

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X529

School Name:

ONE WORLD MIDDLE SCHOOL AT EDENWALD

Principal:

PATRICIA WYNNE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: One World Middle School at Edenwald School Number (DBN): 11x529
Grades Served: 6,7,8
School Address: 3750 Baychester Avenue Bronx, NY 10466
Phone Number: 718-515-6780 Fax: 718-515-
School Contact Person: Deirdre Hogan Email Address: dhogan@owms.org
Principal: Patricia Wynne
UFT Chapter Leader: Jerilyn Fueller
Parents' Association President: Althea Hemmings
SLT Chairperson: Ital Kofi Ital
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nanjuan Gonzalez
Student Representative(s):

District Information

District: 11 Superintendent: Superintendent: Meisha Ross- Porter
Superintendent's Office Address: 1250 Arnow Avenue Bronx, NY 10469
Superintendent's Email Address: MRoss@schools.nyc.gov
Phone Number: 718-519-2620 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: Rudy Rupnarain
Director's Office Address: 1 Fordham Plaza Bronx New York
Director's Email Address: rrupnar@schools.nyc.gov
Phone Number: (718) 828-4808 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)
Patricia Wynne	*Principal or Designee	
Jerilyn Fueller	*UFT Chapter Leader or Designee	
Althea Hemmings	*PA/PTA President or Designated Co-President	
Joanne Arias (before turning UFT)	DC 37 Representative (staff), if applicable	
Nanjean Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Antoinette Morris	Member/ teacher	
Agustin Soto	Member/ teacher	
Deirdre Hogan	Member/ AP	
Ital Kofi Ital	Member/ Parent	
Dahlia Henry	Member/ Parent	
Judith Richards	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eric Swinton	Member/ Parent	
	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.

One World Middle School @ Edenwald is currently entering its fifth year and we are proud of our growth as a school community. The United Nations model has aided in fostering and maintaining a strong school culture according to the 2015-2016, Great Frameworks for school. When we began in 2011, we wanted to make sure we put practices in place that celebrates student achievement and encourages a safe learning environment for all students. We, at One World, believe that creating a collaborative culture means ensuring students have VOICE.

The first Friday of every month at One World we have a General Assembly (like in the United Nations) in which we:

- Acknowledge & Reward ambassadors with 100% attendance for the year as well as the month
- Acknowledge & Reward ambassadors who made the 212 board (212 above boiling point means doing more)
- Acknowledge & Reward ambassadors who were student of the month (by class)
- Acknowledge the class of the month (votes are tallied from all staff all month long) We have a huge trophy that circulates
- After the acknowledgements, students who have worked on projects throughout the month have an opportunity to present (video projects, using VOICE projects, individual/group talents)

As indicated in the mission/vision of One World, real issues are discussed and we provide a platform for dialogue. The work we have done integrating Service around VOICE is an area that we are very proud of. Students are engaged in a Global Connections class in which they solve real world issues. In addition, ambassadors connect with college students studying abroad to research current issues.

“Operating at 212” – Our motto at One World Middle School is that we operate at 212 degrees: we generate force and we are committed to going the extra degree in everything we do. That’s what makes us stand apart. Students understand that they are expected to give more than the average person. This commitment has resulted in a range of accomplishments such as:

- YPAR presentation at Teachers College
- NYC Pi 5 tournament (winning 2nd and 3rd place)
- Third Annual One World Middle School Pi 5 tournament
- Debate Tournaments for 7th-8th ambassadors
- Education Through Music Gala

- Orchestra performance at Marcus Garvey Park
- Student performances such as Fright Fest, Winter Show, African American History, Dance
- One World Dance Troupe competitions and performances
- Scholarship awards such as USDAN Arts camp/TEAK program
- One World College Tour to Atlanta, GA

They enter contests (writing, videos and presentations addressing social issues like autism awareness, bullying, leukemia and cancer awareness, etc.) Some students have created videos highlighting our school. Others have created videos and entered them in contests for Speak Truth to Power and much more. Our ambassadors have led fundraisers, coordinated and hosted our recent International Day, and won many awards including: Be a Champion, ABENY Award, Kids Who Care Awards. In operating at 212, we are teaching students to take part in self-directed learning. In addition, we have a 212 board, where we acknowledge students who are caught doing things at 212!

Over Spring/Summer 2015, two of our 7th grade ELA teachers have been working on our independent reading initiative to improve the impact of the time and resources that we have devoted to it. This year, we have integrated an incentive program where ambassadors are escorted to Barnes and Noble locations (Bronx/Manhattan) to purchase books that they self-select. In addition Ambassadors have played important role in selecting books for their classroom libraries. As a result, many of our ambassadors have improved their lexile levels, as evidenced by Renaissance Learning, which enables them to better comprehend and tackle class and test assessments. Going forward, we will integrate the myon.com system, which will provide unlimited access to diverse, tiered titles as well as a detailed progress monitoring system for teachers.

This is our going to be our third year as a Nest school for children who are designated with Autism Spectrum Disorder (ASD). This specialized program addresses some of the specific emotional, behavioral, social and academic needs of our ASD ambassadors. Our teachers and administrators have attended rigorous graduate level coursework at Hunter College in order to meet the criteria to teach Nest classes. As we move forward, we have embraced many of the Nest practices as best practices for our entire school population and they have become One World non-negotiables for each classroom. Examples include framing directives in positive language, integrating movement breaks during ninety minute instructional blocks (which are supported by our brain research findings) and consistently looking at the “whole child” which has been part of the One World vision from its inception.

In addition to our Nest ambassadors, we are also consistently working to address the meet the needs of our ambassadors who are designated as ELL, SETSS, or other SWDs. In each case, we have teacher teams who continuously develop their expertise in developing our ambassadors’ potential. During our data dialogues, we look at each subgroup to ensure that all of our ambassadors are making gains. If we find this is not the case, we collaborate on strategies to address targeted areas of need.

In addition to developing our instructional practice, we also strive to foster, maintain and strengthen our home-school connection. During our Parent Engagement, time teachers reach out to parents and families. Meetings are set up to support ambassador success in class. During the Developing the Whole Child (DWC) meetings teachers collaborate with Montefiore to ensure we meet the needs of the “whole child.” As evidenced by our school environment survey,

97% of parents are satisfied with the education that their child has received. 96% of teachers would recommend our school to parents. We are proud of the relationships we have built and how these relationships support academic achievement for our ambassadors.

11X529 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	331	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				32
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	12	# Drama
				4
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.6%	% Attendance Rate		92.3%
% Free Lunch	78.6%	% Reduced Lunch		8.8%
% Limited English Proficient	8.8%	% Students with Disabilities		21.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		60.7%
% Hispanic or Latino	34.6%	% Asian or Native Hawaiian/Pacific Islander		2.3%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		1
# 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)	N/A	% Teaching Out of Certification (2013-14)		14.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.59
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.6%	Mathematics Performance at levels 3 & 4		15.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		75.5%
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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.

Our average for progress for our overall 6th-8th population is about 60% for progress.

In a comparison between 2013 and 2015, our ambassadors were able to move from 7.4% to 13.7% for levels 3 and 4. This was a 6.3% growth, effectively doubling the number of our ambassadors who were able to perform on or above grade level on state ELA exam. Simultaneously, we have reduced the number of Level 1 ambassadors by 15.4%, while growing our Level 2s by 10%.

Our 2015 NYS Math data is reflective of an 11.1% drop in Level 1s, moving those students into the Level 2 range with a 7.2% growth. Over proficiency has stayed relatively steady in the last two, with an increase of 4% since 2013.

