

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X361

School Name:

THE HIGHBRIDGE GREEN SCHOOL

Principal:

KYLE BRILLANTE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Highbridge Green School School Number (DBN): 09X361
Grades Served: 6, 7, 8
School Address: 200 W. 167th St, BRONX, NY 10452
Phone Number: 718-410-577- Fax: 718-410-5779
School Contact Person: Kyle Brillante Email Address: kbrillante@schools.nyc.gov
Principal: Kyle Brillante
UFT Chapter Leader: Rachell Ashley
Parents' Association President: Selaine Martinez
SLT Chairperson: Johanna Marte
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nereida Figueroa
Student Representative(s): Stacy Madrid

District Information

District: 09 Superintendent: Leticia Rodriguez Rosario
Superintendent's Office Address: 1245 Washington, Bronx, NY 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718 579 7143 Fax: 7184107170

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2Schools.nyc.gov
Phone Number: 718-828-776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kyle Brillante	*Principal or Designee	
Rachell Ashley	*UFT Chapter Leader or Designee	
Selaine Martinez	*PA/PTA President or Designated Co-President	
Jordana Batista	DC 37 Representative (staff), if applicable	
Nereida Figureroa	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stacy Madrid	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tiffany Stewart	CBO Representative, if applicable	
Johanna Marte	Member/UFT	
Malik Barr	Member/ UFT	
Selaine Martinez	Member/ PTA	
Nereida Figueroa	Member/ PTA	
Audrea Rivera Padilla	Member/ PTA	
Paula Ramirez	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. We will equip our students with the skills, attitudes and knowledge necessary to have and make successful choices about high school, college and careers. We will do this by providing learning experiences that are relevant to our students' identities, adolescent development and social context. This means that our students will receive a strong foundation in literacy and mathematics that will help them develop capacity for self-reflection, socio-emotional intelligence and critical analysis. These experiences will be grounded in an emotionally supportive learning community of parents, community members, staff and students that fosters academic and personal responsibility and ensures that all students succeed. Our community will recognize growth as well as achievement, empowering our students to believe that positive thinking, hope and resilience will lead to success in high school, college and careers.

At our school, there will be three components essential to this vision: Advisory Program, Academic Curriculum and Professional Development Program.

Our Advisory Program is the vehicle through which our students will develop social and emotional skills to make successful choices about their future. The Program will consist of daily meetings between students and an adult advisor in small groups. One role of the advisor will be to advocate on behalf of her students in interactions with teachers, administration and parents. Another role will be to teach a research-based curriculum that addresses students' needs. The curriculum will be differentiated across grades and include topics, such as conflict resolution, healthy relationships and the high school application process. In order to develop rapport between the advisor, students and parents, as well as to ensure that students meet personal and academic goals, advisors will remain with the same students for three years.

A strong Academic Curriculum and skill base will be paramount in ensuring that our students make successful choices about their futures. In order to prepare our students for the rigors of the 21st century, our curriculum will exhibit several key qualities. It will be Common Core Learning Standards aligned, research based, uniform and consistently implemented across grades and teachers and supported by a periodic assessment and student tracking system.

Implementation of the Common Core across all subjects and units will not be a matter of mere compliance, but of strategy. The CCLS emphasis on college and career readiness is well-aligned with our mission of developing students' ability to make choices. Furthermore, incorporating periodic and formative assessments in reading, writing and math will allow us to effectively identify and track students who need intervention and enrichment services. We prioritize the consistent implementation of a research-based curriculum so that we can focus our time on quality instruction.

Additionally, because our students enter our school with a variety of academic gaps, it's integral to our mission to accelerate their growth, providing differentiated opportunities in the classroom to meet their diverse needs. Our participation through the Middle School Quality Initiative and Showcase Schools program highlights our recognition that grade-level reading is paramount for our children to succeed in college and the workforce. We split the double block of

English into two sections: one aligned to Expeditionary Learning, and the other aligned to small-group reading called “Strategic Reading.” The latter block allows students to work in smaller reading sections on their level. Our lowest readers receive Wilson and LLI guided reading instruction while our highest level readers engage in self-selected book clubs, reading books and plays such as, Fahrenheit 451 and Romeo & Juliet. In terms of mathematics instruction, our students engage in Connected Math and to help accelerate their growth, an online program from Renaissance Learning called Accelerated Math. The latter program helps to build students’ numerical fluency and automaticity so that students can engage with Connected Math seamlessly.

Our goal is to focus Professional Development initiatives on instruction and the development of teacher-leaders. If we do not focus on regularly helping our teachers be effective, then we will not be able to ensure that our students learn the core knowledge and skills to make choices about their futures. In order to do this, we will implement a school-wide Wednesday release schedule so that time can be allocated without placing undue stress on staff. This means that professional development can be executed in a meaningful way, without rushing through material in order to address other responsibilities. It also means that we will need to make frequent observations of teachers so that we have information on which to plan professional development and remain accountable to our plans. Dedicated professional development time will help ensure that it is effective so that we can maximize teacher and student achievement.

Strategic decisions include the funding of technology-based learning tools and all students receiving extra periods of reading and math instruction each week. Further, the principal actively seeks partnerships to acquire additional resources to support staff and student achievement. This has led to partnerships with the Department of Education’s Showcase Schools, Middle School Quality Initiative and Parent Teacher Home Visit Pilot programs, and partnerships with community based organizations such as the Coalition for Educational Justice, The United Parents of Highbridge and the Women’s Housing and Economic Development Corporation, through which the school receives additional funding and staffing for activities and services for all students, across school days that extend 3 hours beyond the norm for public schools.

WHEDco – We are proud to meet the needs of our students through an enhanced day program through a partnership with the Women’s Housing and Economic Development Corporation (WHEDco). The program extends our students learning time by 3 hours, making the schedule for our students 8:00-5:20 PM, five days a week. Approximately 99% of our students participate, receiving an additional academic and enrichment block each day. During the program, we offer 40 of our students targeted small-group tutoring (in ratios no larger than 4 students: 1 tutor) five times per week using a program developed at Harvard University’s Ed Labs. All students receive an additional two hours of math enrichment either through an online Accelerated Math course, or via a transitional algebra Regent’s preparation curriculum. Examples of enrichment are: dance (salsa, merengue, bachata), visual arts, dramatic arts, choral music, instrumental (keyboarding), chess, and additional gym time. Approximately 25% of our teaching staff participates in this program, giving our program a coherence and consistency with the rest of the day, alongside relationships with talented teacher artists and community members. Last year, our students put on a winter showcase and spring showcase of their talents, and our chorus was invited to participate in the Garden of Dreams Talent Show at Radio City Music Hall.

All 6th grade parents receive a home visit during which 6th grade teachers communicate the school’s investment in their child’s hopes and dreams. This process has been transformative in communicating the way families and teachers work together to promote student achievement and communicate high expectations of involvement and partnership. Students are aware that neither their families nor teachers work in isolation; rather, they are members of a team working toward a common goal.

To date, all students, staff and most families can articulate the big goals and can read JumpRope progress reports with respect to an awareness of grade-level proficiency (e.g. “I need to have a 3 or above” or “I need to be in the green” and my big goals are “to grow two years in reading, writing and math”). This is why 99% of parents on our recent learning environment survey strongly agreed or agreed that the school keeps them aware of their child’s progress.

2. Our Highbridge unicorns comprise a diverse, beautiful community. Approximately 20% of our students are English Language Learners, and approximately 25% of our students have Individualized Education Plans (IEPs), and 99% of our students receive free or reduced lunch, making us a school-wide Title 1 program. Most of our students are of Hispanic descent – of which Spanish or English is the primary language spoken at home – in particular, the Dominican Republic and Puerto Rico. We have a small minority of students from West Africa or are of West African descent, primarily Ghana and Gambia and many students that identify as African American. Our educators are equally diverse – hailing from all over the United States, with a majority calling The Bronx their homes.

3. The elements of the capacity framework in which we have made the most progress are collaborative teachers and effective school leadership.

Collaborative Teachers: Our strongest vehicle for curricular and pedagogical change and adjustment is our inquiry teams. Literacy and math teams meet twice weekly using set cycles of student work and student work analysis/protocols. The impact of this work to date has been to more than triple our students’ reading growth, compared to the national average, on reading comprehension (measured by the DRP) in the 6th grade and double our students’ reading growth in the 7th grade (in the 2014-2015 school year). Additionally, notes from our recent Quality Review and PPO, indicate this is a strength, too, explicitly stating “The inclusion of all staff in a variety of teams empowers all teachers to work collaboratively towards the attainment of schoolwide goals and contribute ideas for school improvement, with emphasis on improved teacher practice and successful implementation of Common Core Learning Standards.”

Effective School Leadership: Our strongest vehicle for high expectations comes from our school leaders’ emphasis on communication and mutual accountability. As cited in our recent Quality review, “The principal communicates high expectations to staff and families and provides training to support them towards helping students to meet expectations for learning.” We utilize a variety of tools, including calendars, monthly progress reports, weekly academic and behavioral checks, quarterly report cards, monthly workshops, etc. to ensure that staff, parents, community members, and students thrive in an emotionally supportive, academically rigorous environment.

Rigorous Instruction: While our students have made considerable growth in reading and mathematics benchmark assessments, as evidenced by participation and active engagement in Common Core –aligned curricula (e.g. Expeditionary Learning, Connected Math, and science curricula aligned to the Next Generation standards, and social studies curricula aligned to the NY State scope and sequence), we need to maximize and increase opportunities for students to engage in peer to peer discussions. Evidence from our Quality Review indicated that opportunities for higher order conversations and discussions, such as “Socratic Seminar” or reciprocal reading discussions were minimal. As a next focus area, sustained student discussion will be a target of professional development and teacher evaluation.

Strong Family and Community Ties: While strong family and community support has been a strength of ours as evidenced by high levels of participation and percentage of answers that were positive regarding parents' satisfaction with their child's education on the Learning Environment Survey 2014-2015 (see pg. 2, question, "How satisfied are you with the education your child has received this year?") an area of focus, aligned to rigorous instruction, is to build our students' capacity to compile a portfolio of authentic work that reflects critical thinking and discussion skills. This is an area of focus for us because we want students to be equipped to go to high school and college with listening, speaking, and writing skills that require thoughtful reflection on growth and mastery of core academic skills in front of peers and community.

09X361 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	269	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	11	# SETSS	N/A	# Integrated Collaborative Teaching	34
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	5	# Drama	N/A
# Foreign Language	N/A	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	183.9%	% Attendance Rate			94.1%
% Free Lunch	94.4%	% Reduced Lunch			3.5%
% Limited English Proficient	30.1%	% Students with Disabilities			25.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			20.3%
% Hispanic or Latino	78.3%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	8.3%	% Teaching Out of Certification (2013-14)			25.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			4.15
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.8%	Mathematics Performance at levels 3 & 4			2.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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		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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

1. Comprehensive Assessment:

The school implements Common Core aligned curricula in ELA and Math, Expeditionary Learning and Connected Math, respectively. The school also implements the Next Gen science standards for science and follows the NY State Scope and Sequence for Social Studies. According to our Quality Review, our strengths are student-centered classrooms that provide multiple points of engagement and scaffolding. The impact of this implementation and adjustment of curricula has been in that our 6th grade students grew an average of 12.4 points on the Degrees of Reading Power assessment, the DRP, three times the national average of four points per year. Our 7th graders grew an average of 8 points on the DRP, double the national average. Additionally, our students’ Social Studies MOSL scores indicate that our students outperformed our network peers by approximately 20% in both grades, and outperformed the city average by 10% and 9%, for 6th and 7th grades respectively.

According to the 2015 Framework for Great Schools report, evidence of Common Core shifts and course clarity were strengths as our scores were above the city average. The impact of these results is that students, teachers, and parents can speak to the purpose of our work in schools and evidence of our implementation of Common Core-aligned curricula.

