the mandated minutes. The students that are serviced via a push-in/integrated method, traditionally are homogenously grouped in the same grade/class. The students that are sericed via pull-out/stand alone model are normally heterogenously grouped. The ENL teacher works collaboratively with the classroom teachers to support the ELL students. Classroom teachers conference regularly with the ENL teacher to learn ENL strategies to assist the ELL student in their classrooms. The ENL teacher supports the ELL students with scaffolding and use of manipulatives, expressive language, and total body response when delievering vocabulary, instruction, and/or constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and

a share. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day. The ENL teacher at our school is dual certified in TESOL and childhood education.

b. TBE program. *If applicable.*

MS 180 currently does not a TBE program.

c. DL program. *If applicable.*

MS 180 currently does not have a DL program.

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)?

The only language of instruction at MS 180 is English. Our program model of ENL receives the following services: entering, and emerging students receive a minimum of 360 minutes of instruction per week. The transitioning, and expanding students receive 180 minutes of instruction per week. The students that are at the commanding level receive 90 minutes of services per week to ensure that their academic progress is on track. All students at MS 180 receive a minimum of 8 periods of ELA in the regular education classrooms and 10 periods of ELA in special education classrooms.

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.

All instruction in MS 180 is delivered in English. The students attend content area classes and the ENL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. The ENL teacher paraphrases the text books for better understanding. Both English and content areas are addressed using ENL methodologies. Instruction is geared toward meeting the common core learning standards by taking an additive approach and building on prior knowledge and assessing what the students' strengths and weaknesses are. There is articulation with the content area teachers to ensure continuity. All four ENL modalities are fused into all lessons (listening, speaking, reading, and writing.) At MS 180 reading and writings skills are being addressed through the implementation of the components of a comprehensive literacy approach. The ENL teacher is dually certified in both TESOL and childhood education so is able to deliver content area instruction for our 6<sup>th</sup> graders.

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

Students may take the NYS math and science exam in their native language if the translated version is available. Students also use bilingual glossaries when taking any exam. The quarterly exams are translated for the students that need translation by a bilingual paraprofessional who sits with them during the exam. Spanish LAB is initially given to students that speak Spanish after the NYSITELL is given.

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

All lessons that the ENL teacher creates incorporate the use of listening/ speaking/ reading/ and writing skills. The use of questioning techniques facilitate conversations that improve listening and speaking skills. All activities have a reading/ writing component to them. The classroom teachers promote all four modalities as well and are given techniques on how to do so from the ENL teacher. All teachers make classroom observations in regards to all four modalities and evaluate student work to further evaluate the students' reading and writing skills. The NYSESLAT and NYSITELL data as well as NYS state exams in core areas also allow us to track student progress.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

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

a. Sife students will be evaluated initially by the NYSITELL scores, interview, student work samples, and/ or the use of LENS and a plan is then devised from there to assist them. Basic reading and math skills are a focus for them. If the child has no school experience, a beginning reading program is the starting point focusing on sight words, picture/ word correlation, and phonics skills. In math basic addition and subtraction skills with the use of math manipulatives are used. If the student has some schooling history, reading and writing skills would be addressed such as main idea, sequencing, punctuation and grammar. A teacher and peer buddy may be assigned to tutor and mentor that child. Computer programs, such as Rosetta stone, tumblebooks, and brain pop is used to assist the student via technology. We draw on students' backgrounds, their experiences, cultures, and languages to create a text to self connection.

b. The ENL program starts the students reading and writing from the first class. Basic vocabulary is studied with the use of visual and auditory assistance. Short stories are used as a learning tool consisting of a few sentences are written. As a student

progresses, longer stories and writing assignments with increasing difficulty is added to the lessons as necessary for testing such as main idea, inferences, etc. are introduced. All our students are encouraged to sign up and attend after school programs for enrichment, our ELL students are part of this. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develop academic concepts and language.

