

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

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

**08X562**

**School Name:**

**BLUEPRINT MIDDLE SCHOOL**

**Principal:**

**TYNEKA HARRINGTON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Blueprint Middle School School Number (DBN): 08X562  
Grades Served: 6-8  
School Address: 1111 Pugsley Avenue, Rm 219, Bronx, NY 10472  
Phone Number: 718-822-2780 Fax: 718-822-2279  
School Contact Person: Gerard Valentin Email Address: GValentin@schools.nyc.gov  
Principal: Tyneka Harrington  
UFT Chapter Leader: Nicholas Wilken  
Parents' Association President: Jettina Knox  
SLT Chairperson: Gerard Valentin  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Geraldine Reiley  
Student Representative(s):

**District Information**

District: 8 Superintendent: Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462  
Superintendent's Email Address: KAmes@schools.nyc.gov  
Phone Number: 7188286653 Fax: 7188282760

**Borough Field Support Center (BFSC)**

BFSC: - Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 7188287776 Fax: 718828-6280

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tyneka Harrington	*Principal or Designee	
Nicholas Wilken	*UFT Chapter Leader or Designee	
Jettina Moore-Knox	*PA/PTA President or Designated Co-President	
Gerard Valentin	DC 37 Representative (staff), if applicable	
Geraldine Reiley	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	
Jasmine Fields	Parent	
Tamika Bowta	Parent	
Darlene Sandoval	Parent	
Craig Jiles	Staff	
Jose Rivera	Staff	
	Staff	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Blueprint is a college preparatory middle school, serving students in grades 6-8 in the Parkchester area of the Bronx in District 8. We are a new school, entering our fourth year of operation. As a college preparatory middle school, our curriculum and program design has been backwards planned from college admissions and completion indicators. As such, our students have the opportunity to take Regents level science, history and mathematics courses, visit colleges and universities and meet professionals representing different career fields. We have a strong focus on the social and emotional development of students and on building strong family relationships. Our students participate in weekly class meetings where they participate in in-depth circle discussions around our school values, college and career readiness, current events and school and class issues. We aim to meet students where they are both academically and socially and emotionally, therefore, we create individualized academic blueprints for each student that encompass the prerequisite skills, grade level and advanced skills necessary for their academic growth. In order to address our mission to meet students where they are, our teachers implement academic clinics. Clinics are designed to address the content, skills and strategies each individual student needs, regardless of current grade level. Our instructional program utilizes mastery-based learning.

Blueprint partners with Teacher's College Reading & Writing Project to support our literacy work in the humanities and science classrooms. We also partner with the Urban Advantage Science Program and Counseling in the Schools. This school year, we will add new partnerships with Facing History and Ourselves to support our social studies curriculum and Metamorphosis Teaching Learning Communities, to support our work within mathematics. We utilize a Restorative Practices approach to discipline, and seek to partner with the Morningside Center for Social Responsibility to support teachers in our circle work and in the implementation of restorative practices.

Our student body consists of 17% ELLs, 24% Special Education students, 40% Hispanic students, 20% Asian students and 19% Black students. 15.9% of our student body reside in temporary housing and 100% qualify for free or reduced lunch. A large percentage of our students come to our school assessed below grade level and lacking critical foundational skills, as identified on baseline assessments in ELA and math. Special needs of our population include remediation of foundational skills to mastery, additional social and emotional supports and counseling, ESL and language instruction, differentiated supports for special needs students.

Over the past year, our school has made the most progress in two areas of the Framework for Great Schools: Supportive Environment & Collaborative Teachers. We have created a supportive and nurturing learning environment that is focused on the individual needs of students. This is supported by collaborative teacher teams, that meet weekly to examine data, plan and revise curriculum and discuss supports for student need. This year, we plan to strengthen and maintain these areas while focusing on Rigorous Instruction. As indicated in our 2014-2015 School Quality Review, an area of strength for our school is in the use of Common Core aligned curriculum in all content areas. As a new school with 95% first, second and third year teachers, it follows that our focus will be on teacher development for the design and delivery of intellectually engaging instruction for students. As such, our professional development focus for the year will be around Danielson's 3C: Engaging Students in Learning and the use of instructional strategies to support the intellectual engagement of students.

## 08X562 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	305	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	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	116.4%	% Attendance Rate		91.9%	
% Free Lunch	82.1%	% Reduced Lunch		5.0%	
% Limited English Proficient	16.9%	% Students with Disabilities		24.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		18.9%	
% Hispanic or Latino	61.2%	% Asian or Native Hawaiian/Pacific Islander		16.9%	
% White	2.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.5	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.2%	Mathematics Performance at levels 3 & 4		11.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	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		N/A
Hispanic or Latino	YES	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	YES			
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	YES	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	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.