Additionally, we were rated well-developed in terms of 2.2 Assessment and 3.4 High Expectations, demonstrating both our attention to data-driven assessment and high standards for all stakeholders in academic and cultural expectations. The impact of this is evident in our ranking on the 2015 Framework for Great Schools report, showing these indicators as excellent.

Areas of focus for rigorous instruction are our course clarity in math, specifically in recognizing and emphasizing the Common Core shifts and the quality of student discussion. As the latter was a trend in our Quality Review, it is a priority focus area for our rigorous instruction goal next 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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will engage in sustained and genuine discussion, developing critical listening, speaking, and analytical skills through reciprocal teaching and Socratic seminar as measured by eight point’s growth on the DRP/two year’s growth on Fountas & Pinnell Running Records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School-wide professional development about reciprocal teaching discussion and Socratic seminar and high-level questioning and teaching in the block schedule</p>	<p>Teachers</p>	<p>September - February</p>	<p>PD committee and administration will implement pd and teachers will receive it</p>
<p>Student Led Conferences – four times per year – students will present the results of sustained genuine discussion work product to align with school-wide emphasis</p>	<p>Students, teachers</p>	<p>September - June</p>	<p>PD committee and administration will facilitate cultural pd to check in on this; teachers will help facilitate</p>
<p>One PTA workshops about student discussion and tips and strategies for having conversations with students</p>	<p>Teachers, students, families</p>	<p>March-April</p>	<p>Parent Coordinator and teachers</p>
<p></p>	<p></p>	<p></p>	<p></p>

Part 4 – Budget and Resource Alignment

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

Resources:

- Reorganize class periods into five 76 minute blocks to facilitate and allow for genuine sustained discussion
- Include additional (up to 5 positions) sub-paraprofessional as teaching assistant to help teachers facilitate multiple discussion groups
- Books – Socratic Seminar, Student-centered discussions in middle school
- Word Generation work books for debates
-

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, all students will engage in sustained and genuine discussion, developing critical listening, speaking, and analytical skills through reciprocal teaching and Socratic seminar as measured by four point’s growth on the DRP/one year’s growth on Fontaus & Pinnell Running Records.

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.

The school implements a cycle of student led conferences that according to our recent Quality Review, led to “strengthening student ownership” over their learning, and according to the NYS School Survey from 2015, contributed to our above the city averages for “personal attention and support” and “peer support for academic work.”

In addition, areas of strength are our “safety,” “classroom behavior,” “peer interactions,” “next level guidance,” “press toward academic achievement” and high expectations, Quality Review indicator 3.4, which was rated well-developed, according to the Framework for Great Schools Report 2015.

Areas of growth include moving our students into the least restrictive environment, where we were ranked below the city average, according to the Framework for Great Schools Report. In order to support this movement toward the least restrictive environment, we propose establishing differentiated portfolio goals that give students opportunity to showcase growth and mastery over essential intellectual skills. These portfolio presentations will be student-run and presented to family, teachers, and other staff and comprised of authentic writing tasks that increased academic rigor and stamina and organizational skills.

Authentic writing pieces are emphasized because feedback from our recent Principal Performance Observation (PPO) indicated that students needed to engage in more authentic writing pieces that are free of scaffolding.

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, all students will lead two conferences in which they present a portfolio composed of 8 or more authentic writing and performance tasks to family, friends, and teachers that demonstrate 15% growth on Trait 3 of the Social Studies Measures of Student Learning Performance task or a Level “3” on trait 3 argument indicator of The Highbridge Green School writing rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Adjustment and creation of authentic writing and performance tasks that are vertically aligned against core intellectual skills for unit 1 for length and task format.</p>	<p>Teachers, instructional coaches</p>	<p>September-October 2015</p>	<p>Administration and teachers</p>
<p>Adjustment and creation of authentic writing and performance tasks that are vertically aligned against core intellectual skills for unit 2, 3, 4.</p>	<p>Teachers, instructional coaches</p>	<p>September – April</p>	<p>Administration and teachers</p>
<p>Creation of academic parent tool kits for reading, academic vocabulary, and math in which the tasks are created to be given out during September, February conferences.</p>	<p>Teachers, parent coordinator</p>	<p>September – February</p>	<p>Administration</p>
<p>Common Core ELA meeting</p>	<p>Parent Coordinator</p>	<p>September – March</p>	<p>Parent Coordinator, administration, teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Professional development time for portfolio organization and best practices • School visit to West Side Collaborative, a middle school that engages in portfolio based assessment for best practices • Materials for portfolios – notebooks • Per session for unit modification for authentic tasks • Half days for unit reflection and task creation/revision

- Summer Professional development for at per session/training rate for onboarding and creation of unit task/revisions for portfolios

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By June 2016, all students will lead two conferences in which they present a portfolio composed of 4 or more authentic writing and performance tasks to family, friends, and teachers that demonstrate 1 point growth overall on students' writing on the indicator of The Highbridge Green School writing rubric.

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

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

Section 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.

Comprehensive Assessment:

Strengths, according to Collaborative Teachers on the Framework for Great Schools report, are our school commitment, innovation, reflective dialogue and focus on student learning and collective responsibility. While we received a proficient in this area on our recent Quality Review, we need to improve our inclusive instructional practices and professional development program and elevate our collaboration so that it meets the specific needs of individual learners, including RTI and behavioral/crisis intervention support.

The main vehicle for collaboration are teacher team meetings, of which teachers participate in several: grade wide team meetings, twice-weekly literacy and math inquiry meetings, one weekly content inquiry meetings, and professional development learning communities. The impact of this work enabled teachers to build pedagogical practice and improvement in Advance ratings, and increase student achievement as measured by DRP, SS MOSL, Word Generation, and Math benchmarks.

Areas of growth include strengthening response to intervention for students by working in collaborative teams to develop intervention and acceleration plans for groups of students who show limited or exceptional growth.

Part 2 – Annual Goal

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

By June 2016, all teachers will collaborate in twice weekly-inquiry meetings, emphasizing student discussion as a means to improve students’ writing and mathematical problem solving by 15% as measured by Math Benchmark assessments, SS MOSL, and Word Generation assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implementation of three times a year benchmark vocabulary, math, and writing assessments	Teachers, students	September – June	Literacy, Math teams
Creation of block scheduling to allow for more writing and conferencing	Teachers, students	July - August	Administration, teachers
Norming and tracking writing assessment systems	Teachers, students	September-June	Literacy, Math teams
Scheduling teacher inquiry and content inquiry meetings	Teachers	September-June	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Creation of five new half days - one per month to allow for vertical team curricular planning • New schedule to allow for early release Wednesdays that will enable teachers to work per session for curricular and unit level work across content teams and across grades • Integration of new vertical team planning PD on Wednesday mornings • Professional development about working with teaching assistants effectively --- per session and school visits • Hochman writing professional development – professional development with Hochman writing group • Hiring of additional ENL teacher with a focus on building prior knowledge and Hochman writing • Move to block schedule – five 76 minutes – instead of eight 45 minute periods to allow for writing, revision, and accountability for kids 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, all teachers will collaborate in twice weekly-inquiry meetings to continuously improve students' writing and mathematical problem solving by 15% as measured by Math Benchmark assessments, SS MOSL, and Word Generation assessments.

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

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

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

Part 1 – Needs Assessment

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

Comprehensive Assessment:

Areas of strength in the element according to the Great Schools Framework 2015, are teacher influence, program coherence and principal instructional leadership. Additionally, our recent Quality Review highlighted 3.4 as well-developed and 4.1 as proficient, indicating that school leaders hold staff to high expectations and give them regular feedback and observation that develops them to be highly effective teachers.

Areas of growth in the element are inclusive principal leadership and building capacity of teacher leaders to coach and give feedback to other professionals.

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, 90% of teachers will rate school leaders as effective and supportive on Great Schools, Great Framework NYC Schools Survey report because they will have received targeted on school-wide goals mentoring to support their instructional and socio-emotional development.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Provide differentiated support for cohort 1, 2 and 3 teachers based on teacher interest, need and Advance data on monthly Wednesday afternoons called “Lunches” from 2:30-3:30 PM.	Teachers	August - June	PD committee
Create and implement a bi-annual Highbridge Green Survey that uses questions from the NYC School survey to ask about the support teachers receive.	Teachers, External staff, administration	September - June	Administration
Hire a full time instructional coach to support cohort three teachers – that is, new teachers to our school	Teachers, mentors	September – June	PD committee, administration
Creation of crisis intervention team to help support socio-emotional needs of families that meets monthly to coordinate attendance, behavioral, crisis interventions that meets weekly on Mondays with the principal	Teachers	September – June	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Release time for tenured teachers to serve as coaches • Per session/coverage for teachers to attend New Teacher Mentor Center Training- District 9 • Scheduling of biweekly coaching meeting to align support from external/internal coaches • Scheduling – release time for new teachers (1-2 years) to receive 60-90 minutes of coaching support per week • Title 1 funding to fund 3 part time instructional coaches 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By February 2016, 90% of teachers will rate school leaders as effective and supportive on the Highbridge Green Internal Survey because they will have received targeted mentoring on school-wide goals to support their instructional and socio-emotional development.

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

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

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

Part 1 – Needs Assessment

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

Comprehensive assessment:

Areas of strength according to the Great Schools Framework indicate that our scores are above average in parent and teacher trust, student-led conferences, and parent teacher home visits, which have enabled parents to feel welcomed and build relationships with the school community. Additionally, our partnership with WHEDco, the Women’s Housing and Economic Development Corporation, has enabled us to have a part-time social worker and parent coordinator to offer workshops about IEPs, Tenant’s rights, Welfare Rights, and Immigration legislation. The impact of the latter workshops has helped to elevate the parents’ rights and access to resources, positively impacting families and students. Lastly, our school is one of eight pilot schools in the city to offer an Expanded Learning environment, wherein students remain in school from 8:40-5:40 PM every day. WHEDco offers a host of additional academic and arts enrichment programs to students between the hours of 3:10 -5:40 PM that keep students engaged and helps families work longer so they do not have to provide for childcare.

Areas of growth include teacher outreach to parents and parent involvement in the school. We want to build on our successes with WHEDco to create a continuous program for all stakeholders by linking advisory with teachers and students to group leaders from WHEDco. This will help create cohesion and synchronicity with the day and see each stakeholder as an active member of a child’s education. Additionally, we want to build on our PTA and link our resources together with WHEDco’s parent groups so that we increase participation in PTA meetings with all stakeholders by 10%.