- c. ELL students in the program more than three years will be immersed in content area subjects. Content area vocabulary will be developed. Reading and writing will encompass literature in the different subject areas and skills needed to understand those stories such as the use of chunking. The major emphasis moved from listening/ speaking skills and to reading/ writing development. In math the reading of word problem and development of problem solving skills are formed. Vocabulary is repeated naturally as it appears in different content area studies.
  - d. ELL students in the program six years or longer will continue with content area instruction stressing reading and writing skills. Tutorials will be used to review the skills taught. Test taking skills will be emphasized. The ENL teacher works closely with the classroom teachers to incorporate topics learned in class. Language support is provided for these students in the ENL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Again, vocabulary is repeated naturally as it appears in different content area studies.
  - e. All former ESL students continue to get test modifications for two years following a score of commanding on the NYSESLAT. The ENL teacher will provide 90 minutes of services for the next two years in order to ensure they continue to stay on track. The ENL teacher is available on her professional periods to assist teachers and former ESL students when needed. The ENL teacher continues to work with the classroom teacher to turn key any and all information that may help with instructing the student in a way that makes meaning for them.
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.
- Pa
- The students at MS 180 that may be re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment will be carefully monitored to ensure that the student's academic success has not been adversely affected by the re-identification. Student success will be monitored by teacher observations, student work samples, quizzes, unit tests taken in class, projects, and department assessments.
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?
- For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEP's. Students are also part of the ENL pull-out/ push-in program, receiving services in accordance with their NYSESLAT/ NYSITELL test results and their IEPs. This approach is the most individualized.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- The majority of the ENL periods are scheduled during the students' arts periods in order to cause a minimum disruption to the students' academic schedule. The curriculum is adapted to the needs of the individual student. The classes have a one or more paraprofessional in attendance who works closely with students who are having difficulty. The school has elevators to transport the students from floor to floor so they can make use of all the building's facilities such as the cafeteria, library, and yard.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

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

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

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



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

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

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

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)  | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)   | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|---|---|--|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <i>per week</i> (540 min.)   | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)   | 1 unit of study <i>per week</i> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)   | .5 unit of study in ENL (90 min.)   |  |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)   | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/Content Area (90 min.)   | 1 unit of study in ENL/Content Area (180 min.) |   |
| FLEXIBILITY  | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)      | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)  |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week  | 360 minutes per week  | 180 minutes per week   | 180 minutes per week                           |   |
| AWARDING CREDITS   | STAND-ALONE ENL<br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | INTEGRATED ENL<br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | STAND-ALONE ENL<br>K-12 Certified ESOL Teacher  |   | INTEGRATED ENL – 1 Dually Certified Teacher<br>ESOL or Content Area (7-12) teacher who holds both certifications<br>INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING)<br>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.