This pattern of moving our Level 1s to Level 2s while steadily growing our proficiency levels is the launching point for our current instructional focus of the gradual release of responsibility. We understand that our current ambassadors are ready to embrace greater accountability during lessons.

Our Action Plan is already in place. This is being implemented through several strategies. The first step was distributive leadership. Seven additional Coaches have been tapped to serve as liaisons between administration and staff. Coaches are serving many roles - mentoring, support, modeling instructional practices, providing immediate feedback and communicating and maintaining expectations adhering to our instructional focus.

In addition to the:

1. push on deeper and more rigorous questioning and discussion

Our 2015-16 instructional focus is a three-prong approach. Our grade level content teams are working on enhancing strategies for questioning and discussion through the integration of purposeful opportunities for discourse in pairs, groups and as a class. Our prior work in 2013-14 with citing evidence has provided the foundation for this initiative.

2. consistently and effectively checking for understanding throughout each lesson

This is critical to ensure that teachers are aware of whether or not ambassadors understand the work, how many, and what steps to take, in the moment, to address student needs or strengths. Current practices include planned and tiered questions, purposeful turn and talks, exit slips, chunked assignments, etc.

3. ensuring that lessons are stringently monitored for standards-based objectives that are aligned to the closing assessment

Grade and content teams are collaborating on lesson studies for several reasons.

- a. Ensure that pacing is consistent across classrooms.
 - b. to compare student learning outcomes - is one class making greater progress than another?
 - c. to identify best practices and grow them across classes and grades
 - d. critical friends and partners collaborate to develop objectives that are standards-based, clear, rigorous and worthwhile
3. evaluate the relationship between objectives, task, activity, and assessment for rigor and consistency

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.

GOAL #1 - During the 2015-16 school year, our teacher teams will continue our focus on citing evidence and evaluating arguments. This focus, in all content areas, has vastly improved the citing of evidence in both our formal and informal assessments.

Our goal is to improve the number of ambassadors achieving Level 3's and 4's by 4% on the 2016 NYS ELA test as compared to our 2014 statistics. We may adjust this goal upon the release of the 2015 data.

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>Targeted professional development will be provided by assistant principal, literacy coach and teachers</p>	<p>All Staff members</p>	<p>9/15 -6/16</p>	<p>Assistant Principal Literacy Coach Teacher Facilitators</p>
<p>Supplemental materials and resources including: newsELA.com, nytimes.com, teenreads.com, Blooms taxonomy, etc. aligned to our Code X curriculum designed to support and address the CCLS in a rigorous manner</p>	<p>ELA Content Teams</p>	<p>9/15 -6/16</p>	<p>Assistant Principal Literacy Coach Teachers</p>
<p>ELA Performance tasks, pre- and post-assessments will be collected to determine relevance and alignment</p>	<p>ELA Content Teams</p>	<p>9/15 -6/16</p>	<p>Assistant Principal Literacy Coach</p>
<p>We are also integrating a revamped independent reading initiative aligned with “myon.com” resources and progress monitoring system. Independent reading conferences will support this focus on connecting evidence, ideas and evaluating arguments.</p>	<p>ELA Content Teams</p>	<p>9/15 -6/16</p>	<p>Assistant Principal Literacy Coach Teacher Facilitators</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"> - Purchased Datacation (Skedula) to support greater integration of multiple data sources including Renaissance Learning, Test Ready books STARS, informal and formal classroom assessments, Castle Learning, etc. - Title 1 funds for a Literacy Coach and part-time G.C. - Funds allocated for additional technology (laptop carts per grade and 6 individual laptops per classroom for small groups) - Funds for additional books (student chosen)

- Funds for Barnes and Nobles trips for additional resources
- Funds for Peer Collaborative Teacher
- Literacy consultant to help support teachers in moving students
- Per Session for teachers to work with students in ELA practices
- Per Session for staff to meet and plan curriculum, score assessments to identify individual needs.

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	X	Other

Part 5 – Progress Monitoring

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

Our data includes an analysis of the 2015 NYS ELA test for each grade. Our Data Team identified how many questions targeted each standard in order to determine “priority standards” for each grade.

6th Grade

6.1 Citing evidence

6.5 Text structure

7th Grade

7.1 Citing evidence

7.3 Plot and character interactions

7.4 Vocabulary and context clues

8th Grade

8.2 Determine theme/central idea

As a staff, we noticed that citing evidence was a consistent requirement on the NYS ELA test for both multiple-choice and short response items. This was an area we felt that we could concretely address through targeted lesson planning and assessment. The evaluative component was more nuanced and required that we scaffold our instruction to consistently focus on how ambassadors understand and can connect the evidence to another idea through reasoning. This is critical in connecting cited evidence to theme, to character interactions, and even to words in context.

As of June 2015,, we have been successful in having 85% of our ambassadors consistently citing appropriate evidence in response to a question or task. We expect this data to be reflected in our 2015 NYS ELA text. Our goal is to continue to focus on how the reasoning connects evidence to an idea.

September 2015- ambassadors will be assessed using Renaissance and Schoolnet (teacher created assessments). Within this assessment, we will specifically be looking for ambassadors citing appropriate evidence and demonstrating an understanding of how that evidence supports their ideas or answer.

September 2015- Data Team will be present schoolwide data results from 2015 NYS Tests and each teacher analyzed their own class information from the prior year for trends and patterns, as well as their current class to develop an action plan for the children in front of them.

October 2015 - ambassadors will be assessed on Day One of ELA simulation to look for patterns and trends in standards and endurance as a class, a grade and a school

November 2015 - grade level content teams will revisit their Unit 1 Post Assessments to determine level of growth in this area. ELA department will score mid-unit assessments to identify needs

December 2015 - ambassadors will take a NYS ELA simulation. In addition to reviewing overall scores, indicated progress against 2015 test, we will be looking to see how this test demonstrates growth, or lack of, in the areas of focus.

February 2016 -- ambassadors will be assessed using Renaissance Learning and Schoolnet. In addition, a simulation will be given to assess progress.

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

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

Section 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.

Our 2014-15 Advance data indicates that HEDI results for “3c: Engaging students in learning” are split between Developing (49%) and Effective (46%). In our study of the Danielson Framework for Teaching, we have consistently seen Domain 3 and/or the term “engagement” referred to as the “heart” of the Framework as “all the other aspects of the framework serve the purpose of engagement, because it is engagement that ensures learning.” We have found this to be true in our work as those observations that have been rated as Effective in 3c are also usually effective in other areas including 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, and 3d: Using Assessment in Instruction. The reverse is also true in that lessons that are not engaging to our ambassadors are often rated developing or ineffective in other competencies.

In order to maximize our instructional impact, we understand that it is critical to build a more consistently effective approach to engagement.

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.

In the 2015-2016 school year, it is our goal that 55% of our classroom observations will be rated Effective in the area of 3C: Engaging students in learning as evidenced by the Advance Teacher Observation Dashboard.