Part 2 – Annual Goal

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

By June 2016, 80% of students and parents will be satisfied or very satisfied with the quality of education they/or their child are receiving through an Expanded Learning program offered by WHEDco and teachers, as measured by the Learning Environment Survey and School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent Calendar --- distributed monthly with resources and information about what kids are learning</p>	<p>Parents</p>	<p>Every month – September – June</p>	<p>Parent Coordinator, WHEDco Parent Coordinator, Social Worker, Guidance Counselor</p>
<p>Per session for teachers to participate in WHEDco activities</p>	<p>Teachers</p>	<p>October - May</p>	<p>Administration</p>
<p>Creation of monthly WHEDco/Highbridge meetings to norm and check in on issues together</p>	<p>Teachers, WHEDco staff</p>	<p>Every month – September – June</p>	<p>WHEDco Director, After school instructional director (Highbridge)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Per session for teachers to participate in morning or after school activities for WHEDco • Special Events • Salary for Social Worker • Parent Coordinator! • Money for food for meetings with parents 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 90% of students and parents will be satisfied or very satisfied with the quality of education they/or their child are receiving through an Expanded Learning program offered by WHEDco and teachers, as measured by the Highbridge School Survey administered in January.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below a 2.0 in JumpRope, scoring below a 1.7 on State Exam, below 45 in DRP	For writing: Wednesday after school Hochman Writing Boot camp – offered for two hours For reading: below 45 – additional reading intervention	Writing: small group tutoring and conferencing Reading: small group tutoring or Wilson program	For writing: after school, Saturday school For reading: during the day during Strategic Reading and after school
Mathematics	Below a 2.0 in JumpRope, scoring below a 1.7 on State Exam	For numeracy/automaticity issues: Accelerated Math program/Mathletics program For connected math/problem solving:	For numeracy/automaticity issues: small group tutoring and conferencing	For numeracy/automaticity issues: during the day, after school, Saturday School
Science	Below a 2.0 in JumpRope, scoring in the bottom 10% on writing baseline MOSL	Tutorials	Small group	During lunch and before school during breakfast; during class.
Social Studies	Below a 2.0 in JumpRope, scoring in the bottom 10% on SS baseline MOSL	Tutorials	Small group	During lunch and before school during breakfast; during class.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Below a 2.0 in JumpRope, persistently low checks or more than three referrals,	At risk counseling, parent-teacher-administration conference, behavioral contracts, conduct sheet, boys club/girls club intervention	One-on-one or small groups	During the day, after school, before school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Funds are allocated to fund an instructional coach whose purpose is to help support teachers in the creation of Common Core aligned curricula and give them observational feedback about instructional next steps that will support strategies for effective instruction. Observational feedback and professional development is aligned to the school's goals in Danielson 3C and based on teacher observation.</p> <p>All teachers are assigned according to their credentials. For instance, if a teacher has a certification in Social Studies, the teacher teaches Social Studies.</p> <p>Teacher performance is celebrated by honoring perfect attendance, Danielson growth (i.e. moving from Developing to Effective), contributions to the professional community through certificates, shout outs, sharing of best practices – all strategies designed to promote retention and celebration of achievement. In addition, we have a Sunshine committee whose purpose is designed to celebrate and honor life events of staff, promoting good will.</p> <p>Information sessions are held to invite prospective teachers to learn more about the school, and partnerships with Teach For America and the Department of Education help to identify highly-qualified candidates. Recruitment fairs are also attended at local colleges, including but not limited to Teachers College, Bank Street, Lehman College, and Brooklyn College.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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Participation in city/curricular and Bronx Field support center professional development by allocating per-diem funds, and reorganization of schedules so that teachers and staff can attend. In addition, weekly professional development will be offered aligned to the Danielson rubric and based on teacher observations using the Danielson rubric. Resources from the Bronx Borough Field Support Center and the Danielson Study Component Guides will guide weekly professional development with teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our school's Measures of Learning Committee met over the summer to jointly and collaboratively decide on the benchmark assessments the school would use to measure student learning and teacher effectiveness. This same committee also serves as the professional development committee, which meets weekly on Fridays from 2:30-3:30 to discuss, implement, and support effective professional development. Through our collaboration, we selected three school-wide benchmark assessments to measure our progress towards reading, writing and math goals. Professional development is adult-centered and modeled after professional learning communities wherein staff uses their teacher evaluation feedback (Advance) to select high leverage communities rooted in a component of Danielson. For example, a teacher rated developing or ineffective in Danielson 3B – Questioning and Discussion, would work in a Danielson 3B professional learning community to study different discussion techniques that would lead to meeting “effective” or “highly effective” on the Danielson rubric. Therefore, teacher observation cycles follow and flow from professional learning cycles, and drive the content of the professional learning cycles in which teachers participate. Additionally, unit level common assessment drives the adjustment of units of study - resulting in unit level adjustment and the

incorporation of low mastery standards. Benchmark data results in regrouping and reprogramming of students into different reading and math periods, and adjustments to units and after school interventions with Accelerated math.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	362,781.00	x	p.21-23
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	please see the "LAP"
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,761,178.00	x	p. 9-25

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year as part of Academic Parent Teacher Teams during student led conferences.

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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Highbridge Green School</u>	DBN: <u>09X361</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>42</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Highbridge Green School is a middle school in the Bronx where "Students love learning about the environment and how their decisions can make the world a cleaner, better place." The students enjoy working in the garden and greenhouse, and growing healthy food for lunch. Our ELLs need additional support and this is where our Title III program, entitled "ELL Highbridge Green STEM " Title III After School and Saturday program will bridge this gap. Research shows that ELLs acquire basic interpersonal communication skills (BICS) in 1-2 years but take 5-7 years to develop cognitive academic language proficiency (CALP); with direct teaching of the language in the academic context (Cummins 1979, 1981). The rationale for this program is to support our ELL students beyond core requirements in ESL/TBE, particularly in acquiring English language fluency in math and science through the use of technology.

- The EHGS program will be administered by one certified ESL teacher, one bilingual teacher (who also is a science teacher) and one teacher that will provide math instruction. EHGS will be a fourteen-week intensive program administered entirely in English, designed to help ELLs. After school sessions will be conducted twice a week on 14 Tuesdays from 3:20 PM-5:20 PM and 13 Thursdays from 3:20 PM-5:20 PM; starting a Tuesday in January and ending a Thursday in April. The Saturday program will run from January to April from 10:00 a.m to 1:00 p.m.

- Forty-two students will participate in the EHGS program ranging from the 6th and 7th grade. The target population for the Title III program will be selected using the following criteria: Performance at the Beginning Level , Intermediate and Advanced Level in the reading and writing modalities of the NYSESLAT. ELL students will receive two hours of additional math and science programming in the after school hours and three hours on Saturday utilizing Rosetta Stone and Accelerated Math.

Materials needed are the following:

Accelerated Math and subscriptions/licenses

Rosetta Stone licenses : headphones ; bilingual dictionaries

iPads to use the online math/Rosetta Stone program

Computers to use the online math program

-

Part C: Professional Development

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

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

Begin description here: We will do three continuing professional development workshops throughout the Title III program. Research shows that "Professional development in culturally diverse schools assumes that combining content, ESL, and bilingual teachers would make complementary knowledge and perspectives available to everyone" (Adger & Clair, 1999; Clair, 1998; Gonzalez & Darling-Hammond, 1997). This exchange of knowledge is the benchmark for a successful Title III

Part C: Professional Development

program. These professional development workshops will help us to improve our instruction for the ELLs. We will meet on the second Saturday of each month of January, March and April for one hour from 1:00pm to 2:00 pm. The ESL teacher will facilitate the presentations. Topics that will be covered include the following: #1 ESL Strategies That Could Be Used In The Content Area Classes. #2 ELL Data in Science and Math Data: How to Close the Achievement Gap. #3 Questioning Techniques and Academic Discourse for ELLs. " The PDs will be open to the ELL teachers participating in the Title III program as well as the administrator in charge.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are invited to work alongside their children during the Saturday Title III program. This will create a unique partnership between parents and ELL teachers. The purpose is to give parents tools and strategies to help their child meet one or two school-wide goals. The parents will be invited to utilize Rosetta stone with their children. Parents will be notified of all activities through school wide posters, backpack letters, and auto-attendant reminders in their native language. They will also participate in the end of program culminating event.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 09	Borough Bronx	School Number 361
School Name The Highbridge Green School		

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 Mr. Kyle Brillante	Assistant Principal Ms. Anna Waters
Coach Mr. Rob Lacolla	Coach Ms. Amy Liff
ENL (English as a New Language)/Bilingual Teacher Ms. Johanna Marte	School Counselor Ms. Tiffany Nieves
Teacher/Subject Area Ms. Graciela Pichardo	Parent Ms. Lorenza De Los Santos
Teacher/Subject Area type here	Parent Coordinator Ms. Paula Ramirez
Related-Service Provider Ms. Anna Staab	Borough Field Support Center Staff Member type here
Superintendent Ms. L. Rosario	Other (Name and Title) Ms. O. Mejia-Glenn CPS CSD 9

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

D. Student Demographics

Total number of students in school (excluding pre-K)	390	Total number of ELLs	77	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	19
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	35	7	4	30	1	9	12	0	6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							35	23	14					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1		0				0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	0					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0						8	2	0					0
Emerging (Low Intermediate)							4	6	5					0
Transitioning (High Intermediate)							2	5	1					0
Expanding (Advanced)							23	13	8					0
Commanding (Proficient)							3	3	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							9	18	25					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	3	0	0	0
7	22	6	0	0	0
8	10	4			0
NYSAA				1	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	26		9						0
7	21		2		1				0
8	13		1						0
NYSAA							1		0

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Assessment tools HBGS uses to assess the early literacy skills of our ELLs are the following: Degrees of Reading Power (DRP), Fountas & Pinnell, WIST/TOWSRF, Word Generation vocabulary assessment, the Social Studies Measures of Student Learning (MoSLs), and the NYSESLAT. These assessments are administered school-wide to ELLs and Non-ELLs. The data from these assessments is highly useful because ELL performance on these assessments is demonstrative of the types of literacy support they'll need in order to access content and successfully achieve in the classroom. For example, if a student scores below a 45 on the DRP, it signifies that the student might require instruction in decoding and phonemic awareness. If a student scores above 45, but does not score at grade level, then this can signify that the student will benefit from instruction in comprehension strategies. Similarly, the running records (Fountas & Pinnell) administered give us insight into the types of errors a student makes while reading a text. The running records also impart information about a student's level of comprehension. These data, combined with performance on the NYSESLAT, guide programmatic decisions for our ELLs. To illustrate, an ELL who scores below a 45 on the DRP and a G, for example on an F&P running record, who placed Entering or Emerging on the NYSESLAT, will be programmed in a Stand-alone ENL class for Beginner/Entering, Low Intermediate/Emerging students. In addition, similarly performing ELLs and non-ELLs (within a range-not homogeneous), are scheduled to be part of a Strategic Reading group where the ENL/ELA teacher will focus on specific instructional strategies that will support students to simultaneously acquire language and develop literacy skills. When the data from these assessments are analyzed it provides a holistic profile of the ELL that helps us to arrange the most effective class groupings and instructional strategies geared to address the areas ELLs need to develop. The Social Studies Measure of Student Learning, or MoSLs, is used to analyze ELL and non-ELL student writing. All these assessments are administered three times annually: once in the fall, once in the winter, and the final assessment in the spring. The average growth in writing (as measured by the SS MoSLs) for all students at HBGS was 38 points. The average growth in writing for the Beginner/Entering and Emerging Level ELLs (6th & 7th graders) was 16 points. The average growth in writing for our Intermediate/Transitioning ELLs (6th & 7th graders) was 10 points. The average growth in writing for our Advanced/Expanding population was 33 points. The average overall growth in reading as per the DRP for all HBGS students was 12 points. The average overall growth in reading for Entering and Emerging Level ELLs was 2 points. The average growth in reading for Transitioning Level ELLs was 11 points, and the average growth for Expanding Level ELLs in reading was 10 points. Please note,

that an 8-point increase in the DRP is equivalent to two years growth. These data inform our instructional plan for ELLs. ELLs are registered into Strategic Reading groups and/or tutoring with 1:4 teacher to student ratio (within the school day and during extended day) that will meet their literacy needs so that they can achieve CCLS in literacy. These Strategic Reading Groups will meet 4x/week for 45 minutes. The data from these assessments also provide insight into which ELLs will benefit from instructional software such as Access Code, Rosetta Stone, or Achieve3000.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The Highbridge Green School opened the year that the NYSITELL replaced the Language Aptitude Battery-revised or LAB-r. In its first year, the Highbridge Green School did not matriculate any new ELLs. In other words, there were no new ELLs from another state or country that were entering the NYC public school system in 2013 through 2015. On account of this phenomenon, the NYSITELL has yet to be administered to an eligible, new entrant to the NYC DOE. As such, there is no NYSITELL data. On the other hand, all ELLs were administered the NYSESLAT in the spring of 2014 and spring of 2015. The NYSESLAT data for the spring of 2015 revealed that our Entering ELLs account for 13% of our total ELL population and Emerging ELLs account for 19% of our total ELL population. Transitioning Level ELLs account for 10% of our total ELL population. Expanding Level ELLs account for 57% of our total ELL population. In 2015, 44 students placed Expanding, 8 students placed Transitioning, 15 students placed Emerging Level and 10 students placed Entering. Twelve students, placed Commanding, or 16% of our ELLs tested out of the NYSESLAT. Our 2015 data reveals that our Entering students are mostly 6th graders, at 10%, while 4% are 7th graders. In the Emerging Level 5% of students are 6th graders, while 8% are 7th graders, and 6% are 8th graders. At the Transitioning Level, 3% are 6th graders, while 6% are 7th graders, and one 8th grader. At the Expanding Level, 30% are 6th graders, while 17% are 7th graders and 10% are 8th graders. Of these same students (not including Commanding Level), 25% moved up 1 or more language proficiency levels.