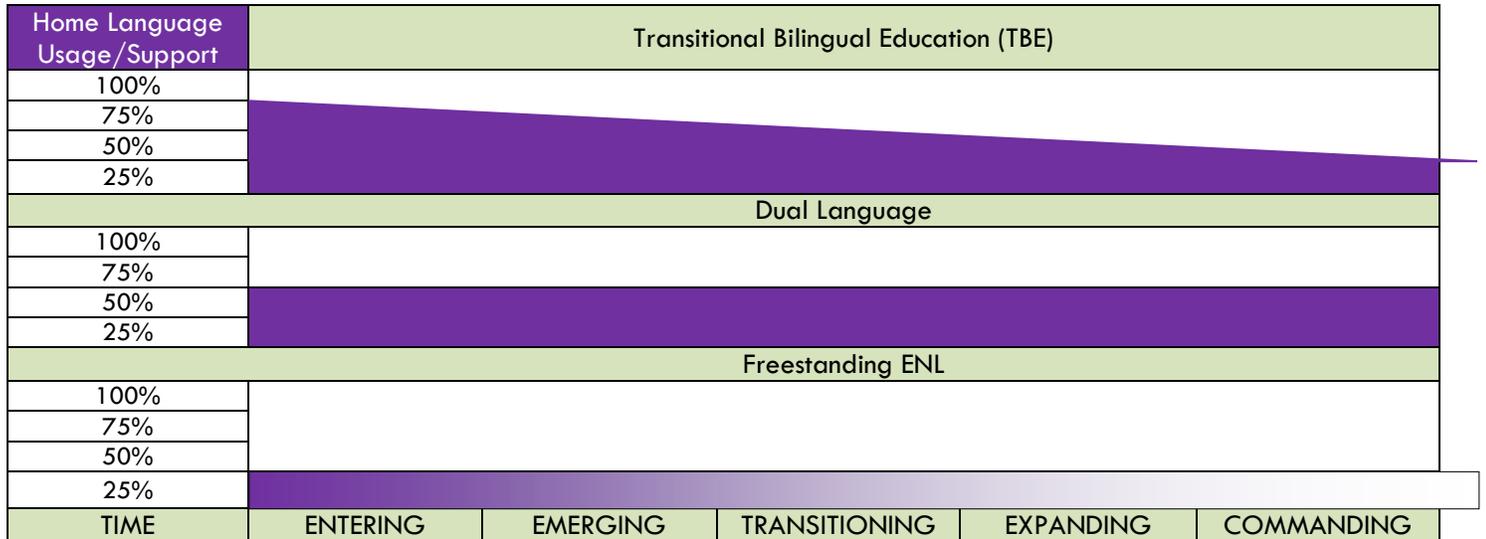


\*Note “other approved services” does not apply to New York City at this time.

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.  
All students, including ENL students who, based on their NYS Math and ELA exam scores, whom are identified as in need of assistance, are encouraged to attend After-School and Saturday Academy support services. In addition, these students are encouraged to attend the DEFOY program, that will provide homework assistance to the students as well as support for all core subjects (Math, ELA, Science, and Social Studies). After school instructional programs are staffed by certified content area teachers. Peer tutoring is also offered during the student's lunch time for additional help. Special after school and weekend programs also address the needs of our students in relation to taking the state tests. Incentive programs are offered by the classroom teachers as a reward to encourage students to complete their homework and classwork, as well as encourage reading. Differentiation is used in all lessons to better target the individual students' needs. The intervention provided to students help foster both academic and language needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
When evaluating the effectiveness of the ENL program at MS 180, the NYSESLAT/NYSITELL scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ENL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares materials to support those skills by levels attained (entering, emerging, transitioning, expanding, and commanding). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are also able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at MS 180 has met the promotional criteria at all grade levels. Focus is placed on language development while teaching the content area subjects. The school has shown success in making the content areas more accessible to the student by using ENL strategies, such as paraphrasing and scaffolding in a manner that the students better understand.
12. What new programs or improvements will be considered for the upcoming school year?  
This upcoming school year, MS 180 will add the "Word by Word" language program that contains a Spanish/English picture dictionary that goes along with workbooks in: literacy, beginning vocabulary and life-skills, in order to better increase language acquisition skills.
13. What programs/services for ELLs will be discontinued and why?  
No services for ELL students will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL's are encouraged to participate in any and all academic, athletic and social programs that are offered during and after the school day. They are encouraged to participate in DEFOY (an afterschool program that supports academic enrichment and supports social skills building). Activities such as basketball, flag football, step, cheerleading, library leaders, newspaper team, project boost and video production are available.
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.  
At MS 180, the teachers created units of study to support the common core curriculum. These units support the four modalities of the NYSESLAT as well as assist with ELA development. To support the students' ELA, math, and content area skills, computer programs are used by the student, individually, each working at their own level. Smartboards are used in classrooms to support all students as a way to add visualization to their lessons. Class sets of laptops are available for use, as well as access to the technology rooms when needed. Rosetta stone has recently been added as a way to add technology to the ENL program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
At MS 180 there is no TBE and Dual Language programs. For the ENL program, students buddy up to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid students that need native language support. The use of native language glossaries are available to the students as well as material in the content areas.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The required services, support, and resources are aligned to correspond to the age and grade of the student. Sometimes it is necessary to adjust the program to a different level, such as in the case of the SIFEs.
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).

There are no formal activities during the summer for newly enrolled ELL students, however, there is a back to school night for each grade during the start of the school year where all students and parents are welcome, including ELL's. All ELL students are encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social. ELL's have the choice to become involved in activities such as basketball, flag football, step, cheerleading, newspaper team, project boost, DEFOY and video production are available.