#### Strengths

- Common Core aligned curriculum in all content areas
- Use of Teacher’s College Reading & Writing Project units of study and professional development to support literacy instruction in the humanities and science classrooms
- Use of Connected Mathematics in the mathematics classrooms
- Use Of Project Based Instruction in Science Common Core and Next Generation Science Standards aligned science curriculum
- Regents level coursework in science, history and mathematics
- Students baseline assessed for grade level and prerequisite skills

#### Focus Need

- QR Indicator 1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work produce meaningful work product
- Consistent teacher use of intellectually engaging instructional strategies

### 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.

During the 2015-2016 school year, 100% of teachers will increase the daily use of instructional strategies that heighten the intellectual engagement of students, as evidence by an increase of 10% more teachers being rated effective or highly effective as compared data to the 2014-2015 Danielson observation data for Domain 3C by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will participate in weekly professional development on Domain 3C: Engaging Students in learning</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, Academic Dean &amp; Coach, Team Leaders, PD Partnership Organizations (see narrative)</p>
<p>Create a guidebook of focus strategies for intellectual engagement</p>	<p>Teachers</p>	<p>July 2015-June 2016</p>	<p>Principal, Team Leaders, Academic Dean &amp; Coach</p>
<p>Implement instructional focus strategies for intellectual engagement</p>	<p>Teachers</p>	<p>September-June</p>	<p>Teacher, Team Leaders, AP, Principal</p>
<p>Assess teacher use of strategies for engagement and compare to 2014-2015 Advance Data</p>	<p>Target</p>	<p>December, March, June</p>	<p>AP, Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Academic Dean &amp; Coach</li> <li>• Partnership with TCRWP</li> <li>• Partnership with Metamorphosis Teaching Learning Communities</li> <li>• Partnership with Urban Advantage Science Program</li> <li>• Partnership with Facing History &amp; Ourselves</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**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.

Mid-Point Progress Benchmarks: December, March, June

**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.

#### Strengths

- 92% Attendance Rate 2014-2015 school year
- Attendance Rate higher than the District and City-wide Average
- School-wide use of Restorative Practices
- Low suspension rate
- Quality Review Indicator 3.4 : High Expectations rated Proficient on 2014-2015 QR
- 88% of parents and 86% of teachers were satisfied with school culture based on the 2013-2014 School Environment Survey

#### Priority Needs

- Increased awareness of Restorative Practices among parents and students
- Increased use of Restorative strategies among classroom teachers
- Increased use of Restorative strategies independently among students

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Improve students' behavioral self-reflection through the implementation of Restorative Practices from September 2015 – June 2016 based on school-based survey data of students, parents and school staff by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Survey of awareness of Restorative Practices philosophy, strategies, discipline structures and routines.</p>	<p>Students, Parents, School Staff</p>	<p>September, December, March, June</p>	<p>Culture Team, Technology Specialist</p>
<p>Monthly Professional Development for Staff on Restorative Practices philosophy, strategies, discipline structures and routines.</p>	<p>Blueprint Faculty &amp; Staff</p>	<p>September 2015-June 2016</p>	<p>Morningside Center for Social Responsibility, School Culture Team</p>
<p>Inclusion of Restorative Practices updates in Parent Newsletter</p>	<p>Parents</p>	<p>Monthly September-June</p>	<p>Newsletter Coordinator, Parent Coordinator, Culture Team</p>
<p>Professional Development on the Implementation of Restorative Practices</p>	<p>School Culture Team, Principal, AP</p>	<p>September - June</p>	<p>Institute for Restorative Practices, The Morningside Center for Social Responsibility</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Deans, Guidance Counselors, Social Worker</li> <li>• Partnership with The Morningside Center for Social Responsibility</li> <li>• Partnership with The Institute for Restorative Practices</li> <li>• Per Session After School Meetings for Culture Team</li> <li>• Per Session After School Grade Team Meetings</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**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.

Mid-Point Benchmark: December, March and June Student, Parent, Staff Restorative Practices Survey Results

**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.

#### Strengths

- Teachers meet weekly in Grade Teams
- Teachers meet weekly during the school day in Content Area Teams
- Teacher meet weekly after school in Content Area Teams
- Teachers plan curriculum maps, unit plans, pacing calendars, lesson plans collaboratively

#### Priority Needs

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed

by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work produce meaningful work product

- Increased data-based discussion
- Increased planning of instructional strategies for student 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–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.

100% of Content Area teacher teams will meet weekly to plan, model, practice and review Blueprint’s focused instructional strategies to increase students' intellectual engagement as evidenced by an increase in effective and highly effective ratings in Danielson 3C ratings from September 2015-June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will participate in weekly professional development on Blueprint’s focused instructional strategies to increase the intellectual engagement of students.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, Team Leaders</p>
<p>Teachers will participate in weekly team meetings to write lesson plans that incorporate Blueprint’s focused strategies to increase the intellectual engagement of students.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Team Leaders, Principal</p>
<p>Teachers will watch, assess, discuss and improve videos of lessons in which team members implement instructional strategies for engagement</p>	<p>Teachers</p>	<p>October-June</p>	<p>Team Leaders, Principal</p>

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Mid-Point Benchmarks will take place at the end of each trimester December, March and June based on the review of Advance data on Danielson 3C: Engaging Students in Learning.</p>

**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.

#### Strengths

- Principal is an experienced instructional leader who attends monthly professional development to improve her skills
- Principal has created partnerships with organizations to support and improve student learning and performance
- 100% of teachers stated that the principal understands how children learn best, based on the 2013-2014 School Survey
- 93% of teachers stated that the principal places a high priority on quality teaching
- The principal includes time to meet with each teacher independently to review lesson plans, student data and work products