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

HBGS uses information from the AMAO tool to determine ELL progress on the NYSESLAT, if attendance has been below 90%, and in which modalities ELLs need more support as per their performance on the NYSESLAT and the ELA State exam scores. As per the AMAO tool, 40% of our ELL population made progress on the NYSESLAT. Of our current 2015-2016 ELLs, 31% scored 1 or 2 on the ELA State exam for 2 consecutive years, and 10% scored 1 or 2 on the ELA State exam in the previous year. Of these students, 5% were exempt from the ELA State exam. Within our current ELL population, 8% of students have an attendance rate that is under 90%. As the research indicates, attendance is a significant indicator of whether or not a student will achieve at any grade level. Attendance rate is accounted in our evaluation of the data on the AMAO tool.

4. For each program, answer the following:

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

a) In 2013-2014, the HBGS school ELL population configured as follows: 66% Advanced Level, 14% Intermediate Level, and 20% Beginner Level. The HBGS ELL population in 2014-2015 configured as follows: 62% Advanced/Expanding, 27% Intermediate/Transitioning, and 15% Beginner/Entering and Emerging Level. These data patterns reveal that some Beginner Level ELLs increased by one language proficiency level to the Intermediate/Transitioning Level. While some Advanced Level ELLs tested Proficient/Commanding in 2014, many Advanced/Expanding Level ELLs, even if they made progress in a particular modality, remained at the Advanced/Expanding Level. The same is true for Intermediate/Transitioning Level ELLs: some remained at the same language proficiency level in 2014.

In 2014-2015, twenty-two ELLs were Newcomer ELLs with 0-3 years of service, eighteen ELLs were Continuing ELLs with 4-6 years of service, and fourteen ELLs were Long-Term ELLs with more than 6 years of service. Of the Newcomer ELLs, 8 students are Beginner Level, 9 students are Intermediate Level, and 5 students are Advanced Level. Of the eighteen Continuing ELLs (4-6 years of service), 4 were Intermediate Level and fourteen were Advanced Level ELLs, and of the twelve Long-Term ELLs, twelve were Advanced Level ELLs and 1 Intermediate Level ELL. The data patterns reveal that a majority of ELLs, regardless of proficiency level are Newcomer ELLs at 42% of our total ELL population. Our Continuing ELLs make up 35% of our total ELL population, and our Long-Term ELLs make up 27% of our population.

(b) HBGS administration and teachers use the results of the Common Interim Assessments, or CIA to design interventions that speak to the individual needs of the students. The CIAs measure learning outcomes for each unit. These outcomes are both content and literacy based so that the department and teachers understand what areas need to be retaught and what would be the best practices that would support the ELLs in achieving the learning outcomes of each unit in each content area. The DRP will be administered thrice annually and the results of this data will determine if the ELL will move into a different type of a Strategic Reading Group that focuses on different literacy outcomes. Tutoring will be available during the school day and as part of extended learning time. Tutoring sessions designed by the Harvard Ed. Labs will afford the student with a 1:4 teacher to student ratio for targeted intervention for 45 minutes 5x/week. In addition, the Literacy Inquiry team analyzes data on student performance from CIAs (and the ELA State exam) to design instructional tools in writing

and reading that work to increase student learning and performance. For example, this year the inquiry team did an item analysis of ELA State exam questions that proved to be the most challenging for our student population, ELL and non-ELL alike, and found that students would benefit from developing their skills in answering inferenced-based questions. As a result, teachers of ELLs used Close Reading protocols, reciprocal teaching charts, and purposeful small group discussion to get the ELLs to develop inferential thinking skills.

c) HBGS no longer has a TBE program based on the following criteria: Parent Program Selection Forms, IEP recommended program considerations, and students testing Proficient/Commanding on the 2014 NYSESLAT with TBE as a language program designation. These criteria resulted in a number that was less than 15 students in two contiguous grades with a TBE program designation. As a result, the TBE program was dismantled. This is an important consideration when analyzing how students are faring in exams in the home language (the majority of our ELLs' home language is Spanish) as compared to tests taken in English. However, in the Stand-alone Entering/Emerging ENL class, students are afforded use of the home language for scaffolding purposes. For example, in the beginning of the year, the ENL teacher will provide instructions, verbal directions, and partially translated text and/or vocabulary in order for the students to access the material to perform the targeted tasks. The home language is used purposefully and only 25% of the instructional time at the beginning of the year. As students progress in their English language acquisition, home language use is decreased accordingly. In short, the home language is used within a gradual release model. HBGS has opted out of the ELL periodic assessments in lieu of in-house interim assessments, or the Common Interim Assessments (CIAs). All CIAs are written in English. ELLs might receive a modified version of the CIA if student performance during the unit indicates that they will be best supported by a CIA in the home language. If this is the case, then an exam in the home language will be proffered. CIAs for Beginner Level ELLs are designed so that the student is able to perform the designated tasks in English. In addition, each ELL has access to a bilingual dictionary to help them navigate all assessments. Of the 52 ELLs currently on our roster, 2 Beginner Level ELL students chose to take the SS MoSLs in Spanish. One student increased by 1.8% from the fall to the spring, and the other student increased by 8.9% for the same time period. The overall growth for Beginner Level students in writing based on the SS MoSLs was a 16-point increase from the fall to the spring.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
The Highbridge Green School is aware of the importance of recognizing both a child's first language and the challenges they face in acquiring their second language. The native language is used mostly in the Stand-alone ENL class to help facilitate concept building, activate prior knowledge, to explain procedures (i.e., during a lab in science/experiments), assessments, and wherever the teacher(s) thinks it will be a suitable scaffold for them to be able to perform the task. In addition, HBGS' teachers of ELLs and non-ELLs alike, utilize grade level Common Core aligned rubrics that support student writing development. In turn, this correlates with the 2015-2016 NYSESLAT Targets of Measurement because these rubrics are designed so that students can structure thoughts and ideas in writing in both literary and informational genres. Furthermore, HBGS utilizes programs such as Word Generation, a program that focuses on tier 2 and tier 3 vocabulary development in the core content areas and incorporates argument writing exercises/essays, to help ELLs establish, develop and independently produce theses/claims that require evidence from the text with logical transitions between ideas to create cohesion and closure to a topic. In essence, language development and content knowledge are integrated for continued academic writing development. Also, in order to increase the ability to structure an argument one of HBGS school goals is that all students participate in meaningful small group discussions/debate. All classes use data to purposefully group students based on several types of data (i.e., language proficiency, ELA State Data, informal observations) to participate in small group discussions in order to prepare for a writing assignment. During these discussions/debates, students have opportunity to use discussion cards or short scripts (sentence stems) as a scaffold to support the goal of the discussion. In the same way, HBGS uses small group discussion to substantiate student writing, literacy inquiry teams also create writing templates with sentence stems and transitional words/phrases charts by grade level so that ELLs and non-ELLs alike may achieve success in producing and developing arguments. These are considerations made to support students' language development in making instructional decisions.

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

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As The Highbridge Green School is a new school we are always reflecting on ways to develop and evaluate our language program. With the support of administration and teacher teams, we have developed what the best program options would be for our ELLs while at the same time adhering to the New York State mandates within a program option. For the 2015-2016 academic year, we have established a formidable ENL program. Depending on the language proficiency level of an ELL, and their parent program choice, an ELL will receive the mandated number of ENL, or Integrated ENL units of study. In the Integrated ENL classes there will be two teachers delivering instruction, one ENL certified teacher, and one certified content area teacher (Social Studies) where the

teachers will deliver a network of scaffolds through ESL methodologies for the ENL students. In addition, all ELLs are part of a Strategic Reading class that specializes in honing in on their specific reading needs, whether it is comprehension, decoding, etc. The goal is to increase their reading proficiency by two years and/or bring their reading level to actual grade level. To this end, the Highbridge Green School has implemented Word Generation to focus on building academic vocabulary. Word Generation has recently updated it's resources with ELL resources. During literacy inquiry and content inquiry, weekly PDs, teacher teams share and formulate best practices across the content areas. They include strategies such as annotating using a reciprocal teaching chart to build comprehension of higher-level texts. All literacy teachers also employ close reading protocols alongside of sustained small group discussion to facilitate understanding of complex level text and orally develop their argument/position on a subject. These small group discussions work as a scaffold to prepare students to construct an argument in writing whereby students develop a claim and support it with evidence. All students across all content areas are working on these three reading and writing learning outcomes. All classes are equipped with bilingual dictionaries and computers where teachers can access programs that help ELL students access the material. In 2015-2016, ELL students who require more focused decoding and phonemic awareness instruction will benefit from MSQI's Access Code, and Commanding students will benefit from Integrated ENL classes, and the Achieve3000 software. To assess student progress, teachers meet once a week for 45 minutes in either department/team meetings or literacy inquiry teams to analyze student work against rubrics designed by the state and teachers (ELA, NYSESLAT rubrics) and grade level assessments to gauge what the next instructional steps will be to support all students, especially ELLs and SWD and their subgroups.

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.
There are updated steps in the ELL Identification Process for the 2015-2016 academic year. When HBGS receives a newly enrolled student who has not received any instruction within New York State or in the United States, the ENL Teacher, Ms. Marte (TESOL & SBL), interviews the parent and child to explain the entry process. Within this process, the ENL teacher administers the Home Language Identification Survey (HLIS) to determine if the home language is other than English and what is the parents' preferred language of communication. Based on the information gathered from the student interview, the HLIS, and student work (if available), Ms. Marte determines whether the new entrant is eligible to take the NYSITELL. If the new entrant is eligible, the NYSITELL is administered. If the student scores below the cut score on the NYSITELL, the student is identified as an ELL. As an ELL, the student will receive the mandated number of minutes at the demonstrated language proficiency level, including the applicable testing accommodations. This identification process, including parent notification (in preferred home language), signed consent and language program placement must happen within 10 school days because the ELLs must be placed in a language program that the parent chooses in order to advance academic success. The newly identified ELL will be exempt from the ELA State exam for one year, but will take the NYSESLAT in the spring of the academic year. If a student does not test below the NYSITELL cut scores, the student is not an ELL and will not be placed in our ENL program. If the student is not eligible to take the NYSITELL upon completion of the interview, and information from the HLIS, the parent may request a re-identification process within 45 days. This time period will also provide insight on student performance in a non-ENL (or ENL) classroom. If after the re-identification process it is determined that the student is an ELL – he/she will receive services as per the Parent Program Selection Form and the corresponding state mandates for program delivery, and all testing accommodations. If the student is not an ELL after the re-identification process, student may be re-identified 6 to 12 months after the first re-identification. If the student is identified as an ELL at the point, student is scheduled to take the NYSESLAT. This stipulation applies to all identified ELLs. If the student is not a new entrant to the NYCDOE, but was previously enrolled in a NY State public school, we will request ELL status information from the previous school. If HBGS obtains the information from the sending school, a NYSITELL is not administered and student continues receiving ENL services as per his/her language proficiency level. If HBGS does not obtain the information from the sending NY State public school, the student will undergo the ELL identification process as illustrated above. During the ELL identification and re-identification process SIFE status can also be determined by administering the LENS and SIFE questionnaire, which HBGS will implement in the 2015-2016 school year.
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).
HBGS will use the Literacy Evaluation for Newcomer or LENS, the SIFE questionnaire, and information gathered from the student and parent interview to determine a student's SIFE status. This will be the first year HBGS will use the LENS and the SIFE questionnaire in determining SIFE status. HBGS will administer the on-line LENS to new entrants to assess their early literacy, vocabulary, reading comprehension, and math skills in order to gain knowledge about an individual student's strengths and weaknesses in literacy and math so that teachers can plan instructional strategies to address them. The LENS and SIFE questionnaire will be administered at the

same time the HLIS and student/parent interview take place. This way we'll acquire the data within the 30 days of student enrollment. If the data from the LENS and the SIFE questionnaire do not capture a child's SIFE status, student performance in the classroom will also be considered in determining SIFE status. This will be determined within 30 days of student enrollment. The RSFE and RELC report are referred to for information regarding SIFE status of currently enrolled ELLs (not new to the NYCDOE).