19. What language electives are offered to ELLs?

Spanish is the only language elective offered to all students at our school.

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)?

There is currently no dual language program offered at MS 180.

## 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.)
  1. The ENL teacher at MS 180 attends monthly/ bi-monthly meetings that incorporate professional development through the office of ELL's. The ENL teacher also attends additional professional development when offered. The ENL teacher then turn keys the information from the professional developments to the classroom teachers of ELL students at a time convenient for them. ESL PD's are offered during Monday/Tuesday Professional Development as needed throughout the year. The ESL teacher meets with staff members to collaborate over ways to incorporate ENL learning strategies within their classrooms.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

At the professional development sessions offered by the office of ELLs and other sources, all strategies are now aligned to meet the challenges of the ELL student with the common core in mind. Such professional development sessions include topics such as the use of sheltered instruction (SIOP model), total physical response, the use of graphic organizers to assist ELL students, vocabulary development, re-wording instructions by breaking them down into more simple parts, the use of audio/ visual aids, and dramatization/ reader's theatre. These learning opportunities will equip teachers with the tools they need to deliver common core aligned instruction to their students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselors at the school are there to assist any new 6th graders when they have trouble adjusting to middle school. They also speak to the students about their high school choices and what to expect in high school as they get ready to transition. They conduct meetings with the parents to help them with the transition as well.
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.

The ENL teacher meets with the subject area teachers at the beginning of and throughout the school year to recommend strategies to use with the ELLs in the classroom environment . As the student becomes more fluent in English, the ENL and classroom teachers meet periodically to reassess the level of performance that the student should be able to achieve successfully. The ENL teacher attends professional developments and turn keys the information to all teachers of ELLs and pertinent staff members. Such professional development sessions include topics such as the use of sheltered instruction (SIOP model), total physical response, the use of graphic organizers to assist ELL students, vocabulary development, re-wording instructions by breaking them down into more simple parts, the use of audio/ visual aids, and dramatization/ reader's theatre. The records of professional development are maintained in the ENL compliance binder, located in the ENL teacher's office. Teachers on an individual level, maintain their own professional record that includes any PD they have regarding ELL achievement/growth. Professional Development Agendas are kept in the ENL Compliance Binder.

### 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?
  1. MS 180 provides annual individual meetings with the parents of ELLS to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas by calling parents during the parent engagement time to set up a meeting time with the ENL teacher. All efforts will be made to accommodate the parent's schedule. Phone conferences will be given if parents are not able to come during school time. For the Spanish speaking parents, there are staff members available in the building to assist with translation and interpretation as needed. For all other language the translation and interpretation unit that is available over the phone through the NYCDOE will be used. In addition, parents of new ELL students will be invited to orientation with the ENL teacher and Parent-coordinator. All parents are invited to the four scheduled PT conferences for the school year.
  2. A record of all parent contact including in person meeting, attendance at parent teacher conference, phone calls, and letters are kept in the ENL Compliance Binder, which is located in the ENL teacher's office.
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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of all ELL students are encouraged to join the PA which meets monthly. During the school year these parents are invited to join in with their children and the school community to participate and celebrate in various academic and social events. Such activities include literacy, math, and family nights. Parents are notified of these events through the mail or internet, as well as notices sent home with the student. The parent coordinator plays an important roll to the success of the PA and any parental involvement within our school. She serves as the liason between the home and school community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At this time we do not have any school partnerships with other agencies or Community Based Organizations.
5. How do you evaluate the needs of the parents?
  3. Upon registration, the parent coordinator meets with the parent/ guardian of the new ELL student to inform him/her about the variety of programs offered at the school in academics, athletics, and social activities. The parent coordinator will help the family with any questions they might have regarding their transition to the new environment. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators will be made available.
6. How do your parental involvement activities address the needs of the parents?

All ELL parents are invited to participate in the various academic and social activities the school offers. This gives them the oppurtunity to share ideas, concerns, and needs with other members of the school community, especially the parent coordinator who serves as the liaison between the school and community.