#### Needs

- Additional time for the principal to spend on teacher development

### **Part 2 – Annual Goal**

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

By June 2016, the principal will lead at least 2 professional development sessions per month and conduct 2 individual feedback/planning meetings with each teacher monthly to improve teacher practice, as evidenced by a 10% increase in teachers' overall observational ratings.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Hire an Assistant Principal to assist with school leadership	AP	By July 30, 2015	Principal
Plan professional development calendar for the 2015-2016 school to include at least 2 monthly Principal-led PD sessions for teachers	Teachers	August 31, 2015	Principal
The principal will participate in monthly professional development with TCRWP, Metamorphosis Learning, Urban Advantage, Facing History & Ourselves, and selected conferences including NCTM and ASCD, etc., then turkey PD.	Principal	July 2015- June 2016	Principal
Develop a guidebook of instructional strategies to increase student engagement	Teachers	July 2015 – June 2016	Principal, AP, Team Leaders, PD Partners

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• TCRWP Partnership</li> <li>• Metamorphosis Partnership</li> <li>• Urban Advantage Partnership</li> <li>• NY Historical Society Partnership</li> <li>• Morningside Center for Social Responsibility Partnership</li> <li>• ASCD Membership</li> <li>• NCTM Membership</li> <li>• Conference &amp; Travel Fees</li> </ul>
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- Supportive Books & Resources

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

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

**Part 5 – Progress Monitoring**

**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.

Mid-Point progress benchmarks will occur at the end of each trimester in December, March and June

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

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

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

### Part 1 – Needs Assessment

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

#### Strengths

- Teachers maintain parent contact through phone calls, text messaging, meetings and log on school Intranet
- According to our 2014-2015 School Quality Review, we are proficient in communicating high expectations to families
- According to our 2013-2014 Learning Environment Survey, 98% of parents say they feel welcome in our school.

#### Needs

According to our 2013-2014 Learning Environment Survey:

- 80% of parents say our school “ keeps me informed about what my child is learning”
- 82% of parents say our school “helps keep my child on track for college, career, and success in life after high school”
- 85% of parents say our school “communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school

### Part 2 – Annual Goal

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

By June 2016, we will increase the amount of parental outreach and communication resulting in 90% of parents will responding that Blueprint “keeps me informed of what my child is learning, helps keep my child on track for college career and success in life after high school and communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school” as evidenced by the school survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The parent coordinator will offer monthly parent meetings, in collaboration with teacher teams, focused on what students are learning and strategies for supporting learning at home.</p>	<p>Parents</p>	<p>October 2015- June 2016</p>	<p>Parent Coordinator, Teacher Teams, AP Principal</p>
<p>Parent will receive 3 mid-trimester student progress reports each year based on student performance data.</p>	<p>Parents, Students</p>	<p>October 2015, January 2016, April 2016</p>	<p>Teachers, Academic Dean &amp; Coach, AP</p>
<p>A College &amp; Career Readiness update will be added to each parent newsletter and the school website.</p>	<p>Parents, Community</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, AP, Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Teacher Teams</li> <li>• Newsletter Coordinator</li> <li>• Refreshments</li> <li>• Books</li> <li>• Copies</li> <li>• Supplies</li> <li>• Metro cards for Parents</li> </ul>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Mid-Point Progress Reports will take place at the end of each trimester: December, March, June.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• 100% of students scoring Level 1 on NYS ELA Exam</li> <li>• 100% of Students assessed with specific foundational skill needs</li> <li>• 100% of students reading 3 TC Reading levels below grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery-based instructional Clinics</li> <li>• Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day, after school, Saturdays</li> <li>• Before school, after school, Saturdays</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 100% of students scoring Level 1 on NYS Math Exam</li> <li>• 100% of students assessed with specific foundational skill needs</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery-based instructional Clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day, after school, Saturdays</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 100% of students who fail unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery-based instructional Clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school, Saturdays</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 100% of students who fail unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery-based Clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading &amp; DBQs</li> <li>• Small group instruction</li> <li>• Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school, Saturdays</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Students identified through Grade Team Meetings</li> <li>• Students identified through Culture Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Solution-Focused Group Counseling</li> <li>• Solution-Focused Individual Counseling</li> <li>• Art Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Small Groups</li> <li>• Individual</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day, after school, Saturdays</li> </ul>

	<ul style="list-style-type: none"><li>• Students referred by parents</li><li>• Students who request services</li></ul>			
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Recruitment of highly qualified staff through NYC Select Recruits Program, NYC Teaching Fellows Program, Open Market</li>   <li>• Professional Development Partnerships with Common Core Aligned Programs:, TCRWP, Metamorphosis Teaching, Facing History &amp; Ourselves, Urban Advantage Science Program</li>   <li>• Participation in professional organizations and conferences including ASCD, NCTM, etc.</li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>• Professional Development Partnerships with Common Core Aligned Programs:, TCRWP, Metamorphosis Teaching, Facing History &amp; Ourselves, Urban Advantage Science Program</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Targeted Assistance resources will be utilized for Per Session salaries for before school, after school and Saturday mastery-based instructional Clinics. The Clinics will instruction students on assessed content, skill and strategy deficiencies in math, science, social studies and ELA, as well as accelerated learning for students achieving mastery. Resources will also be utilized to support the salary of the AIS/Clinic Coordinator.