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

If it is determined that a newly enrolled student has an IEP, and the Home Language is other than English, the Language Proficiency Team will convene to review evidence of the student's English language development. The Language Proficiency Team is composed of the following members: Ms. Johanna Marte, 6th/7th Grade ENL licensed teacher, Ms. Graciela Pichardo, 7th Grade ELA Teacher w/ a bilingual and SpED license, Ms. Tiffany Nieves, 7th Grade Guidance Counselor, Ms. Valerie Diaz the pupil accounting secretary, and the parent or guardian. After the LPT reviews evidence of student language proficiency, they'll either recommend the student take the NYSITELL or not recommend that the student take the NYSITELL. If the recommendation is that the student take the NYSITELL, and the student scores below the cut scores, the student is an ELL and the ELL identification process continues as with all students. If the LPT recommends the student with the IEP not take the NYSITELL, then the recommendation is sent to Mr. Brillante (our principal) for review. If the principal determines student should take the NYSITELL, the diagnostic is administered and the ELL identification process continues as with all ELLs. If Mr. Brillante determines the student should not take the NYSITELL, this determination is sent to the superintendent or designee for review. The parent or guardian is notified in their preferred language within 3 days of the decision (to be reviewed by superintendent or designee). Upon review, the superintendent or designee determines the student should not take the NYSITELL, the parent is notified in their preferred/home language and the ELL identification process terminates. The timeline for this process is 20 days. If the superintendent or designee recommends student should take the NYSITELL, student takes the NYSITELL to determine student ELL status (within 5 days of determination). ELL identification process continues as with all students and the Language Proficiency Team NYSITELL Determination Form is completed.

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.

In late August, when the NYSESLAT scores have been aggregated and available to schools, the ELL Coordinator, Ms. Marte, reviews students who have tested Proficient/Commanding and prepares the non-entitlement/transition letters from the EPIC Appendix H. These letters are mailed home in the parents indicated preferred/home language. If for some reason there is an incorrect address in the Student Bio, the letter is sent home with the child. The same process is followed for the NYSITELL, but instead of the Appendix H letter in the EPIC, Appendix C and Appendix E letters, which are the entitlement and non-entitlement letters respectively, based on the HLIS and NYSITELL results, is sent home notifying the parent of the results (LAB-r is replaced by NYSITELL on these letters). These letters are usually sent home with the child for expediency, unless the parent is able to meet within the 5-day window frame. If the parent is available, a meeting will be scheduled. All communication is sent in the parent's preferred language.

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 will be informed by letter, at the ELL Parent Meeting for existing ELLs, and again at the Parent Orientation meeting for new entrants into the NYC DOE (from another state or country). Through either one or more of these communiqués, the parent and or guardian will be informed of the process to appeal the ELL status within 45 days of enrollment. The appeal process allows for a parent, school, or a student (if 18 years of age) to request a Re-identification process if there is an indication that a student has been misidentified as an ELL or non-ELL. Within 45 days of the ELL status determination, a parent (or teacher) must provide a written request that the child be re-identified. After the written request is received, school reviews all documents related to the initial and reentry identification process. The school will also review student current work. If the initial determination was that the child was not an ELL, the school can administer the NYSITELL, but under no circumstances will the NYSITELL be administered twice to one child. If the initial determination was that the child was not an ELL, the results from the NYSITELL administration (if not initially administered) will then be shared with the parent or guardian. Appropriate personnel, such as the LPT or the ELL Coordinator and the CSE Chair will review student work to determine whether the child is exhibiting behaviors associated with a Learning Disability or behaviors associated with Second Language Acquisition. Based on the recommendation from the qualified personnel, the principal will determine whether or not to change the ELL status of the child. If the recommendation is not to change the ELL status, written notification is sent home in the parent or guardian's preferred language and no further action is required. If the recommendation is that the child's ELL status be changed, then all related documents are sent to the superintendent for a final decision. After review by the superintendent or designee, written notification is sent to the principal and the parent about the decision within 10 days. If the decision is not to change the child's ELL status, no further action is required. If the decision is to change the ELL status, the child's program must be changed so that he/she is receiving the time outlined as per his/her language proficiency level in accordance with CR-Part 154.

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.

There are a few ways that parents/guardians of ELLs are informed of the language program options offered by the NYC DOE. Within ten days of the commencement of the new school year, and after new ELLs are identified, a letter is sent home to the parents/guardians of these new ELLs inviting parents to a Parent Orientation. During this Parent Orientation all three-program choices are detailed and discussed by the ELL Coordinator and ENL teachers. In order to better serve the parents, the Parent Orientation video furnished by the Office of ELLs is shown in the parents' home language in order to clarify the three language program options. Afterward, there is a question and answer session so that parents have an opportunity to understand what each program entails. During the Parent Orientation, after parents have a clear picture of the three program options, the Parent Survey and Program Selection Form is explained and for the parents' convenience, the forms are provided in their preferred language. If parents need any clarification, the ELL Coordinator and the ENL teacher conduct one-to-one conversations with the parent. At no point is the parent told the language program options offered at the Highbridge Green School and the parent is highly encouraged to make a decision based on the information from the Parent Orientation video and the information imparted by the language teachers. Once a parent has made a determination, the information is entered into the ELPC screen in ATS. If a parent/guardian cannot attend the Parent Orientation, the ELL Coordinator calls the parent to make an appointment to discuss the program options. During this one-to-one session, the same information regarding the language program options is discussed and the parent is provided with the Parent Survey and Program Selection form in their native language. The ELL Coordinator then makes note of the program selection on the ELPC screen. If the parent is unavailable to come to either the Parent Orientation or a one-to-one session, then a phone interview is conducted where the information regarding the program selections is discussed and a letter detailing the programs, including the Parent Survey and Selection Forms in the parents' preferred language is sent via mail or with the student. The parent is asked to return the Parent Survey and Selection Form via mail or with the student. The ELL Coordinator then confirms receipt of the form with a phone call to the parent and enters the information in the ELPC screen in ATS.

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.

The ELL Coordinator is sure to inform parents of the importance of attending the initial Parent Orientation as it will mean their child's timely placement into a language program of their choice. At the same time, the Highbridge Green School also understands the time constraints that some parents face, and to ensure that these parents also receive the same information as those who attend the Parent Orientation, the ELL Coordinator provides one-to-one sessions and phone interviews with parents so that they can make an informed decision regarding the best language program option for their child. It is also communicated that if the form is not received the default selection for is TBE, and that if 15 parents select the TBE option in two contiguous grades, HBGS will open a TBE program to meet the parent choice and support student language development. :

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once the parent has designated their program choice and has signed the Parent Survey and Program Selection, two copies are made, one for the student cumulative record and one for the ELL student file. The ELL files are kept secured in the ELL Coordinator's office. During Parent Orientation, one-to-one sessions, or phone interviews, parents are advised that they need to make a program selection or the child will be placed in the default program choice: TBE. If they do not want to select the TBE program as the language program for their child, it is of utmost importance that they return the Parent Survey and Program Selection form indicating their program preference in a timely manner. Parents are encouraged to send it immediately after receiving it if they did not attend a Parent Orientation or one-to-one session. The ELL Coordinator investigates the cumulative record of incoming ELLs to identify what was the previous language program of the child. If a parent has not returned the program selection form a second call is made to alert the parent of its importance. Once all cumulative records are checked, the pupil accounting secretary or ELL Coordinator will call the ELLs previous school to check for previous program placement in the case where the child is not a new entrant. This information is recorded on a spreadsheet.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are mailed home to the parent or guardian, sent home with the student, or an appointment is scheduled to provide the parent with the placement letter within 5 days of the NYSITELL administration. Appendix C and Appendix E letters, which are the entitlement and non-entitlement letters respectively, (LAB-r is replaced by NYSITELL on these letters) from the EPIC are usually sent home with the child for expediency unless the parent is able to meet within the 5-day window frame. If the parent is available, a meeting will be scheduled. All communication is sent in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL related documentation is kept in the child's cumulative record and the ELL Coordinator keeps key documents in the ELL files. Key documents include: copies of HLIS forms, Parent Survey and Selection Form, Program Placement letter, entitlement and non-entitlement letters, and continued entitlement letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Steps taken to administer the NYSESLAT:
 - ELL Coordinator pulls RLAT and RLER report from ATS and checks it against our school ELL Roster.
 - ELL Coordinator consults with ELL Compliance Specialist or Director of Special Populations to confirm that if that any ELLs that

reached Advanced/Expanding and scored a Level 3 on the ELA State exam are exempt from the NYSESLAT.

- Ensure NYSESLAT sufficient NYSESLAT materials have been delivered.
- Configure schedule of ELLs and recruit a “disinterested” licensed pedagogue to administer the Speaking section of the NYSESLAT.
- Consult with Principal about upcoming NYSESLAT testing window periods and testing schedule for all sections/sessions.
- Notify all teachers and staff of upcoming NYSESLAT dates and Speaking Exam schedule to avoid complications in scheduling/testing.
- Secure separate testing location for Speaking section and a classroom(s) for Listening, Reading, Writing.
- Track student date of exam completion on rubric and separate document for record keeping.
- Administer all 3 sessions of the NYSESLAT to 6th graders on Day 1
- Administer two sessions of the NYSESLAT to 7th graders on Day 2
- Administer last session of the NYSESLAT to 7th graders on Day 3
- Administer two sessions of the NYSESLAT to 8th graders on Day 4
- Administer last session of the NYSESLAT to 8th graders on Day 5
- Transfer Speaking and Writing scores to scantron.
- Grade the sessions of the NYSESLAT with one/two pedagogues
- Scantrons are sent to the BAID
- Remaining materials to MetriTech

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Please refer to answers 6, 8, and 9:

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).