### 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.

N/A

## **Part VI: LAP Assurances**

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) |
|--------------|---|-----------|-----------------|
|              | Principal   |           | 1/1/01          |
|              | Assistant Principal                                   |           | 1/1/01          |
|              | Parent Coordinator                                    |           | 1/1/01          |
|              | ENL/Bilingual Teacher                                 |           | 1/1/01          |
|              | Parent  |           | 1/1/01          |
|              | Teacher/Subject Area                                  |           | 1/1/01          |
|              | Teacher/Subject Area                                  |           | 1/1/01          |
|              | Coach   |           | 1/1/01          |
|              | Coach   |           | 1/1/01          |
|              | School Counselor                                      |           | 1/1/01          |
|              | Superintendent  |           | 1/1/01          |
|              | Borough Field Support<br>Center Staff Member<br>_____ |           | 1/1/01          |
|              | Other _____   |           | 1/1/01          |
|              | Other _____   |           | 1/1/01          |
|              | Other _____   |           | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11X180**

School Name: **Dr. Daniel Hale Williams School**

Superintendent: **Maria Lopez**

### 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.

The Home Language Survey we receive from the child's previous school/ from our school for new admits, serve as our starting point. We also assess home language through ATS and discussions with our students' parents. The teachers provide the administration with information regarding their students as well. Due to our school low ESL demographics the majority of family's would rather receive notices in English. When needed correspondence via written letters and orally are assisted by staff members, and parent volunteers who speak the language as well (mainly Spanish). When another language is needed, our school utilizes the interpretation hotline or interpreters are called in.

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.

We have found that there are relatively few parents who require written/ oral translations. Most of our students' parents have adequate expressive and receptive language skills in English that they do not require interpreters. However, translation services are routinely offered to parents and the school has several staff members who join conferences, meetings, and orientation programs to ensure that all parents and visitors can understand and participate. During parent conferences and parent association meetings, the school community is made aware that translation and interpretation services are available if / when needed (Spanish has been the only languages needed in the past.) Spanish can be translated for parents using staff members that the school has, as well as the language access coordinator, Ms.

Torres, if the need arises for translations in other languages, we would reach out to the Translation and Interpretation Unit.

## **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.)

Most critical documents are given to the student to take home to the family at the start of the school year (such as school handbooks, calendars, important announcements i regards to testing, programs, curriculum, etc). Throughout the school year we continue to distribute important information translated when the need arises. Those documents come in Spanish and can be translated to other languages as well if required. We find that our parents usually rather documents in English.

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.

Parent/ teacher conferences are held 4 times a year- (September, November, March and May.)ELL parents will be invited in for new student orientation, as well as a yearly meeting in reference to the students' progress. The first parent/ teacher conference is usually a back to school night to introduce the parents to their child's teachers, tour the building and review curriculum. Throughout the year there are parent workshops held that all parents are invited too, including parents of ELL's. All parents are invited to join the PA and/ or attend the PA meetings, including parents of ELL's. The students' teachers keep in communication with the parents informally through planned meetings, phone calls, letters and emails. Interpreters/ translators are used when needed.

## **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.

Many official documents that go out are available through the DOE website in different languages. When not available, the school uses in house staff that can translate the documents to send home to the students, and well as google translate for informal letters home.

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.

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/ or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated with the help of school staff and parent volunteers.

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

---

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

MS 180 staff are made aware of the number to call for over the phone interpretation services. However, most staff members choose to be assisted with interpretation by the bi-lingual staff members we have available on the school level.

#### **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

At M.S. 180 we believe in the importance of ensuring that all Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services, which is critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure all parents communicate effectively with the school regarding critical information about their child's education. The parents are given a copy of important documentation, such as the "parents bill of rights" in their native language when needed. Signs are posted in the main office regarding parents bill of rights, interpretation notice signs and plans in their native language as well.

## **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)

Parents have a welcoming and open dialogue with the teachers, administrators, and parent coordinator and usually feel comfortable sharing their feedback on all things school related through PA meetings, letters, or visits/ meetings with the school. The can happen at any time throughout the school year as well as during scheduled meetings and conferences. At MS 180 the parent survey is encouraged to be filled out to inform the school of any adjustments the parents feel we might need to make.