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) <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>Provide Professional Development targeting the specific elements of the competency, focusing on one element during each marking period</p> <p>Academic Conversations</p> <p>Activities and assignments</p> <p>Grouping of students</p> <p>Instructional materials and resources</p> <p>Structure and pacing</p>	<p>All Staff members</p>	<p>9/15-6/16</p>	<p>Administration</p> <p>Literacy Coach</p> <p>Teacher Teams</p>
<p>Administration will develop and share a list of “look fors” in relation to what engagement might look like and sound like - based on both the indicators and critical attributes listed in Framework as well as One World classroom non-negotiables for teaching and learning.</p>	<p>All Staff members</p>	<p>9/15-6/16</p>	<p>Administration</p>
<p>Administration and teacher teams will compile a video of best practices exemplifying best practices in engagement to acknowledge areas of existing success and extend this work among colleagues</p>	<p>All Staff members</p>	<p>9/15-6/16</p>	<p>Administration</p> <p>Teacher Facilitators</p>
<p>Continue our professional development on mind research and meta-cognition. This work is further tailored to meet the individual needs of our ELLs, Nest, and SWD ambassadors</p>	<p>All Staff members</p>	<p>11/14-6/16</p>	<p>Teacher Facilitators</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>
<p>Resources will include</p>

Purchased Datacion (Skedula) to support greater integration of multiple data sources including Renaissance Learning, Test Ready, informal and formal classroom assessments, so staff can monitor data

- Title 1 funds for a Literacy Coach
- Funds for professional learning book
- Funds for Peer Collaborative Coach
- Literacy consultant to help support teachers
- Part-time math coach to help support teachers
- Funds for targeted Professional Development and conferences to help support teacher practice
- Per Session for staff to meet and plan curriculum, score assessments to identify individual needs.

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	X	Other

Part 5 – Progress Monitoring

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

Dec 2014 - Three teacher (Kleemann, Insel, Autiero) attended a professional development event in Boston in November and turnkeyed their learnings to the entire staff in December. The PD entitled “Focused, Organizing Minds: Using Brain Science to engage attention in a Distracted World” addressed executive functioning and how educators can utilize an understanding of this system to improve their instructional impact

March 2015 - Ginny Connelly presented professional development on Brain Research and how to effectively engage the adolescent mind

May 2015 - Administration presents the 100% technique (varied “calls to attention” to ensure 100% ambassador attention) from Teach Like a Champion. This is delivered in two sessions. Administration follows up on this by conducting classroom visits and sending email feedback regarding the efficacy of the teacher’s management techniques in regards to getting and hold 100% of ambassadors’ attention.

June 2015 - Administration meets with each teacher for Summative End of Year Conferences to discuss overall HEDI ratings for the 2014-15 school year. These conversations will be focused through the lens of improving current practice in Domain 3 with a specific focus on 3c: Engaging students as learners.

Aug 2015 - Administration revisits the 100% technique and lead staff members in reflecting on their practice and setting specific next steps in relation to both 100% techniques and other engagement strategies

Nov 2015 - Principal and assistant principals will review existing teacher observations to determine benchmark levels in regards to HEDI ratings for competency 3c. The objective is to observe content area teachers at least once by this point.

Dec 2015 -, principal and cabinet will review teacher observations to determine the level of progress from our June and November benchmarks. We have set this check-in with the understanding that progress made may be evident in “value-added” gains only at this point, and may not yet reflect in a percentage change for HEDI ratings.

Feb 2016 - administration will review teacher observations to date to determine the level of progress from (June/ Nov/Feb). We expect to see at least 2% growth to meet our 5% end of year goal.

If sufficient growth is not evident, we will re-evaluate our approach to further differentiate our professional development and support towards between those individuals who are waver between effective and developing and those that consistently rate as developing. At this point, we plan to have 2-3 observations for content area teachers.

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.

Over the last two years, as we have implemented and studied Danielson’s Framework for observations through the NYC Advance system, we have consistently noted that effective lesson planning is critical to effective instruction. Every other competency is either strengthened or hindered by the level of planning invested. There is a direct correlation between the 1e and the other competencies.

Additionally, we also feel that a targeted focus on lesson planning will to make it a consistently effective practice across our school, will support our first two goals ((1)evaluating arguments and (2) building and maintaining engagement)

Our current data for 2014-2015 1e (p&p): Designing Coherent Instruction is that 71% Effective and 29% Developing according to HEIDI data from Advance dashboard as of June 2015.

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.

In the 2015-2016 school year, it is our goal that 82% of our classroom observations will be rated Effective in the area of 1e: Designing Coherent Instruction as evidenced by the Advance Teacher Observation Dashboard.

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?
Common Planning will continue to be in place. Teacher teams design lessons collaboratively to address priority areas of need as per recent assessments.	ELA Teachers	9/15-6/16	Administration Literacy Coach Teachers
Curriculum will continue to be based on Code X units of study, supplemented by other reading websites including: newsELA.com, nytimes.com, teenreads.com, etc.	ELA Teachers	9/15-6/16	Administration Literacy Coach Teacher Teams
Provide Professional Development targeting the specific elements of the competency, focusing on one element during each marking period - Learning activities - Instructional materials and resources - instructional groups - lesson and unit structure	All Staff members	9/15-6/16	Administration Literacy Coach Teacher Facilitators
Through Skedula, email and phone contact, teachers will continuously reach out to parents to provide updates on ambassador progress, achievement, attendance and task completion.	All Staff members	9/15-6/16	Administration Literacy Coach Teachers

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 will include

Purchased Datacation (Skedula) to support greater integration of multiple data sources including Renaissance Learning, Test Ready, informal and formal classroom assessments, so staff can monitor data

- Title 1 funds for a Literacy Coach
- Funds for professional learning book
- Funds for Peer Collaborative Coach
- Literacy consultant to help support teachers
- Part-time math coach to help support teachers
- Funds for targeted Professional Development and conferences to help support teacher practice
- Per Session for staff to meet and plan curriculum, score assessments to identify individual needs.

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	X	Other

Part 5 – Progress Monitoring

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

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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.

Students with IEPs represent approximately 25% of the overall OWMS student population. After a comprehensive analysis of the 2014 NYS Math exam, we noted that 60% of our current 7th grade (heading to 8th grade) special education students demonstrated progress. While, we did not meet our AYP target for our special education population this year, a significant portion of students did demonstrate progress on the 2014 NYS Math exam.

As our Spring 2015 results come in, we will compare the percentage of overall progress for this target group to the 2014 results to refine special education student goals and needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, 70% of our Special Education students will demonstrate progress on the 2016 NYS Math exam. We may adjust this goal upon the release of the 2015 data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In order to maximize the effectiveness of our ICT classrooms, we will devote ongoing professional development to various ICT</p>	<p>All Math Staff Members</p>	<p>9/15-6/16</p>	<p>Assistant Principal</p>

models including parallel teaching, co-teaching, station teaching, one teach/one assist.			Math Consultant Part-time Math Coaches Teacher Facilitators
In an effort to meet all student needs, teachers will engage in ongoing professional development on modifying CMP3 tasks and assignments (process, content & product) to meet the individual needs of ambassadors based on their IEPs.	All Math Staff Members	9/15-6/16	Assistant Principal Math Consultant Part-time Math Coaches Teachers Facilitators
Special education teachers will receive one dedicated planning period per week to differentiate by modifying lesson plans as well as student learning activities to better meet special education students on their functional level.	All Math SPED Staff Members	9/15-6/16	Assistant Principal Math Consultant Teachers
All Math Teachers will utilize the second half of math double blocks as a formal structure for differentiation. This may be in the form of station teaching, re-teaching priority standards utilizing manipulatives, integrating technology and various other strategies to support ambassador's progress within a unit of study.	All Math Staff Members	9/15-6/16	Assistant Principal Math Consultant Part-time Math Coaches Teachers Facilitators