Since the Highbridge Green School opened its doors in (2013-2014) we've had 21 students whose parent's program selection was ESL and 21 students whose program selection was TBE, and two parents whose program selection was Dual Language. All students whose parents selected ESL are in our ENL program. Of the parents who specified Dual Language as their first choice in the program option, they were informed that we'd work to get their child placement in a Dual Language. The parents expressed that they prefer their child stay at the Highbridge Green School. We informed them that we'd place the child in their second program choice: one parent's second program choice was ESL and the other parent's program choice was TBE. In 2013-2014, we had 22 students in the ESL program and 22 students in the TBE program. In large part, our program options are aligned to parent choice (unless we don't meet the criteria). If we'd had a large number of parents who'd selected a Dual Language program, we would support them in finding schools within the area that have Dual Language programs and make sure that the District office is aware of the parent's program selection. The Highbridge Green school dismantled the TBE program in 2014-2015 on account of several variables. They are the following: seven of 22 of our students with TBE designation tested Proficient on the NYSESLAT, four of our TBE students transferred, four other TBE students IEP recommendation was for ENL designation, and two other students with a former TBE designation, requested a program change to ENL. At the Beginning of 2014, we had 13 students with a program designation of TBE. The remaining 39 students had a previous ENL program designation. If the following year, we receive program designations of 15 or more students with a parent program selection of TBE, we will reopen the TBE program as per the Aspira Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

For the 2015-2016 academic year ENL instruction will be delivered according to the new changes as per CR Part 154.2. In large part, ENL students will receive instruction through a block schedule model. ENL classes will be ungraded and heterogeneous. ELL

students that place in the Beginner/Entering and Emerging and (some) Intermediate/Transitioning on the spring 2015 NYSESLAT will receive ENL instruction in a Stand-alone ENL classroom for 76 minutes/day, 4x/week, and one 45-minute period once/week for a total of 349 minutes/week. These ELLs will also receive 45 minutes/day, 5x/week of ELA instruction with a certified ELA teacher and a certified ENL teacher in a mixed level Strategic Reading class for a total of 225 minutes/week. ELLs who place Intermediate/Transitioning will receive Integrated ENL in the Social Studies core content through a team teach model with one ENL certified teacher and one Social Studies certified teacher for 76 minutes/day, 4x/week for a total of 304 minutes and one 45-minute period once/week for a total of 349 minutes. In addition, the ELLs who place Intermediate/Transitioning will also receive ENL instruction in a Strategic Reading class with a certified ENL teacher for 45 minutes/day, 5x/week for a total of 225 minutes. Students who place Advanced/Expanding (and some Proficient/Commanding) will receive Integrated ENL through the Social Studies core content for 76 minutes/day, 4x/week, with one 45-minute SS class one day per week for a total of 349 minutes/week. :

- b. TBE program. *If applicable.*

N/A:

- c. DL program. *If applicable.*

N/A:

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

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

The organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels of each program model. Since we've incorporated a block schedule, ELL students travel together with the exception of the Strategic Reading classes, which are designed for students with similar literacy skills to receive support from an ELA/ENL certified teacher. In this way (as a block schedule), students are ensured to receive their proficiency level minutes from a team-teach model in the core content area: mainly Social Studies (as an Integrated ENL model), while the Beginner/Entering and Emerging ELLs are ensured explicit ENL instruction in a Stand-alone ENL class. All HBGS core content classes will meet for 76 minutes/day, 4x/week, with one 45-minute class/week for a total of 349 minutes. All Strategic Reading classes are scheduled for 45 minutes/per day, 5x/week for a total of 225 minutes. This means that for Beginner/Entering and Emerging Level ELLs, whom are required to receive 2 units of ENL instructional time per week; will receive 1.9 units of study of Stand-alone ENL or 349 minutes, and 225 minutes or 1.3 units of Integrated ENL/ELA instruction per week for a total of 574 minutes/week or 3.2 units of targeted instruction through a combination of Stand-alone and Integrated ENL/ELA classes. Intermediate/Transitioning students will receive 76 minutes/day, 4x/week in team-teach Social Studies class and one 45-minute class for a total of 349 minutes of Integrated ENL or 1.9 units of study, including 225 minutes/week or 1.3 units of Strategic Reading with a certified ENL teacher. The team-teach (Integrated ENL) Social Studies class and the Strategic Reading class with a certified ENL teacher will provide Intermediate/Transitioning Level ELLs with a total of 3.2 units of study. Advanced/Expanding ELLs and Proficient/Commanding ELLs will receive 76 minutes/day, 4x/week, and one 45-minute class in an Integrated SS and ELA for a total of 574 minutes or 3.2 units of study. Within this block schedule model and length of class times, including Strategic Reading classes taught by a certified ENL and ELA teacher, ELLs are provided structures wherein to receive the mandated number of instructional minutes for the varied language proficiency levels as per CR Part 154.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in accordance to an ENL instructional model. In the Integrated ENL model (mainly ELA and Social Studies at HBGS), the Social Studies content is delivered through a co-teaching model with one ELA certified teacher and an ENL certified teacher. The Stand-alone ENL class is delivered by an ENL certified teacher. The Stand-alone class is smaller than a core content class in order to ensure that Beginner/Entering and Emerging ELLs are effectively supported in their language acquisition. HBGS teachers use a variety of instructional approaches used in both Integrated ENL and Stand-alone ENL classes. Some of these instructional approaches are interactive- where the teacher(s) will use debates (Word Generation national debates), peer practice with complex texts, small group discussions, role-playing and co-operative learning groups to build background knowledge or so that ELLs be able to gain deeper meaning from readings. Other instructional approaches are direct, where the teacher(s) will

use demonstrations, explicit teaching, and guides or checklists for reading, listening, or viewing. Teachers also incorporate graphic organizers created in the Literacy Inquiry team and content inquiry to support student writing and help them access higher level texts. Teachers also use experiential learning approaches where students construct experiments and build models (i.e the cell in 6th grade science). Teachers also incorporate indirect instructional approaches by using concept webbing/mapping to form big ideas around a unit theme, and use the reciprocal teaching chart and close reading protocol to build a framework to access meaning from texts that increase in complexity. Teachers also incorporate independent studies where students work to write essays on a researched topic related to a unit theme and construct an essay where they establish a claim and do research-based evidence to support their positions on an issue. Students may also be asked to enter into a learning contract where they independently revise previous work to a gain a step up on a rubric. Core content is delivered in through multiple instructional approaches.

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

Within the HBGS ENL model the home language is used at the beginning of the year for scaffolding purposes; however, ELLs do not have a home language assessment as we do not have a TBE program. We do administer the LENS and SIFE questionnaire for new entrants and this gives us insight into the child's literacy level in their home language. Also, since we had a TBE program last year, we have Spanish LAB assessments for the 8th grade ELLs who had a TBE program designation. This also provides insight into the home language literacy capabilities.

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

ELLs must be assessed in all four modalities of their English acquisition throughout the year. Teachers of ELLs incorporate oral presentations as part of content area related projects. Other strategies such as reciprocal teaching and jigsaw tasks are assigned where ELLs are coupled with English speaking students are also exercised to develop their English language speaking skills. During their Strategic Reading periods, students are encouraged to explain their answers in English. We've implemented Word Generation so that all students will gain more academic vocabulary. Students are encouraged to use the words through reader's theater. Every Word Generation unit is launched with a reader's theater segment. This provides a routine based practice for ELLs to practice their oral production. All students at Highbridge Green are focusing on developing their writing skills by making claims and supporting their claims with evidence. This practice is a focal point of instruction across the content areas. For example, in Science at the end of every unit students have a writing assignment/task where they take a position on a certain scenario related to the scientific topics discussed throughout the unit. These assignments are rubric aligned and not only consider an ELLs content knowledge, but their correct use of the English language. Students reading progress is assessed daily throughout their class assignments and also in their Strategic Reading groups. The DRP is administered three times annually throughout the academic year. These results track their reading progress in English. Teacher teams are also able to assess growth within the four modalities through Common Interim Assessments, which are school-wide in-house assessments administered 4x/per year in all content area subjects, including ELA and Stand-alone ENL .

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

As much as possible all students are expected to meet grade level standards and above where relevant. Since students do not have identical backgrounds, it is important that we consider the learning profiles of our ELLs.

a) To date we have 12 SIFE students that are ELLs, 5 are Intermediate level ELLs, 3 are Beginner level ELLs, and 4 are Advanced Level ELLs. These students receive small group instruction during Strategic Reading, core class (w/ENL teacher), and/or in the ENL Stand-alone class. They are also supported in the content areas through co-teaching model. These students are also afforded extra time to complete projects/assessments. A network of scaffolds and support are integrated into lessons so that students are able to access support. All students also benefit from our advisory time, where students have an opportunity to bond with other peers and their advisors to support their social emotional development. In addition, awards ceremony are held every 6 weeks for those students who have shown progress in one of our school core character values: grit, responsibility, empathy, enthusiasm and/or inspiration. This time to recognize their efforts and contributions either within an academic realm, personal development, or contribution to their class communities is important because it cultivates a school culture of inclusivity amongst a varied student body.

b) Newcomer ELLs are expected to meet the same standards as all students. In order to achieve this goal, we make sure to reach out to the parents of ELLs and impart information regarding our school goals and what they can do at home to help support their child's progress in school and language acquisition. A letter sent home detailing different strategies they can use to help support their child's academic progress is to ask about their school day, to fill out an application for a library card to the local public library, to allot a special time in the day for them to read and to encourage conversation regarding what they're reading. The ENL team is also designing trips that speak both to content areas and integrate cultural values, in this way, they learn about their new country while also not losing their own cultural heritage/language. Newcomer ELLs also receive Stand-alone ENL classes to support their work in content area classes and their English language acquisition. During

extended-day they also have the opportunity to take part in visual arts class, dance class, chess club or a sports activity that will their social development as they are engaging with their peers outside of an academic class structure.

c) ELLs receiving 4-6 years of service are afforded receive the same support as all students are receiving, however, their support is tailored to their needs which we assess through assessments such as the Degrees of Reading Power, in-house Common Interim Assessments (CIA), Fountas & Pinnel running records, and Word Generation vocabulary assessments, parent outreach/workshops to teach parents literacy tasks they can do at home with their child, and after school programming where they are tutored in groups of four by a tutor trained in the Harvard Reading Labs program, specific ENL after school programming, development of teacher strategies through PD, and analysis of their progress through the literacy inquiry team and department/team meetings. We also incorporate technology (Access Code, Achieve3000, Rosetta Stone) resources as provided by our network and through collaboration with teachers and teacher teams.

d) Long term ELLs benefit from all supports that all students have access to, in addition, they will be supported with NYSESLAT test prep so that students are informed about the test structure and what is expected of them in regards to performance. Long term ELLs will benefit from reviewing the rubrics and looking at their level patterns since they matriculated into the NYC DOE as an ELL. Many will find that they are proficient in Speaking and Listening and Advanced in Reading and Writing. This analysis of their levels throughout the years will them help understand where they might not be performing as they should be on the Reading and Writing sections of the NYSESLAT.

e) Former ELLs are afforded with the same testing accommodations they had as when they still had ELL status. Former ELLs also have access to all other supports provided to all students during the school day and during extracurricular activities. In addition, they'll receive instruction in the Social Studies from a team-teach model where one teacher is Social Studies certified and the other is ENL certified.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent or guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school (ELL Coordinator or CSE Chair), the parent/guardian and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as per CR-Part 154 and may reverse the determination within the same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent/guardian and in the parent's preferred language within 10 school calendar days. :

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?

Instructional strategies and grade-level materials teachers of ELLs and ELLs-SWD use that both provide access to academic content areas and accelerate English language development are:

- Unpacking the Learning Target
- Annotation strategies
- Close reading strategies
- Vocabulary building strategies: Word Generation and content specific strategies (writing a hypothesis, rationalizing a mathematics problem)
- Reciprocal teaching strategies
- Scaffolded graphic organizers that help students plan and organize their writing
- Hochman Writing Resources
- Bilingual glossaries/dictionaries
- Access to technology (Access Code, Rosetta Stone, Achieve3000)
- Spanish leveled texts
- Leveled texts in English
- Co-teaching models that lend itself to station teaching for re-teaching of content
- Reader's theater/Role-plays
- Word walls
- Word Generation materials in Spanish and English

- Rubrics that are assignment specific and based on school-wide goals (i.e. argument writing rubrics for each grade level and the new NYSESLAT rubrics)
- Incorporating the Writing Process (Balanced Literacy), with time for revision and editing
- Milestones/Cengage ELL Designed text
- Work with diphthongs, digraphs, cognates, prefixes and suffixes
- Activating prior knowledge to build schema
- Thoughtful grouping before lesson delivery
- Questioning and discussion techniques that probe for student deeper comprehension
- Small group discussions

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 Highbridge Green School uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English language proficiency within the least restrictive environment. In the case of ELLs that are also SWDs, they benefit from teach-teach models in most content areas. Those ELLs w/SWD that have a self-contained IEP recommendation can have special schedules that allow them to experience Math and Science in a co-teach model (with one teacher being SpED licensed), while also benefitting from Social Studies class that is co-taught by a Special Ed teacher and a content area teacher, and an ELA class that is co-taught by a Special Ed teacher and an ENL certified teacher. In addition, these students also receive counseling in their native language as is detailed by their IEP. Students also receive ENL small group instruction. To date, the Highbridge Green School only has one self-contained Special Education class. Flexibility in their schedule allows them to receive instruction in co-taught classes with a Special Education teacher in Science, while receiving small group instruction through a co-teaching model in other classes. In this case, the content area teacher pushes in to co-teach the content material with the Special Ed. teacher in a self contained model. As with all students, students are provided equal access to all extracurricular activities.