#### 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).
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Planning and coordination will take place through the AIS/Clinic Coordinator, who will assemble Clinic groups, schedule students to participate in the needed Clinics and inform parents of participation. Clinics will take place before, during and after school, based on teacher and student scheduling availability. A variety of high quality curriculum materials will be utilized.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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#### **Blueprint Middle School 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. **[Blueprint Middle School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Blueprint Middle School]** will support parents and families of Title I students by:

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Blueprint Middle School</u>	DBN: <u>08X562</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on student performance on the 2013-2014 NYSESLAT, there is a strong need to focus on our ELL students' growth in language proficiency levels. The majority of students show a need for enrichment services in language skills relating to speaking, listening, reading and writing. The before, after and Saturday school ELL programs will focus on building English proficiency to support the academic curriculum, as well as beginning literacy skills for newcomers. This program will build the English language literacy skills and math skills of approximately twenty-five ELLs. It will run for approximately fifteen weeks starting on January 6th and ending in June. The program will be held on Tuesdays and Thursdays from 7:30-8:30 am; Wednesdays and Thursdays from 3:00 - 4:30; and Saturdays from 9:00-12:00 pm.

An ESL certified teacher and a bilingual certified teacher will instruct a total of 25-30 ELLs in grades six through eight who scored Beginner, Intermediate or Advanced on the 2013-2014 NYSESLAT. The bilingual licensed teacher will teach students in grade six. Students will receive instruction in groups of approximately 20 students per class. The ESL and bilingual teachers will focus on basic math and literacy skills to serve as a foundation to the skills required to achieve mastery on the state assessments, including literacy and language acquisition skills. During the Saturday program, students will receive either 3 hours of Math instruction or 3 hours of ELA instruction according to their data-based need. A Title III supervisor will be present at the sessions held on Wednesdays and Thursdays to supervise the program because there is no other supervisor in the building at the time the program will be provided. The role of the supervisor is to provide supervision and instructional support to the Title III program. The literacy component of the before, after and Saturday school ELL programs will aim to build literacy skills and cross-cultural connections through leveled book study. Based on our 2013-2014 NYSESLAT scores and formative assessments, students need additional support in reading and writing. This program will not only prepare students for state exams (ELA, Math, and NYSESLAT), but it will also strive to cultivate well-rounded students through the use of culturally rich literature. Instructional strategies will be used to develop:

- Familiarity with idiomatic expressions
- Language appropriate to social situations
- Reinforcement of vocabulary found in content area instruction
- Active participation in all four modalities of language (speaking, listening, reading and writing), with a focus on literacy

In the Math class, students will build knowledge of academic vocabulary pertaining to mathematics and foundational Math skills to prepare them for the New York State Math Exam.

The literacy teachers of the ELL programs will utilize leveled book study, NewsELA, NYSESLAT Exam preparation materials, Engage NY mathematics materials and math literature. Additional resources that will be used to supplement the curriculum include:

- NYSESLAT Exam Prep Books
- Manipulatives, i.e.: sight word flash cards, etc.
- General instructional supplies, i.e.: chart paper, markers, post-its, reading and writing notebooks, etc.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Title III funding will be used to support a teacher study group after school, expand upon the work of inquiry teams, and integrate other components such as language objectives and lesson study planning and implementation. Teacher professional development sessions will be held on Tuesdays twice a month from January to June for one hour sessions from 4:30-5:30 PM for a total of 13 sessions.

Topics to be discussed will include:

- a close reading of CCLS rubrics and their implications for ELLs (2 sessions on 1/6 and 1/20)

- data analysis and unit revisions for ELLs (4 sessions on 2/3, 2/24, 3/3, 3/17)

- unit assessment data analysis, reflection on the implementation of units and design of subsequent units based on the data (3 sessions on 3/31, 4/14, 4/28 )

- Study Group: Using the SIOP Model (5/12, 5/26)

- Study Group: Using the SIOP Model (6/2, 6/16)

The teachers will engage with an appropriate professional text, Using the SIOP Model: Professional Development Manual for Sheltered Instruction. The group will also address next steps for specific students and subgroups in the Title III program to support their English language acquisition and native language support where necessary. The ELL Study Group participants will include the ESL teacher, a bilingual teacher, three humanities teachers and the Academic Dean and Coach. The ESL teacher and bilingual teacher will participate and be funded through the Title III instructional program. The humanities teachers teach classes during the school day that have a high number of ELLs. The target audience for these sessions will be both teachers of ELLs and the coach/administrator for each group to support one another to successfully implement and support the Title III program and their ELL students in the current school year and beyond. Sessions will be facilitated by our Academic Dean and Coach, Rebecca Sanchez, who is a bilingual guidance counselor and tenured teacher. The Academic Dean and Coach will consult with our Teacher's College Reading and Writing Project coaches to ensure full alignment and integration with our literacy program.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Families of ELLs at Blueprint will receive opportunities to develop their role as their child's most important teacher and advocate. We want families to be able to learn more about the educational needs of their children so they can effectively support them. There are a variety of topics that families can learn more about in order to support their children. We will offer ELL families workshops on topics, including but not limited to:

-the high school admission process and programs tailored to ELL students(10/18 with Counselor Ms. Sanchez)

- understanding Common Core Learning Standards and specific supports for ELL students (1/26 with Bilingual teacher Mr. Rivera and Math Teacher, Ms. Centeno)

- learning about the ELA exam and strategies to support ELLs (2/23 with Humanities Teacher, Ms. Perez) - learning about the NYS

### Part D: Parental Engagement Activities

Math Exam and strategies to support ELLs(3/16 with Ms. Hill, Math Teacher) - the NYSESLAT and how to support students for success on this exam (4/20 with ESL Teacher, Mr. Wilken) - continuing a Culture of Reading, using reading strategies to support ELLs, over the summer (6/18 with Principal, Ms. Harrington).

These workshops occur monthly on Mondays, 6:00-7:00 pm in October, then from January through June and are supported by school personnel, including the school leader, counselor, teachers and the parent coordinator. The workshop's facilitator have been decided based on strengths in a specific topic, including certification and professional experience. Written communication is always translated into Spanish and oral translation is available in Bengali and Spanish by school staff members to ensure the most impact of the resources. Families are invited through flyers, calendars backpacked home and followed up by phone calls. Snacks will be provided.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>8499.15</u>	<ul style="list-style-type: none"> <li>- Before school: <u>1 teacher x 15 weeks x 2 hr x 51.51 = \$1545.30</u></li> <li>- After school: <u>2 teachers x 15 weeks x 3 hrs x 51.51 = \$4635.90</u></li> <li>- Saturday: <u>1 teacher x 15 weeks x 3 hrs x 51.51 = \$2317.95</u></li> </ul>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>2150.85</u>	<u>Classroom Materials (chart paper, index cards, notebooks, etc.) = \$390.85</u> <u>NYSESLAT Prep Books purchased by Title III Funds:</u> <u>40 books x \$44 = \$1760</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>300</u> <u>250</u>	<u>Parent Workshop Materials (flyers, handouts, books for shared reading with students-see 6/18 parent workshop)</u> <u>Refreshments</u>
<b>TOTAL</b>	<b><u>11200</u></b>	<b><u>11200</u></b>



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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>562</b>
School Name <b>Blueprint Middle School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Tyneka Harrington</b>	Assistant Principal <b>Mary Hallinan</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Natalie Perez</b>	School Counselor <b>Denise Gutierrez</b>
Teacher/Subject Area <b>Nicholas Wilken/ELA</b>	Parent <b>Jettina Knox</b>
Teacher/Subject Area <b>Jose Rivera/Science</b>	Parent Coordinator <b>Emily Ramos</b>
Related-Service Provider <b>Allegra Levine</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Karen Ames</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	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	1
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	1
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)	302	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	48	<b>Newcomers</b> (ELLs receiving service 0-3 years)	26	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	26	3	1	16	2	6	6	0	9	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	5	13					0
Chinese														0
Russian														0
Bengali							7	7	5					0
Urdu														0
Arabic							1	2						0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							6	6	2					0
<b>Emerging</b> (Low Intermediate)							1	2	3					0
<b>Transitioning</b> (High Intermediate)							1	0	4					0
<b>Expanding</b> (Advanced)							6	6	7					0
<b>Commanding</b> (Proficient)							0	0	4					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

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					0
7	6	3	0	0	0
8	15	2	2	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7	6	0	3	0	0	0	0	0	0
8	11	0	6	0	0	0	0	0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									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.  
 Our school uses TC Running Records to assess literacy skills for our ELLs. We have also reviewed the results of the 2014-2015 NYSESLAT in depth to identify student trends and needs in all grade levels. Most students scoring within the Entering range of proficiency according to the NYSESLAT are those who have been in an English Language system for three years or less. Students scoring within the Emerging and Transitioning range of proficiency are generally identified as Developing ELLs. All students mandated to participate in the NYSESLAT exam during the current academic year receive ENL services during their daily program as push-in or team-teaching support in the area of English Language Arts. With respect to assessments, LEP students are given all examinations first in the language of instruction, with a supplemental examination in the students' native language for reference. Students given access to the general education curriculum with ENL support provided through a push-in model are expected to make significant gains in proficiency in all four modals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 After looking at our data, we are observing that there is a relation among the performance level of students on the NYSESLAT Reading and Writing and their performance on the ELA state exam. General trends from the 2014-2015 school year indicate that students in both grades consistently demonstrate the highest levels of proficiency in the speaking portion of the NYSESLAT. This can be attributed to the fact that English Language Learners practice speaking skills in all content areas throughout the school day, as well as during push-in and standalone ENL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage spoken language proficiency of all students, especially English Language Learners. In contrast, students have demonstrated the lowest levels of proficiency in reading comprehension. This need is being addressed to make improvements within the writing portion of the NYSESLAT assessment. There is a school-wide focus on writing instruction across content-areas. This can be attributed to collaborative efforts of ENL and content area teachers focusing upon strengthening all students' writing skills across grade level curriculum.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We are learning that students continue to struggle with writing and vocabulary development. Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading and writing skills, all students identified as LEP participate in small group literacy intervention three times a week. The literacy intervention focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. After school programs will allow homogeneous ELL groups (Entering, Emerging, Transitional, and Expanding, respectively) to work within their own proficiency levels in a small group setting. Those ENLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during after school programs.