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.
- Title I Per session activities -- All CMP3 tasks and assignments will be refined to meet student's needs based on their individualized education plan. All tasks will be scaffolded according to following levels of Math rigor; fluency skills, conceptual understanding and application of concepts.
- Title I Per Session activities -- This focus will be continually revisited and addressed by: Data Team, Math Consultants Part-time Math Coaches and administration.
- TL and Title I -- Part-time Math Coaches will go into classrooms with a focus on this area and assess how it is being translated in instruction. Coaches will then meet with teachers individually to ensure application of differentiation strategies and consistency across vertical and horizontal teams.
- Funds for professional learning books
- Funds for additional math materials
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	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>After analyzing the 2014 Math State exam for each grade. Our data team identified specific target standards which the math team then aligned to the current CMP3 units of study for grades 6-8.</p> <p>June 2015, as part of pre-planning for the next school year we have successfully modified 75% of CPM3 baseline unit tasks for the 2015-2016 school year.</p> <p>September 2015, ambassadors will be assessed using the Renaissance Learning and Schoolnet systems to assess baseline performance on critical target standards for each grade.</p> <p>October 2015, teachers will convene to analyze student work tasks (both standard and modified) to identify student trends in the three levels of mathematical rigor; fluency, conceptual understanding & application.</p> <p>November 2015, teacher created Schoolnet Unit 1 pre and post assessments will be analyzed to assess student progress and plan priority standards to re-teach as well as prepare extension activities for ambassadors exceeding unit standards.</p> <p>December 2015, ambassadors will take their 1st benchmark assessment in Renaissance Learning to assess their progress towards meeting target standards covered in the 1st half of the year. Ambassadors will also take their first NYS Math Simulation which will be used to gather their baseline performance on all grade level standards for Math.</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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

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

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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)	Graphic organizers	-Repeated readings	Small group	During / After
	RACE writing acronym	-Conferences	Individualized (1:1)	During
	Book clubs	-Discussion	Tutoring	During / After
	Schoolnet	-Self-reflection against rubric criteria	Class splits	During
	Renaissance Learning		Parallel teaching	During
	Check lists/reflections			
Mathematics	Schoolnet	Software programs	Small group	During / After
	Renaissance Learning	Manipulatives	Individualized (1:1)	During
	Problem Solving Strategies	Varied methods of problem solving	Tutoring	During / After
	Fluency		Class splits	During
	Unit Tasks (tiered)		Parallel teaching	During
	H.O.T. Higher order thinking questions			
Science	Push-in services to assist with labs (hands on experiments and investigations)	Presentation	Small group	During / After
		Game format reviews	Individualized (1:1)	During
		Note-taking	Tutoring	During / After
Social Studies	Debate Club	Research cycle-present findings	Small Group	After School
	Young Historians Group			After School
At-risk services (e.g. provided by the Guidance Counselor,	Counseling Services	Discussion	Small group / 1:1	During / After
	At-risk Services	Conflict resolution	Small group	During

<i>School Psychologist, Social Worker, etc.)</i>	Peer Mediation	Perspective taking	Small group / pairs	During
	Montefiore	Self-awareness	Small group / 1:1	During / Lunchtime
		Coping strategies		

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.
<ul style="list-style-type: none"> -Hiring Fairs - Collaboration NYC Teaching Fellows - Networking Events - Working closely with network HR point person to ensure teachers are HQT - Math consultant (Creative Consultants) that works with our staff on curriculum, assessments and questioning techniques. Recent focus on developing differentiated math tasks within each unit of CMP3 across each grade - Danielson professional development and classroom visit feedback cycle (both documented observations and non-rated visits with email or verbal feedback - Class intervisitations focused on specific competency or domain - Opportunities for different roles within the school community including instructional, extracurricular (debate, Young Historians) - Weekly Common Planning sessions with Literacy Coach and/or Administration to plan with teachers -Intervisitation periods for new teachers

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).
<p>Teachers are engaged in several forms of Professional Development both inside and out of our school including:</p> <ul style="list-style-type: none"> - Teachers of American History (SS)

- Teachers College (ELA)
- Urban Advantage (Science)
- Consultant Nicora Placa (Math)
- Book Clubs
-

Outside Professional Development sessions include work with ICPT, ELLs, Nest and ASD, Looking at specific competencies of the Danielson Framework for Teaching

Professional Development is on-going through weekly Monday PD session, September Opening days, Election Day, etc. This is in addition to our weekly Data and Common Planning sessions as grade content teams and our grade DWC (Developing Whole Child) sessions. Topics include:

- Advance teacher evaluation system
- Danielson’s Framework for Teaching (specific target areas include: designing coherent instruction, engagement, 100% technique (Teach Like a Champion), differentiation, data driven instruction
- Nest ASD expectations
- CMP3 curriculum
- Code X curriculum
- Schoolnet
- Renaissance Learning
- Skedula / STARS
- New Teacher mentorships
- Identified areas of need including establishing grade-wide behavioral and academic norms, expectations and consequences
- Intervisitations between colleagues
- Article reviews, video and transcripts practicums

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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	234,052.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,188,525.00		

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. **One World Middle School at Edenwald**, 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. **One World Middle School at Edenwald** 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

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

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 529
School Name One World Middle 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 Patricia Wynne	Assistant Principal Deirdre Hogan & Kameca Waugh
Coach Suada Paljevic	Coach type here
ENL (English as a New Language)/Bilingual Teacher Miriam Bustos	School Counselor Lorna Akabogu
Teacher/Subject Area Rose Capezuti/ Special Ed	Parent Nanjean Gonzalez
Teacher/Subject Area type here	Parent Coordinator Lisa Grant Lynch
Related-Service Provider Rose Capezuti	Borough Field Support Center Staff Member type here
Superintendent Maria Lopez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	329	Total number of ELLs	23	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	0	0					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	23	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	6
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	3

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	7	1	0	13	0	4	3	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														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							7	3	5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	0	0					0
Haitian														0
French							1	0	1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							0	3	1					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)							2	0	1					0
Emerging (Low Intermediate)							0	0	2					0
Transitioning (High Intermediate)							1	1	2					0
Expanding (Advanced)							7	5	1					0
Commanding (Proficient)							0	0	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We currently utilize Renaissance Learning Star Reading program to identify our ELL students' baseline line lexile levels. Students receive this diagnostic exam in September when they arrive at One World. The Star Reading assessment is then used as a benchmark assessment throughout the school year consistently tracking student's lexile growth since the diagnostic exam was administered in the beginning of the year. Most recently our school participated in the Renaissance Learning Star Spanish field study. This program is designed to prepare ELL students for college and career readiness by assessing early literacy skills as well as students' progress in reading in their native language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 While many students are performing in the advance range on the NYSESLAT (Approximately 88% of total ELL population), many of these students are not meeting grade level standards according the 2014 state data provided above. Once 2015 state and NYSELAT data become available, we will be able to provide more accurate trends on this population. The data patterns across performance levels on the NYSESLAT show that 56% of our Ell's students are at the Expanding level, which means they have shown process in mastering the English language and 39 % are below the Expanding level. Also the performance levels of the NYSTELL shows 2 out of 23 (17%) Ell's students who have just entered the U.S. are at the entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3Our school uses annual measurable achievement objectives to assess our progress on meeting accountability requirements for our ELL students. Each year we refine our goals to align to areas of growth that have been identified in our school wide data. Specifically we analyze trends in achievement for our ELL population and identify research based strategies to aid students in language acquisition. We use the Annual Measurable Achievement Objectives to set our yearly goals to focus on. Annual Measurable Objective #1, is to more the 13 Expanding students to Commanding by the end of the school year. The Annual Measurable Objective #2 is to more the 3 students in the Beginners level to the Emerging level by the end of the school year.
- For each program, answer the following:

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

Based on our 2014-2015 Renaissance data, approximately 70% of our ELL students made progress as evidenced by increased lexile level scores based on baseline performance assessments throughout the year. One consistent trend that our school community has been able to identify is that while students do make progress on periodic assessments, they continue to struggle on annual state exams. As noted above, a large majority of our ELL students are still not meeting grade level standards in ELA & Math. As a result, we are working to incorporate the use of data from culminating tasks and post assessments to create small targeted learning groups. In these groups students will benefit from differentiated instruction that is scaffolded to meet the needs of our ELL students. The pattern across performance levels and grades show 13 out of 23 students (56%) of our ELL's population are at the Expanding level and perform on average level of a 2. Therefore, they need to work on performing on standard by making inferences, using details when writing, putting their thoughts to proper English language and stamina to complete the state exams. Teachers use all summative and formative assessments to create their lessons and differentiation for each subject to meet the needs of each student to make progress over the course of the school year. Using the assessments assist teachers on how to approach the need of each individual student. As for the ELL's the periodic assessments have assisted teachers to explain at a slower pace, use visuals for all instruction, scaffold (graphic organizers) for each lesson, give extended time to complete daily task and use of a translator (ipads) during class lessons/assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Parents are informed by ELL's teacher during a Parent meeting. All parents are given the ELL's Brochure, view the Parent Orientation Video and fill out the program Selection form. During this parent meeting the parent is informed of all these options including the Response to Intervention within 45 days.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Our school demographic in regards to native language is fairly limited. Upon enrollement all parents are given a Home Language Survey which they complete and inform the school of their preference of instruction. Within the class, students are immersed in lessons and activities geared towards increasing their proficiency in English. Students are also given texts in their native language to aid in their comprehension and understanding of the text. We have found that this techniques helps students with language acquisition. At One World Middle School we make sure each child's second language development is considered in instruction across the curriculum by ensuring the student is receiving what they need to comprehend their daily lessons with visuals, scaffolding, graphic organizers, chunking, translators on ipads. Teachers are informed of the whom are the ELL'S students so they can be aware of which students need the differentiation during their lesson.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The programs for ELLs are evaluated on a cyclical basis throughout the school year. Student data for all perodic assessments are reviewed by our ENL teacher Ms.Bustos and the appropriate grade level team. In these meetings, teachers work collaboartively to track student's lexile levels from Renaissance Learning and build goals for students to meet during the following assessment cycle. A plan is then developed to address what strategies will be put in place to support these student's learning within ENL, ELA and Math classrooms.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. Our school is diligent in adhering to each step of the ELL identification process. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results, receive letters of their child's continued entitlement to mandated E.N.L. services. We obtain the LAB-R,

NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. Our school plans to hold an orientation meeting in the fall of 2015. In the Parent Orientation, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by the E.S.L. teacher mentioned above, and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend, receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. Parents are given an oral interview in the main office about if their child has attended a NYC Public School and/or a school in the United States? What years did they attend these schools and for how long? Is another language besides English spoken at home and if so which language? Does the child speak, listen and write in this language at home as well? If they attended a school in another country which country and for how many years did they attend school in that particular country? Then parents fill out a K-12 Home Language Identification Survey (HLIS) so the school can know specific information on how to decide if this student needs ELL's Services. Within the first 10 school days the ELL's teacher must administer the NYSITELL to the new in coming student. As well as having a parent meeting to view the Parent orientation Video, ELL's Brochure and Program Selection form. The Parent Orientation Video explains to the parent the different options of programs in NYC for their child. The Program Selection form allows the parent to select the preference of each program option for their child.

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).
The SIFE questionnaire will be administered to all those incoming families who have indicated that they have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States
Students with interrupted/inconsistent formal education (SIFE) will receive a SIFE determination within 30 school days based on the SIFE questionnaire and student work.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The steps to identify a newly enrolled ELL student with IEP must be completed within 20 school days by the ELL's teacher, Ms. Bustos First, the Home Language Identification Survey is administered. The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. LPT recommends that the student either does or does not take the NYSITELL. Finally, the student takes the NYSITELL to determine ELL status within the first 10 days of enrollment. ELL Identification Process continues as with all students. The I.E.P. is viewed by teachers who will service the new ELL's students. Therefore the students plan will be adjusted to meet their ELL's needs.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The Entitlement, Non-Entitlement or Entitlement continuance parent notification letters are generated immediately after the NYSITELL is scanned and the score is determined. This work is done in collaboration with office personnel, the Testing Coordinator, and our ESL teacher. : The school ensures that entitlement and non-entitlement parent notification letters are distributed is done by the ELL'S teacher within the first 10 school days of when the student was enrolled.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
. Parents are informed of their right to appeal ELL status within 45 days of enrollment in both verbal and written communication. This information is directly communicated during the first intake meeting and reiterated during the administration of the HLIS and NYSITELL. Parents are informed by ELL'S teacher showing them the Parent Orientation Video, ELL's Brochure and by the Parent Survey and program selection form.
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.

We have an informational workshop for all ELL families each fall. In this forum, we address the questions that our parents and guardians pose as well as inform them about the opportunities available both within and outside of our school community. At this point, our school provides only the freestanding ENL program which has met the specific needs of our ELL population. Then parents fill out a K-12 Home Language Identification Survey (HLIS) so the school can have specific information on how to decide if this student needs ELL's Services. Within the first 10 school days the ELL's teacher must administer the NYSITELL to the new incoming student. As well as having a parent meeting to view the Parent Orientation Video, ELL's Brochure and Program Selection form. The Parent Orientation Video explains to the parent the different options of programs (Dual Language, Transitional Bilingual and Freestanding English as a Second Language) at One World for their child. The Program Selection, Appendix D, form allows the parent to select the preference of each program option for their child. Also it asks the preference of what language does the parent want to receive information in.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

School outreach consists of written notices, phone calls, face-to-face meetings, workshops, orientations all designed to engage our parents and families. In these efforts, we will ensure that all parent surveys and program selection forms are submitted. Parents are called into a meeting with the ELL's teacher. At the meeting the parent watches the Parent Orientation Video on the DOE site, which explains the three different options for the ELL's students, which are Transitional Bilingual Education, Dual Language and Freestanding English. Then when video completed teacher asks if there are questions, if so teacher explains in detail. Then teacher gives the ELL's Brochure and the Parent Survey and Program Selection form to parents and they fill it out immediately. This is how ensure parents fill out the forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. There is a master list that our Testing Coordinator manages, in collaboration with our office personnel, Parent Coordinator, and ESL teacher. Each party notifies our Testing Coordinator of the submitted documents. All parent survey and program selection forms are collected at the end of the parent meeting after viewing the Parent Orientation Video. The forms are stored with the ELL's teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. Office personnel works closely with both the Testing Coordinator and ESL teacher to ensure that parent notification letters are distributed. Placement Parent Notification letters are given to students in a sealed envelope to give to parents. Parents are given copies of the Parent Survey and Program Selection form.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is maintained on file in the main office. This includes all HLIS, SIFE, intake information, and final determination of eligibility notices. The ELL's teacher is responsible for maintenance of records, has access to ELL documentations and stores the original copies in the ELL's.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. All sections of the NYSESLAT are administered to all ELLs each year. This is scheduled each spring by the Testing Coordinator who administers and scores each exam. Our ELL population is comprised of 23 ambassadors so the testing is administered over the course of several days. As with all NYS testing we follow the explicit guidelines set in place by the NYSED. Testing Coordinator attends the testing meetings and is in contact with the district BAO when necessary. Prior to testing the Testing Coordinator runs the RLAT. Upon verification of students to be tested the Testing Coordinator meets with the IEP teacher to make the necessary accommodations for ELLs students that are also IEP students. In an effort to ensure all four components of the NYSESLAT is administered the testing coordinator and IEP teacher administer the exam. Grade bands are separated and a check list per child per modality is made to assist in accurate progress monitoring. To date we have been successful in the administration of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Both the Testing Coordinator and ESL Teacher collaborate to ensure that both continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed by sealed envelopes with students home, mailed by the postal service and parents coming in for a meeting with ELL's teacher. The entitlement and transitional support notification letters are given to parents in the language of their preference. All forms are retrieved from the NYC DOE site.
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 Aspire Consent Decree? Describe specific steps underway. (Refer to question six). Our parents consistently opt for the freestanding ENL program. Our ELL ambassadors are 6% of our student population. Parents are aware of the program's success for current and recent ambassadors. They are also aware of their rights to seek additional ENL programs outside of our school offerings. We will add additional ENL opportunities if our ELL population grows and requires additional options, in alignment with the Aspire 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.
•See comprehensive answer in #10 and additional information below:
At One World Middle School we have a free-standing ENL program. In August of the upcoming school year, ELL's are placed in the 01 classes (601, 701, 801) and travel as a class throughout the day (block). The class within itself is heterogeneous. The ELL's provider pushes in and/or pulls out depending on the needs of the students and the intensity of the curriculum.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
To ensure all ELL's are fully served, in September all ELL's are identified thru RLAT report. After identification of incoming ELL's and existing ELL's, we identify amount of service needed and then groups are created for either pull out or push in service depending on the individual needs of the students and the model chosen. In addition, we look at NYSELAT scores, state scores and our baseline assessments to determine the level of instruction needed. response to questions here: One World Middle School ensures the mandated number of instructional minutes according to the students proficiency levels by pushing into content areas like Social Studies and Science and pulling out by proficiency levels in a small group. Its ensured by a specific scheduled creating by the Ell's teacher and approved by administration to ensure the mandated number of instructional minutes.
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.
 - o Small group instruction
 - o Acceleration groups where the skills for upcoming content is taught previously
 - o Academic language/vocabulary taught
 - o Visuals
 - o IPAD apps
 - o Including various modalities to teach language acquisition
 - o Audio Books