Chart

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

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

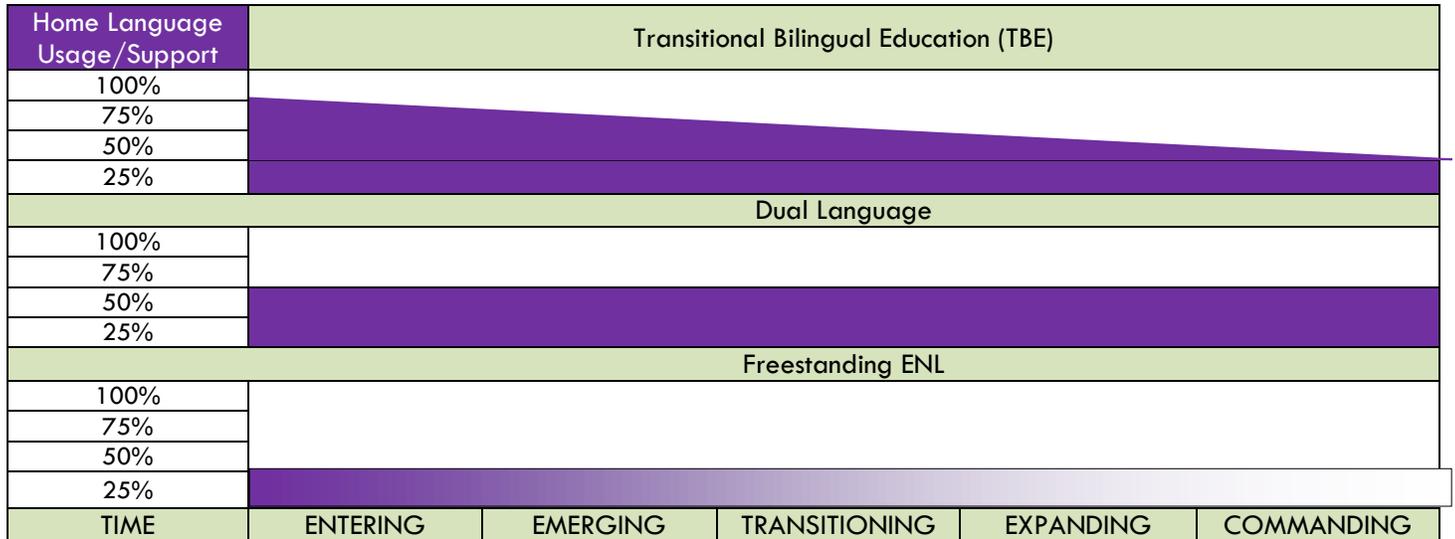


*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs in ELA, math and other content area are:
- ENL after school 2x/weekly for 55 minutes (content area support and basic English language acquisition skills: (beginner level ELLs, SIFE, ELLs-SWD-language of instruction is English with native language support)
 - Small group instruction for re-teaching content as deemed necessary by co-teachers after assessments- 2x/weekly 45 minutes- (beginner level ELLs, ELLs-SWDs)
 - Re-teach week: whole school allots time to re-teach content area material for topics/skills where students showed they needed more support – All ELLs and their subgroups)
 - Strategic Reading Classes designed to develop the skills the ELLs and ELLs-SWDs need specific help in to grow as readers- 5x/weekly for 45 minutes)
 - Achieve3000, Access Code, Rosetta Stone (stations learning in the classroom)
 - 1:4 tutoring as designed by the Harvard Ed. Labs through WHedCo
 - Gladiator Boys Club; SISTARS Girls Club for social-emotional development each group meets 60 minute, once/week
 - Extended-learning day 5x/weekly for 2 hours devoted to homework support, arts activities
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- HBGS has an effective ENL language program. In 2014-2015, HBGS created a Stand-alone ENL class from Beginner/Entering and Emerging and some Intermediate/Transitioing Level ELLs. The class was purposefully kept below 20 students. The time in a Stand-alone gave these students an opportunity to create a supportive community that, in turn, helped them to develop their oral skills both on a daily basis and during oral presentations. Although the Stand-alone class was mostly made up of Entering/Emerging and Transitioning ELLs, the range in level performance was reasonable to offer differentiated tasks where the students were able to support each other's learning. In large part, the ELLs worked in stations as a permanent structure in the class. The class had two groupings: one homogeneous and one heterogeneous and worked in either of these groupings on different tasks and many times on different topics. This structure supported students in accomplishing Common Core aligned tasks in reading and writing. Units in the Stand-alone class were developed to have either a Science or Social Studies content area focus. Skills acquired in the ENL stand-alone class, such as, writing a claim, developing reasons and supporting them with textual evidence aided student writing in their Social Studies and Science classes. Also, tools such as essay graphic organizers with transitional words and phrases, close reading protocols with a small discussion component, discussion guide cards, reciprocal teaching charts, and outlines supported their organization and continual growth in reading and writing. For these reasons, the Stand-alone will continue into the 2015-2016 academic year. Some Transitioning, Expanding and Commanding Level ELLs will be scheduled into team-teach classes with certified ENL and certified Social Studies/ELA teacher. All teaching tools and instructional strategies developed in inquiry are uses across all content areas in each grade level, which means that all students ELLs and non-ELLs alike are exposed to the Common Core aligned tasks in reading and writing habitually. HBGS teachers can see the effectiveness of these strategies in their Common Interim Assessments, SS MoSLs, and on reading assessments such as the DRP. The average growth made by HBGS students in reading was 12 points on the DRP, and 38 points on the Social Studies MoSLs. In addition, 32% of our ELLs tested Proficient Commanding on the 2014 NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
- HBGS has secured subscriptions to MSQI's Access Code, a phonemic awareness program specifically designed for ELLs. HBGS also secured 100 licenses of Achieve3000. With the addition of a new ENL licensed teacher, ELLs will receive support in the Social Studies and core content areas to deliver Integrated ENL instruction.
13. What programs/services for ELLs will be discontinued and why?
- The TBE program was discontinued in the 2014-2015 academic year because we did not have 15 students in two contiguous grades with a TBE designation. If in the following year we do have 15 students total in two contiguous with the TBE designation we will reopen the program as per the Aspira Consent Decree.:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs. Currently, ELLs take part in our extended-learning day that runs for 110 minutes after school. The first half of the extended learning day is devoted to building readership amongst our students. With a partnership through our CBO, WhedCo, the Highbridge Green School was able to secure a reading program designed by Harvard Ed. Labs that gives our students the opportunity to work with a specially trained tutor in groups 4 on increasing their reading comprehension. The second half of the extended-learning day provides students with an opportunity to take part in the chess club, a visual arts class, a music class, a dance class, or a sports activity. Extended-learning day is open to all Highbridge Green students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials used to support ELLs in the content areas, as well as, language materials are:

- Bilingual dictionaries/glossaries
- Translated and scaffolded class room materials (graphic organizers)
- SMART board technology
- Flocabulary
- Graphic organizers: Frayer-Model, reciprocal teaching organizers, scaffolded writing/reading materials
- Access to computer (desktop and laptops) reinforce skills in math during Strategic Numeracy
- BrainPop
- PrimeTime Math materials in Spanish
- Word Generation in Spanish/English; revised ELL curriculum materials
- Spanish leveled texts (need more)
- English leveled texts
- Visuals: video, print
- Audio-translators
- Rubrics (translated); NYSESLAT rubrics; school-wide argument writing rubrics
- Reference charts (English/Spanish)
- Access to School Library to select independent reading books
- Software: Access Code, Rosetta Stone, Achieve3000
- Math manipulatives

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

Home language support is used 25% during instruction mostly at the beginning of the year. The Home language is used to clarify instructions or clarify vocabulary necessary to complete a task. The teachers of ELLs have discovered that after the fall, the ENL have acquired enough English language to fare well without using the Home language. ELLs always have access to bilingual dictionaries to help clarify meaning of unfamiliar words.

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

All required services, support and resources correspond to ELLs' ages and grade levels. As we will now have all middle school grade levels, all materials are in accordance with NYS grade level standards in the content areas. Reading materials range from below 6th grade level, to 8th grade level and beyond to accommodate ELLs varying reading levels. Our ELLs DRP scores, language proficiency levels, and Fountas and Pinnell are all combined to ensure that all materials support student reading levels and interests. There is an array of fiction and non-fiction texts readily available for all students, including our ELL population. Grade level materials and enrichment materials supplement all extracurricular programs:

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).

Activities in our school that facilitate newly enrolled ELLs before beginning the new school year are a new student orientation that is held in the spring where students and parents are introduced to HBGS core values; academic expectations, and behavioral expectations. At this time, the summer homework packet that involves reading and writing on a debatable topic is also reviewed. Teachers have an opportunity to introduce themselves and parents and students have an opportunity to ask questions. :

19. What language electives are offered to ELLs?

N/A:

20. For schools with dual language programs:

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

N/A:

B. Professional Development and Support for School Staff

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

Answer to Questions 1-4

The professional development plan for all ELL personnel at our school will entail in-house (regarding new changes as per Part 154 and best practices regarding ELL instruction, and outside PD as advertised by the Office of English Language Learners. All ELL personnel, including all teachers at Highbridge engages in a weekly 84 minute PD where instructional strategies and current concerns regarding different student populations are discussed and practiced. Some resources used throughout this time our teachers' own best practices, and materials provided by the Director of Special Populations, instructional coaches, and the principal. Our school wide learning outcomes are directly aligned with the Common Core Learning Standards. In collaboration with the ELL network liaison or equivalent representative, principal, and ELL personnel, PDs are designed to speak specifically on how the ELL population can reach grade level CCLS standards and access content within a heterogeneous classroom. To support all teachers of ELLs, PD is designed to speak to the diversity within the ELL population and how to best support ELLs in the classroom. For example, in August the ELL Coordinator will design a PD as an overview, or the nuts and bolts of language programs in the NYCDOE, to familiarize teachers with terms related to the ELL population such as SIFE and IEP and Years of Service. In addition, a review of assessments such as the NYSESLAT and NYSITELL and the role they play in ELL education will be discussed. The ELL Coordinator has also designed a PD outlining the programmatic changes within the language programs as per CR Part 154 with all teachers. This PD was created with the support of the Director of Special Populations. This PD will also be shared in August when we have new staff (8th grade teachers). In addition, the ELL Coordinator (in conjunction with the PD Committee) will design an arc of PD that includes, thoughtful grouping, questioning and discussion techniques through small group discussion, and strategies that speak to the instructional shifts in ELL instruction to help all teachers of ELLs increase ELL literacy and language development. This ext series of PD will include co-teaching partnerships and how they function as a support system to all students in the classroom, and how the presence of two adults can optimize instructional delivery. Professional development will also be designed with a focus around ESL strategie and ELL assessments. This is in part a response to information provided on teacher surveys and as part of the minimum 7.5 hours of ELL training as per Jose P. All records are kept with the principal and with the ELL Coordinator.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ELL Coordinator and ENL teacher (2) will schedule individual meetings with parents of ELLs at the end of the of 2nd and 4th marking period and again, at the end of the end of the 4th Marking Period. Notice of these meetings will be sent in writing in the parents' preferred language one week prior to the date. Parents will be asked to select a time from the list of times proffered to ensure that will attend and that there is ample time in the meeting to discuss their child's performance and progress. Having the meetings at these two times during the school year (2nd and 4th marking period) will allow the ENL teachers to gain substantial knowledge of a student's language growth and challenge areas in English language acquisition, literacy skills and how it is affecting their content area performance, including math. The ENL teachers will provide strategies to the parents on how they can work with their child at home. This will include Word Generation vocabulary flashcards, reading response questions, and tips on engaging in conversation with students about daily activities. These materials will be provided in the parents' preferred language as well as in English. At these meetings, the ELL parent progress sheet (sent from the DEELS with language proficiency data and NYSESLAT scoring data will also be shared. If parents need a translation service in the preferred language (majority of ELL parents' preferred language is Spanish) a school aide or para will be scheduled as per the parents' requests. Just as with regular Parent-Teacher conferences, sign in sheets will be used to record parent attendance.