4. 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?

We are seeking assessments of ELLs in their native language. Students who scored low on the reading and writing portions of the NYSESLAT also scored low (1 or 2) on the NYSELA exam. We are using item analyses from formative assessment results to identify the discrete subskills on which students have demonstrated deficiencies and teach to those subskills during AIS and in-class small group instruction. The following patterns are evident upon analyses of the data. Across proficiencies, students who demonstrate improved performance as measured by the NYSELA and Math exams. ELLs demonstrate a lower average proficiency in both Math and ELA as compared to their English proficient counterparts. As a result, teachers work collaboratively with school leaders to examine and refine curriculum in order to: explicitly teach content-area vocabulary, scaffold students' work to support analyses and critical thinking, and group students more strategically in order to better ELL students' needs within regular classroom instruction and ENL push-in instruction.

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

N/A

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

During professional development and department meetings each week, teams collaboratively examine curriculum and discuss best practices for supporting ELLs. For example, the Math department reviews ways to explicitly teach Math vocabulary and to provide students with multiple entry points to demonstrate learning. Additionally, Social Studies and Science teachers frequently provide students with materials in both their native language and English in order to ensure that students have access to content. Finally, the ELA department collaborates with school leaders to enhance scaffolds and linguistic supports, in English, which serve to increase students' development of the English language.

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).

We evaluate the success of our programs for ELLs using multiple quantitative and qualitative data points. First, every student in our school completes a TCRWP leveled reading assessment at least three times per year. This assessment allows our teachers and school leaders to evaluate the effectiveness of our small-group leveled reading program which serves to accelerate students' reading proficiency. Students' improved reading proficiency as measured by these assessments in one way in which we evaluate the success of the program provided to ELLs. ELLs also take a pre-assessment, mid-year assessment, and end-of-year assessment in the ENL standalone class. These assessments are used to track growth, as well as determine areas of focus.

## 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.

We begin the process of identifying students who have been previously identified as ELLs through NYSESLAT analysis and review of ATS data. The ENL teacher administers the home language survey in order to identify necessity of administration of the NYSITELL. For those students who are newly admitted to the New York City Public Schools system upon enrollment, Home Language Identification Surveys are completed immediately when students are enrolled by the ENL teacher(s). All students whose families indicate a home

language other than English are then administered the NYSITELL in order to determine eligibility for ENL services during the school day. Within 10 days of enrollment, students' whose home language survey indicates any language other than English, the ENL teacher administers the NYSITELL to the student. Finally, each year begins with a strategic analysis of the NYSESLAT by administrators and instructional staff. Staff use these data to identify trends in students' instructional needs across the content areas as well as within models of instruction provided ELL students through the school day. Parents are informed of the different options available.

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).  
To identify SIFE students, newly registered students are administered the SIFE questionnaire. However, teachers also look closely at classroom behavior and students work (both in English and Native Language), in order to identify any inconsistencies in prior education.
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 LPT team which consists of Ms. Levine, IEP Coordinator, Mr. Rivera, ESL Teacher/Science, Mr. Wilken, TESOL Teacher and Ms. Perez, ESL Teacher/Social Studies, will review the evidence of the student's English language development and determine whether the student will take the NYSITELL.
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 school informs parents of the results of the NYSITELL both verbally and in writing. Parents are asked to sign the letter stating they have received written notification.
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 verbally and in writing that they have the right to appeal ELL status. Parents are referred to the BFSC for further assistance.
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.  
The Business Manager contacts parents or guardians of newly identified ESL students as per the LAB-R within 10 days of registration and asks them to come in to review the Parent Orientation Video (In native language) and to discuss their ELL program choices. During the parent orientation a pedagogue explains all ELL programs (dual language, free standing ESL and bilingual) and shares with the parents the programs available at our school. If a parent requires a program not available at our school, he/she is encouraged to visit the enrollment office for District 08 at Zerega Avenue. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The school business manager will make sure that all ELL students receive an entitlement letter. Copies will be made for the school records and kept in the principals office in the ELL binder as well as with the testing coordinator. For all parent activities, meetings and home communications in writing, we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our business manager provides information as to the programs, services and support available to our students and parents at our school. Our business manager will assist by following up with the parents to ensure the entitlement letters, parent survey and program selection forms are returned.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The school has a list of ELLs and documents are tracked using this list. The Parent Coordinator assists in making follow-up phone calls to the parents requesting they return these forms.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Letters are backpacked home with the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is safely filed in an organized manner in the school's main office in a secure cabinet.
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.  
The NYSESLAT is administered within the testing period given by the state. The students follow standard testing procedures. Staff is trained to administer the Speaking portion of the NYSESLAT in order to assist with meeting the deadlines. The staff norms exemplar speaking responses prior to assisting in assessing the Speaking portion of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are backpacked home with the students.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

It has been the experience here at Blueprint that parents are happy with and ESL Program being offered to their child.