Content areas are supported for Ell's students by the Ell's teacher pushing into science and/or social studies periods to assist in a small groups and/or one on one in the content area. This ensures students are receiving assistance during content areas. Common Core learning standards are being meet by the instruction the content area teacher created. Students use dictionaries, thesauruses and translators during lessons to assist in the understanding of their native language into the English language. Some methods which are used for the Ell's students are many visuals, modeling, interaction, extended discussions, shelter English, extended time, scaffolding and assisting background knowledge. All of these methods and strategies are aligned with the common core learning standards because they assist the students to achieve their daily task and yearly goals.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 We used a trial Renaissance Learning program that we are going to implement in the upcoming school year. ELL's are evaluated throughout the year by observations, quarterly ELA and Math Assessments on Renaissance Learning, Star Reading Spanish on Renaissance Learning, subject unit assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Our ELL's teacher is required to evaluate in various modalities throughout each unit.
 Lesson plans include activities that relate to all four modalities
 here: ELL's are evaluated throughout the year by daily observations, quarterly ELA and Math Assessments on Renaissance Learning, Star Reading Spanish on Renaissance Learning, subject unit assessments. Formative assessments are taken daily in each lesson and summative assessments are evaluated quarterly. We also use the Data Analysis and AMAO Estimator Tool.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- We do not have SIFE students
 Newcomer – IPAD app that translates for students into their home language , Graphic Organizers, On-line books, Audio Books,
 small group instruction
 Developing -- All of the above and Graphic Organizers, various leveled tasks, leveled text, sentence starters, small group instruction
 Long Term – All of the above if needed and targeted assistance depending on the needs of the students. Various leveled tasks, differentiated tasks, leveled texts, on-line practice programs (MYON reading, IXL, Khan Academy)
 Former ELLs up to two years after exiting ELL status – various leveled tasks, differentiated tasks, leveled texts, on-line practice programs (MYON reading, IXL, Khan Academy)
 Differentiated instruction for all ELL's whether SIFE, Newcomers, Developing, Long term or Former Ell's up to two years after exiting
 ELL status include scaffolding, graphic organizers, visuals, free load vocabulary/prior knowledge, small groups, one to one, and
 peer partnering. The level and intensity of the differentiation are more extreme or less depending on which subgroup they are in
 currently.
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.
 Protocol for appeals are done within 45 days of student's enrollment. The different program options are explained to parents within the first 10 days of student's enrollment during a parent meeting which parents view the Parent Orientation Video, view the ELL's Brochure and fill out the Program Selection Survey. Parents are also told then they have 45 days to appeal the approved re identification.
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?
- See comprehensive answer in #10 and additional information below:
 Myon Reading, IXL, Khan Academy, NewsELA, leveled text, and use of Academic Vocabulary Toolkit by Dr. Kate Kinsella will be utilized throughout the year within small groups, word walls . All teachers read students I.E.P's at One World Middle School and therefore teachers know the needs of each student with an I.E.P. For example, teachers know its required for students with extended time to receive it even during a class assessment and not only during state exams.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

See comprehensive answer in #10 and additional information below:

- Needs assessment will indicate where students are in terms of Lexile Levels in reading and Math content knowledge thru Renaissance Learning. The 01 will be split into two groups of 15 and work in a ratio of 1:15 for ELA and Math content areas in order to provide extra support
- Book clubs and Project Based Math time (groups of 10) will be embedded within their schedule (2x per week) to improve reading and math skills and focus on vocabulary.
- After-school tutoring on Monday's will be offered to focus on individual needs of LTE's
- Use of Academic Vocabulary Toolkit by Dr. Kate Kinsella will be utilized throughout the year within small groups.
- Saturday Programs will be offered in November thru March with a focus on NYSELAT preparation.

Teachers read student's I.E.P's during professional development time and must sign off that they have read it. The time is allotted so

all teachers know and understand the individualized education plan for each student's needs. Students are placed in specific sections by their needs on their I.E.P's.

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

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



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

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

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

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

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

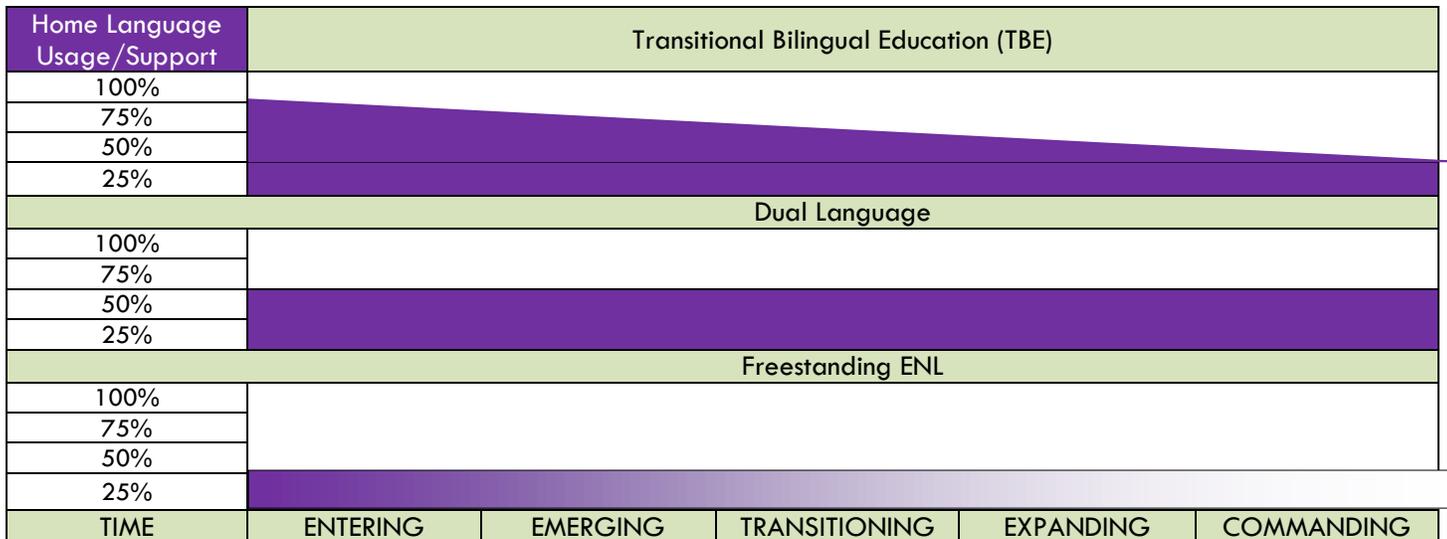


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Comprehensive answer to this question and the above questions

The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels. Glossaries are provided in the native language as well as instructional and trade books to support lessons.