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.

As with the regular parent teacher conferences, parents will be sent a list of times from which to select to ensure that parents can attend the ELL annual meeting. In this way, the parent will be guaranteed the adequate time necessary to review their child's performance and progress. Alongside this list of times, parents will be sent a notice reminding them of the new ELL individual meeting and its importance as it will help to develop parents as partners in their child's academic achievement and cultural transitions as it applies. Sign-in sheets will be used to record parent attendance. These will become records of parent attendance and copies will be placed in the child's cumulative record as well as in the ELL files (ELL Folder of Critical File) monitored by the ELL Coordinator. These ELL files provide ease of review for the ELL Coordinator when referring to any ELL related matter. :

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

Answer is below.

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

Answer is below:

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

Answer is below:

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

Answer to Questions 3-6

Since we have such a high ELL and former ELL population, most of our focus has been on making sure that parents have access to our activities. This past year the Parent Association voted to create a Parent Teacher Association. This will provide many opportunities to for parents and teachers to communicate on school and community related matters.

Additionally, we host student led conferences three times a year, various awards ceremonies for students and families, and culturally relevant activities that foster community amongst staff and students (e.g. Thanksgiving celebration, Parent PotLuck, Literacy Workshops, Workshops to impart knowledge and support with social services, i.e., housing, public assistance, and language services).

The school partners with the Women's Housing & Economic Development Corporation (WHEDco), who provides the school with a full-time parent liaison who is bilingual. Her job is to outreach to parents, and provide them with a range of services, including social work, therapy, housing, transitional, food/clothing services among others. In addition, she helps connect parents to additional agencies and resources depending on their needs. For example, she worked with one family of an ELL student to secure his family access to an after school program for a younger child so that the child could start learning English.

We communicate with parents on a consistent and ongoing basis. First, the principal meets with parents in the morning and during dismissal and personally communicates with them about their needs and follows-through the appropriate channels. Secondly, the principal and school work with the PTA to bring workshops and resources to families based on parental input. We survey the parents twice a year, and communicate with them via the phone, email, our online grading system, JumpRope, which enables parents to email teachers. We also communicate with parents through our student Checking System. The checking system is based on a weekly student check. Advisors comment on progress and challenges related to academics and/or behavior on a weekly basis. Students then reflect on the comments and create a plan of 1 or 2 steps to improve. Students then bring the checks home to be read and signed by the parent or guardian. This checking system enables the parents to give teachers and students feedback about

their child's progress. We send home calendars, flyers, notices and other distributed materials to receive feedback from parents. We also always have parents in our School Leadership Team, Hiring Committee, and other governing boards to help us make the decisions in the interest of them, their children and the school community. When the PTA meets for the first time in September, we'll plan a survey parents and teachers for feedback to inform our planning.

Once we identify the needs of parents, we will work with the PTA and School Leadership Team to address potential next steps and to design activities that address parents. We will work with our community associate and parent coordinator to plan activities that meet the needs of our parents. Since we have such a high ELL and former ELL population, most of our focus has been on making sure that parents have access to our activities. This past year the Parent Association voted to create a Parent Teacher Association. This will provide many opportunities to for parents and teachers to communicate on school and community related matters.

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D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Kyle Brillante	Principal		6/26/15
Ms. Anna Waters	Assistant Principal		6/26/15
N/A	Parent Coordinator		6/26/15
Ms. Johanna Marte	ENL/Bilingual Teacher		6/26/15
Ms. Lorenza De Los Santos	Parent		6/26/15
Ms. Graciela Pichardo	Teacher/Subject Area		6/25/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Tiffany Nieves	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x361**

School Name: **The Highbridge Green School**

Superintendent: **Ms. L. Rosario**

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

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

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

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

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

HBGS assess the language preferences of our parent community for both written and oral communication. HBGS assess our parents' needs in multiple ways. One way HBGS assesses this need is through the spring orientation for all new students and their parents. New students and their parents are invited to an Open House /information session where the principal and support staff provide an overview of the academic and behavioral expectations for HBGS students. During this time parents have an opportunity to communicate (via an information take in sheet) in what language they'd prefer to receive all school communications such as Student Checks, Progress Reports, Monthly Calendars, and Memos/Reminders. This information is also uploaded to our Family Tracker (google docs) for ease of review. At the start of the school year the ELL Coordinator holds the ELL Orientation and/or the ELL Parent Information meeting. During this meeting, the ELL Coordinator informs parents of their Home Language as per the information provided on the Home Language Identification Survey (HLIS) and the RHLA report on ATS and confirms that this information is current. In addition, to intake information sheet at the Open House and ELL Orientation and ELL Informational Meeting, parents also complete the NYC DOE blue cards where they provide all information, such as student address, all contact information, and what languages are spoken at home. In addition, to this information, advisors conduct a student information where the student notes what language is spoken at home. In the case of parent calls home for specific students, where teacher does not speak the student's home language, the ELL Coordinator will support teachers and parents in translation services. If the ELL Coordinator is unavailable, the community liaison or support staff from our CBO, WhedCO, will support in communicating with the parents. The majority of our parents' preferred language is Spanish. If necessary, language and interpretation services will be provided as requested by the parent.

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.

Parents' preferred languages both written and oral:

- Spanish
- English
- Mandinka
- Fulani
- French

Part B: Creating a Communications Calendar

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

All communication from the school is written in both English and Spanish. For those parents whom have noted a home language other than English, their preferred language of communication is English. These are documents typically disseminated every year to families:

- Monthly Calendars
- Student Checks (HBGS utilizes a weekly checking system to update parents on their child's academic and behavioral updates)
- Reminders: early dismissals, PTC dates, community events, holidays (or days when students are not required to be in attendance as per the NYC DOE calendar)
- IEP meeting notices
- Lunch Forms
- Policy Updates (i.e. Cell Phone policy)
- Progress Reports
- HBGS website
- Open House (orally translated as well as printed materials in Spanish)
- Changes in ELL status: entitlement, non-entitlement, continued entitlement letters
- School Leadership Meetings dates (posted on Monthly Calendar)
- Testing Dates: CIA, State Exams, all school-wide assessment whether internal, city-wide, or State-wide)
- HBGS disseminates all communication in both English and Spanish
- During any type of informational meeting, HBGS also provides oral translation

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 (4x/year)
- Annual ELL Parent Teacher Conference (estimated 2x/year)
- ELL Parent Meeting (2x/year)
- ELL Parent Orientation (1x/year)
- Attendance calls (daily- as necessary)
- Teacher calls home (1x/month - minimum)
- IEP Meetings (as per the scheduled meeting times in accordance with regulation)
- Open House (2x/year)
- Curriculum Night (1x/year)
- ELL Coordinator calls to parents (ongoing)
- Guidance Counselor (ongoing as necessary)

Part C: Providing Language Assistance Services

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

All notices, letters and reminders are translated in a timely manner by HBGS support staff as per the parents' preferred language. Since the majority of our parents' indicated preferred language, all documents are sent home both in English and Spanish. If during a school-wide meeting, or individual parent meeting, there is a need for translation, the ELL Coordinator, the community liaison, or our CBO parent support will provide translation during the individual meeting. During the scheduling of the meeting, the preferred language is confirmed via phone. During parent teacher conferences, teachers are asked to list if they'll need translators to conduct their conferences two weeks ahead of the actual date and time of the conference. In this way, the school can adequately schedule a translator from amongst our staff (Spanish speaker) who can help facilitate communication during the conference. Our school social worker and both our guidance counselors are bilingual. One of our guidance counselor speak 4 languages: Spanish, French, Italian and English. For parents whose home language is Fulani/French she is scheduled to facilitate the parent teacher conference.

At school-wide parent meetings, HBGS will use audiotranslators, translation equipment to provide simultaneous translation (otherwise there is a speaker who translates). However, our principal is trilingual and with support holds these meetings in Spanish. In addition, volunteers from our Parent Teacher Association provide translation and interpretation services to parents, our PTA also volunteers as interpreters when possible, such as when specific meetings regarding academic and/or behavioral meetings/conferences and/or phone calls need to take place. Staff know to contact the ELL Coordinator, community liaison or WhedCo parent support person to propose dates/times so that translation and/or interpretation services are provided to the parent

- If a parent were to need translation for a language other than Spanish, HBGS will outsource translation and interpretation services from agencies such as LIS (or NYC DOE vendor) to provide parents with this service as the need arises and as parents will have indicated before the meeting time.

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 will be mostly, if not, entirely, provided by in school staff. The following school staff who collaborate with other staff members to offer translation services in order to hold successful parent phone calls, meetings, conferences (whether behavioral and/or academic) are:

- 1- the ELL Coordinator: bilingual English/Spanish
- 2- the guidance counselors: one is bilingual (English/Spanish speaking), the other guidance counselor speaks 4 languages (English, French Italian, English)
- 3- the Community Liaison: bilingual English/Spanish
- 4- the school aide: bilingual English/Spanish
- 5- bilingual teachers
- 6- school social worker: bilingual English/Spansih
- 7-the principal: bilingual English/Spanish
- 8- CBO parent support: bilingual English/Spanish
- 9- members of the Parent Association when possible

If parents who speak a language other than Spanish and English as a Home Language, we will outsource translator from LIS (or comparable NYC DOE vendor).

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.)

HBGS will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services by dessiminating the information during ELL PDS, providing staff with the T& I Brochure (make sure that they sign when the receive to confirm delivery of information), and the Language Palm Card will be distributed. Also, the Language ID guide will be in visible location at the security desk and within the officie. In addition, the ELL Coordinator will provide an email with the information and links to where they can access contact information if and when the need arises to schedule with an outside source.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will fulfill Section VII of Chancellor's Regulations A-633 regarding parental notification requirements for translation and interpretation services will be fulfilled in the following ways:
- translated school wide documents such as: calendars, notices, dates for parent conferences, special

celebrations

- teachers provide translated versions of the following: grading policy, progress reports, outcomes, standards and all pertinent information regarding grading policy and standards, as well as changes made as city wide practice. In this way, parents are able to access the rationale behind how we grade and what the standards are that their child is expected to meet
- audiotranslators, translation equipment during school wide meetings such as family orientation at the beginning of the year that provides simultaneous translation
- services of school-based personnel and volunteers from the Parent Association, we have 8 specific school-based personnel, including the principal, that can provide translation and interpretation services to parents, our PA also volunteers as interpreters when possible
- when specific meetings regarding academic and/or behavioral meetings/conferences and/or phone calls need to take place, staff know to contact the ELL Coordinator and identified support staff to propose dates/times so that translation and/or interpretation services are provided to the parent
- disseminate information regarding outsource translation and interpretation services from agencies such as LIS to our staff in order to provide parents with this service as the need arises and as parents will have indicated
- visible posters located in key location for parent observation and information: Welcome Poster, Bill of Rights, Parent's Guide to Language Access and Language ID guide

Part F: Monitoring and Quality Control

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

HBGS is committed to recognizing and providing parents with the tools and information they request and need in order to strengthen our partnership in student achievement. Parents are asked to fill out an in-house survey twice a year regarding the quality of our communication. In addition, parents are encouraged to contact teachers via our grading system website: Jumprope and our school website www.highbridgegreen.com. To this end, we have provided a parent workshop to guide parents in how to use both systems to communicate with teachers and staff.