## 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.

1A. Students are divided into three ungraded groups, Entering, Emerging/Transitioning, and Expanding. Students receive ENL standalone twice a week for 45 minutes per session. Outside of ENL, students receive push-in services in ELA.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students mandated to participate in the NYSESLAT exam during the current academic year receive ENL services during their daily program as push-in or co-teaching support in ELA. Students who demonstrate NYSESLAT results within the Entering, Emerging, Transitioning, and Expanding proficiency range receive small group standalone ENL for 2 45-minute periods per week.
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.

In all grades, content area instruction is delivered in English. Humanities, Science, Mathematics, and the Electives are provided in English with ENL supports (scaffolding, translations when appropriate, and bilingual glossaries). Further, teachers provide scaffolds which provide students access to the content or critical thinking required within the curriculum in the native language when appropriate.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

For those students who are identified as SIFE, we use the NYSITELL and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. In addition, the NYSITELL is provided for those SIFE students who indicate a home language other than English (upon enrollment). Students are evaluated in their native language in consultation with the ENL provider. Students present oral reports, engage in classroom discussions which are evaluated by teachers, and completed reading and writing tasks which are both provided in Spanish and aligned with the CLLS.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In collaboration with the ENL provider and ELA teachers, students who are identified as ELLs are provided opportunities to demonstrate their proficiency in English through speaking, reading, writing, and listening within regular content area instruction. Writing tasks reflect critical thinking and reading comprehension that are aligned with the CCLS for English. The ENL provider collaborates with the ELA teachers to assess students' progress in these area
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

A balanced literacy instructional approach along with the use of relevant context, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development.

Instruction for ELLs is differentiated according to their proficiency level and individual needs. Our instructional plan for ELLs in school less than three years is to provide push-in instruction to target vocabulary work and native language support (in Spanish). Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while also using guided, scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam.

Students classified as SIFE, are supported with push-in services. Those students who are identified as SIFE we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. These students are provided small group support by content-area teachers within content-area instruction in order to differentiate and address students' learning and linguistic needs. Finally, students are provided enrichment throughout the school day and access to after school programs for small group instructional support and experiential learning in order to further build background knowledge and provide students' with relevant, non-classroom experiences that support instructional outcomes. ELL subgroups experience differentiated, small-group literacy instruction rooted in students' independent reading levels and aligned with NYSESLAT outcomes. Those students performing within the beginner range also have an opportunity to participate in additional intensive, small group literacy instruction. In order to enhance all ELL students' language proficiency, language support is provided as a part of the general education curriculum.

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.

N/A

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?

In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate our instruction to meet their needs. Instructional materials including technology used to support ELLs include providing content in as many ways as possible so that students can see it, read it, write it, and practice speaking it. We also use Vocabulary practice (cards, foldables, journals etc.), and skills/standards focused resources.

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

Instruction is delivered to ELLs in a push-in collaborative co-teaching model. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development. In addition to the use of small-group instruction and student-specific scaffolding, all ESL services and Special Education Teacher Support and ICT services are provided through a push-in model of support in order to provide students with access to the curriculum in the least restrictive environment. All ELL-SWDs also receive supplemental, small-group reading instruction based upon independent reading levels. This program is provided to all students, including those who are identified as English proficient. These practices ensure that all students have access to the grade-level curriculum, thereby advancing students through content as they achieve their IEP goals and develop English proficiency.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