ELL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and social studies, often using themes. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. Also, an Inquiry Team is in place and has been formed to examine data and implement best practices based on research to a select group of ELL.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the Periodic Assessment based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations are administered during the school year to all students, including ELLs, in grade 6, 7 and 8. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These three assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Service Learning Projects, Education through Music, Generation On and Afterschool Sports Clubs.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are a school going into year 5 of existence and each year we build on our ELL program depending on the needs of our students. We use PD time, planning time and inquiry to differentiate tasks for our ELL's students in all content areas. The current program we provide allows a teacher to push in classes of various content areas and help ELL's students where they may struggle most. The ELL provider at times will also pull out if more intense work is needed outside of the classroom. Next school year we will work more closely in building language acquisition across content areas. Students expressed it was difficult to comprehend in content areas because of the language used. Therefore, we decided to push in a few times a week to assist in their difficulties and needs. Students are assessed quarterly.

12. What new programs or improvements will be considered for the upcoming school year?

Pilot of Renaissance Learning, STAR SPANISH, World Savvy Classroom

13. What programs/services for ELLs will be discontinued and why?

We will continue all services and build on it.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs are offered to all children. Some programs include: Integrated Algebra, Urban Advantage. basketball, debate, orchestra, Math club, dance, tech team to name a few. In the next school year the following will be offered specifically for ELL's.

Saturday Programs will be offered in November thru March with a focus on NYSELAT preparation.
Open school night for ELL's families to share NYSESLAT scores and the plan to move 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.

Leveled books, NewsELA, World Savvy classroom, MyOn Reading, Google Classroom, Khan Academy, IXL, IPAD apps . All materials are used in small group, one to one and in whole class setting in content areas with all subgroups;

- Ipads
- Smart Boards
- Dictionaries
- Thesaurus
- Pointers
- School Curriculum
- A to Z books
- Getting Ready for the NYSESLAT
- Chrome Books
- Google Docs
- Goggle Classroom
- Rosetta Stone
- Pronunciation videos

All materials assist students to move performance based on their individual need.

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

Home language support is delivered through IPAD apps that translate for student to their home language and back to English.

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

Use research based and check in with network support.

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).

Scaffolded summer content areas packets with scaffolded components. Welcome from school counselour and parent coordinator. In addition a student mentor is introduced to the new students to show them around our school communtiy

19. What language electives are offered to ELLs?

On-line sign language

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)?

Paste response to question here:

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.)

Ms. Bustos our ENL teacher, has been actively engaged in professional development courses specifically designed for ELL personnel throughout the school year. These professional development courses have been offered to our school from our network CFN 411. Additionally, the director of special populations; Fanny Castro, has visited our school and provided on –site training and support to Ms. Bustos throughout the school year.

2014-2015, ELL's Professional Development

- Mastering Vocabulary
- ELL's Model School, " The Green School"
- NYSESLAT Writing

Workshops in content areas for staff;

- model to teachers the strategies and techniques best used for ELL's.
- explain ELL's students needs and difficulties.
- changes in the NYSESLAT.
- Demonstrate parts of the NYSESLAT
- What is done with students when they are pulled out for an ELL's session and what is expected as a push in session.
- Where One World Middle School ELL's students are on the proficiency level and what do the levels mean.

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?

Ms. Bustos our ENL teacher, has been actively engaged in professional development courses specifically designed for ELL personnel throughout the school year. These professional development courses have been offered to our school from our network CFN 411. Additionally, the director of special populations; Fanny Castro, has visited our school and provided on –site training and support to Ms. Bustos throughout the school year. Teachers are allowed to sign up for any professional development on the News & Opportunities for Educators of ELL's site. Also ELL's professional developments are given during Professional Development Days assigned by the chancellor. All Professional Developments are aligned with Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. We offer students many supports as they transition to High School. Students engage in a variety of different college and career readiness activities. Students participate in advisory classes where they are paired with adult mentors that facilitate discussion regarding the transition from middle to high schools. Students engage in lessons on organizational structures, goal setting, academic study skills and perseverance and persistence etc. We discuss and show the ELL's students, which High Schools have an ELL's program which would work for them. This year we had New World High School give a presentation to our ELL's students about the program they have at their school and how they meet the students needs in order to prepare them to be accepted and attend college.
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.
 4. As noted above, Ms. Bustos our ENL teacher, has been actively engaged in professional development courses specifically designed for ELL personnel throughout the school year. These professional development courses have been offered to our school from our network CFN 411. Additionally, the director of special populations; Fanny Castro, has visited our school and provided on –site training and support to Ms. Bustos throughout the school year. In order to meet the training requirements for all teachers, Ms. Bustos turnkeys major instructional strategies to all staff so that they can be better support ELL students in their core subjects.

: All professional development is recorded in each teacher's monthly log of assistance. Each teacher must turn in their monthly log of assistance to ensure they have meet their required hours.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 1. Parents and families are invited to ELL workshop each Fall. At this workshop, the components and expectations for our freestanding ENL program are introduced and explained. Additionally, individualized parent meetings are set up where parents/guardians will meet with the ESL teacher to review their Spring NYSESLAT results and create an action plan to support the ambassador in making gains both in their ENL program and in their content area classes. This work is in addition to any and all mandated DOE parent-teacher conferences and orientation meetings.:
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.
 2. All testing records, including NYSESLAT results, are maintained by our Test Coordinator. Additional records, including meeting notes, dates, action plans, agendas, etc. are kept by the ESL Teacher, who updates this work on a regular basis. She includes copies of progress reports sent home to document parental outreach and communication.:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 3. Our ELL parental involvement is reflective of our overall school population. The majority of our parents are involved, receptive and eager to learn about their child's progress. In some rare cases, there was difficulty in reaching parents. This was due to disconnected phone numbers or inaccurate mailing addresses, not a language barrier. ELL's Parent involvement is strong at One World Middle School. Parents are willing to attend meetings with teachers and assist in the needs of their child when necessary. The Parent Coordinator includes ELL's parents by inviting them to meeting and school invites with letters home in their own language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. We have just begun a partnership with World Savvy, a organization focused on supporting and strengthening global knowledge across the curriculum. Additionally, our ESL teacher leads the Young Historians Society and she invites some of her ELL ambassadors to join some of the field trips when the destination aligns with their grade level curriculum.
5. How do you evaluate the needs of the parents?
 5. We evaluate the needs of our parents through surveys, both verbal and written. Our consistent effort in fostering these relationships has allowed us to gain valuable insights from parents and families who feel that their surveys are utilized in structural decisions. The ELL's teacher translates for the 43% of the Spanish-speaking parents of the ELL's students. The rest of the parents request their documents in English because one of the two parents read and understand English.
6. How do your parental involvement activities address the needs of the parents?
 6. Our parental involvement activities address the needs of parents because we create a forum where parents and families who share this commonality meet each other in a safe and supportive environment. Parents' needs are met on both individual and group levels. They are provided with a workshop to provide facts and information, forums to share concerns, individualized meetings to discuss each child's specific progress. : One World Middle School takes surveys on what type of activities and workshops the parents would like to have at One World Middle School so we can target their specific needs. Teachers whom are able to translate for parents do so.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: One World Middle School @ Eden

School DBN: 11x529

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)
Patricia Wynne	Principal		7/14/15
Kameca Waugh Gordon	Assistant Principal		7/14/15
Lisa Lynch	Parent Coordinator		7/14/15
Miriam Bustos	ENL/Bilingual Teacher		7/14/15
Nanjean Gonzalez	Parent		7/14/15
Rose Capezuti	Teacher/Subject Area		7/14/15
	Teacher/Subject Area		
Suada Paljevic	Coach		7/14/15
	Coach		
	School Counselor		1/1/01
Maria Lopez	Superintendent		1/1/01
NA	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: 11x529 **School Name: One World Middle School at Edenwald**
Superintendent: Maria Lopez

Before you begin, please check the following:

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

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

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

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

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

As a school community, we conduct assessment needs to Language and Translation/Interpretation services using varied methodologies. Specifically, we utilize the Home Language Survey, review necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conferences and Parent Workshops.

We conducted our oral interpretation needs assessment by compiling statistics provided by our Home Language Survey for all new ELLs as well as conversations generated from our Parent Orientation meetings held in September. Our Parent Coordinator prepares and distributes a survey, in addition to conversations both in person and via telephone, with parents and guardians. Our classroom teachers communicate to ELL Department which parents are non English speakers and need oral interpretation regarding their students. All of this data is compiled with our office data including our blue emergency contact cards, any written/verbal requests from parents or guardians, and ATS reports.

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.

Parent's preferred languages for both written and oral communication includes Spanish and French. Based on the data of our 2015-16 ambassadors, our register comprises a total of 18 ELL

ambassadors. Of this group of 18 students, 72% have a Spanish-speaking background, 11% Akan, and 5.5% Teluga, Dutch and French respectively. The parents and guardians with an Akan, Teluga and Dutch language background have indicated a preference for English language communication at this point. Of course, we ensure that parents and guardians are reminded of the opportunity for translation and interpretation services during both formal and informal home-school interactions, including Back to School night, parent teacher conferences, etc.

At the present time, we have many teachers who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. In addition to Spanish, we currently have teachers who speak the following languages: Albanian and French. In addition, our Parent Coordinator contacts the Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

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.)

There is an abundance of documents sent home including: emergency blue cards, media releases, permission slips for field trips, behavioral and academic expectations for classrooms, schoolwide uniform expectations, newsletters, calendars, open school nights, parent-teacher conferences, SONYC after-school information, extracurricular notices, testing dates and expectations, school curriculum information, etc.

We have support staff, office personnel and teachers who contribute to the written translation of correspondence for Spanish speaking parents/guardians. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Face-to-face meetings include open school night, musical and dance performances, parent-teacher conferences, curriculum nights, PTA meetings, SLT meetings, awards ceremonies, etc. Additionally, there are frequent parent-teacher meetings for individual ambassadors, outside of the schoolwide PTC, that have been scheduled to address an identified need or concern by either a teacher or parent. Our

weekly Parent Engagement session might include phone calls or emails home or set meetings with parents.

This fall, we will host a workshop specifically addressing our ELL ambassadors and their families. During this workshop, we will share the Spring 2015 NYSESLAT scores as well as our action plan for the upcoming school year.

In alignment with NYCDOE, our parent-teacher conferences are held in November, March and May. Parent engagement sessions are held weekly each Tuesday afternoon.

Individualized parent-teacher meetings are scheduled to meet parent needs - possibly before or after school or during a prep period.

Musical and dance performances are held in December, February, May and June.

PTA and SLT meetings are held on a regular monthly basis and the dates are communicated via a newsletters from our Parent Coordinator to our entire school community.

Open School Night is held in September.

Curriculum Nights and State Testing Expos are held in the Winter/Spring.

The attendance teacher is highly proactive in monitoring student absences and latenesses and conducts home visits as needed in order to ascertain any challenges, offer solutions, convey the urgency of school attendance, and follow up to ensure the individual ambassador comes to school regularly and on time.

Our guidance counselor reaches out to parents for numerous reasons. She is our liaison for our NEST ASD program, facilitates the orientation for incoming 6th grade ambassadors, works individually with 8th grade ambassadors in attending high school fairs, completing high school applications and placement. She also reaches out to parents when ambassadors require her support in conflict resolution with peers as well as individualized counseling.

Our school places a high value of a strong home-school connection so there is a strong and consistent outreach to parents and families to communicate progress in school. We are consistently working to maintain and enhance this practice.

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.

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages, as well as other lower incidence languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups.

Additionally, we consistently utilize the translated documents provided through the NYCDOE to communicate school and NYC specific information.

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.

Similar to our translation approach, our interpretation approach encompasses all of our available resources. This includes our office personnel and teachers who may serve as an interpreter for either an individualized or group meeting,

We reach out to the Translation and Interpretation Unit to provide necessary oral communication to parents of our remaining home language groups.

At times, parents opt to bring neighbors or relatives to provide additional language and interpretation services. We welcome this approach but we are also diligent in reminding parents that we have often have in-house staff available to translate in addition to the use of services through the Translation & Interpretation Unit.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meetings, and conferences through our teachers and community associate. Classroom teachers also have oral translation services provided upon request.

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.)

In August/September, our office personnel, who are experienced in the registration process, will disseminate and collect the vital documents to document ELL status. Additionally, our Testing Coordinator will collaborate with office personnel to review expectations and address any questions. In this way, we ensure that the Home Language Survey, emergency contact blue card, and all other vital documentation is thoroughly understood and completed. With this data, we can ensure that we accurately and completely meet the needs of our ambassadors and their parents and families. In addition to this formal structure, we ensure that teachers and staffmembers collaborate to share best practices for communication for specific individuals or families.

In September, we review the availability of the Translation and Interpretation Services with our entire staff while the Parent Coordinator advises parents and guardians through both written and oral communication.

Additionally, our school community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

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

We will collect to post the NYCDOE information specific to ELL ambassadors and their families. In addition to these posters and visuals, our office personnel and Parent Coordinator have been trained in outreach to our ELL families to ensure that there is clear and continuous communication in their language of choice.

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)

In our continual effort to grow our best practices, we will survey our ELL parents and families to determine which of our multi-faceted approaches has been the most beneficial for their needs. This will be conducted during an ELL parent and family workshop where parents will have the opportunity to meet with varied school staff as well the ELL instructor, Ms. Bustos, who will provide detailed information on our freestanding ESL program. As she informs parents about the ELA and ESL instructional strategies and content she will cover with their children, they will become more familiar with the program, its expectations and how they can support their children at home.

We will utilize this data to enhance our current ELL strategies in order to best meet the needs of our ELL ambassadors and their families.

As noted earlier in this document, our ELL workshop in the fall of 2015, will serve as an opportunity to share the Spring 2015 NYSESLAT scores as well as our action plan for the upcoming school year.

Simultaneously, we will foster a developing relationship with our incoming 6th grade families while strengthening the existing relationship with our current 7th and 8th grade ambassador families.

One of our goals is to have our ELL parents develop a network amongst themselves where they can share some of the solutions and best practices they have developed in supporting their child, as well as a strong foundation on which to grow our home-school connection.