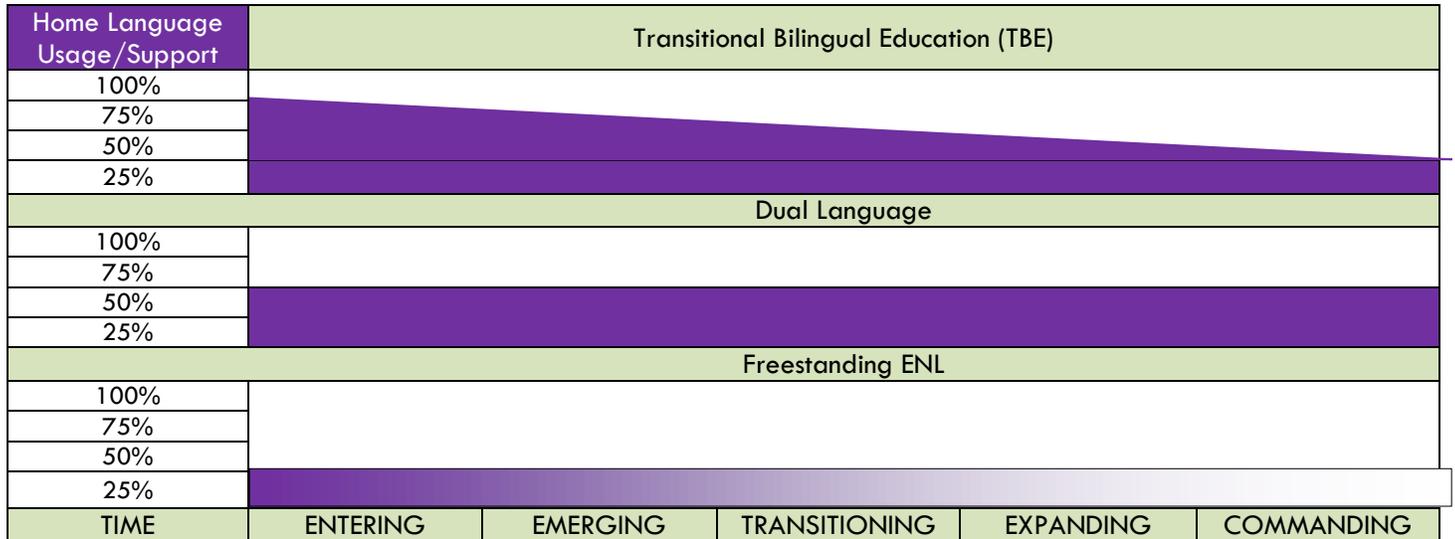


\*Note “other approved services” does not apply to New York City at this time.

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.  
Targeted Interventions for ELLs in ELA, MATH, Social Studies and Science include but not limited to the following:
- A Balanced Literacy Approach
  - Academically Rigorous Instruction
  - Differentiated instruction
  - Periodic/Interim Assessments
  - Contextualization
  - Extended day and after school programs that focus primarily on literacy and mathematics.
  - Instruction provided to students is driven by students identified levels or identified areas in need of improvement.
  - Ongoing assessment provides evidence of student learning and need for changes to drive instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is effective in ensuring that all students, regardless of language proficiency, have access to content and concepts taught in all content areas. Content-area and support teachers provide resources in students' native language(s) when appropriate, specifically in Science and Humanities.
12. What new programs or improvements will be considered for the upcoming school year?  
We are actively seeking to implement a Dual Language program utilizing a 50/50 model.
13. What programs/services for ELLs will be discontinued and why?  
All programs available during the 2015-2016 school year will be continued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are provided access to all content areas through the push-in model of ESL service delivery. Additionally, all ELLs participate in an Electives program that gives them access to math and literacy skills through high interest content. Finally, all ELLs are enrolled in the school-based afterschool program at no cost to families. Long-term and former ELLs are provided supplemental content-area support as a part of the afterschool program. During this time ELLs may participate in a variety of activities including sports and clubs.
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.  
Teachers utilize Mimio technology in order to support students who are identified as ELLs as well as all students in the classroom. Additionally, teachers provide students with content-area materials in students' native language(s) when appropriate.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
ESL support is provided through a push-in, co-teaching model.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
At the middle school level it is essential that students have access to all of the content within regular classroom instruction. As a result, all services are provided within the content-area classrooms in order to ensure students' needs are met using methods and content reflective of the grade-level curriculum.
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).  
Newly-arrived ELLs are assisted by the Business Manager, guidance counselor and the language teachers before the beginning of the school year.
19. What language electives are offered to ELLs?  
None
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
At Blueprint, the primary goal for professional development is to ensure that all faculty are engaged in professional discourse, learning, and reflection. The school provides support for our ELLs by providing high quality teachers. Weekly departmental meetings seek to define and implement the school's integrated curriculum.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
At Blueprint we have TCRWP PD that assist our teachers with strategies on emergent reading strategies. We have PDs on building vocabulary. Teachers work collaboratively to implement strategies using UDL.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Ongoing professional development is provided to all staff who service ELL students. All staff members are encouraged to attend school and network opportunities for ELL professional development and are encouraged to obtain a bilingual or ESL extension. We have a week long orientation before school starts and we limit the number of teachers our students have.
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.

In addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in professional development sessions (a total of 7.5 hours) focusing upon ESL language instruction across content areas. Instructional staff use multiple resources, including *Building Academic Vocabulary* by John Marzano and *Classroom Instruction That Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. Staff also work collaboratively to implement strategies driven by the Universal Design for Learning in order to ensure that all students have access to curricula regardless of students' level of English proficiency. All instructional staff members including the principal, ESL coordinator, content area teachers, guidance counselor, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language need. All of the aforementioned school staff utilize strategies from professional development and ample co-planning opportunities with ESL certified staff to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum. We keep a chart of ELL related PDs attended.

### 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?

At Blueprint we have Orientation meetings for our parents as well as regular communication with our parents that is logged by the teachers.

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.

We have a log of communication that all of our teachers use when they communicate with families.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Blueprint has a strong commitment to our parents and community especially parents of ELLs, to ensure a smooth transition process. Our school creates an atmosphere of open communication with parents through school wide encouragement of second language through materials and communication. In addition to the trimester report card conferencing, parents are kept informed and updated via several forms of communication, including a monthly parent calendar, well planned informational sessions tailored to address the specific needs of our ELL community, open access to our teachers, staff and related services, i.e., counseling to address academic and or behavioral needs their children may have
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently, our school has not partnered with Community Based Organizations, but we are looking into developing these partnerships over the course of this year.
5. How do you evaluate the needs of the parents? Our Parent Coordinator conducts informal meetings with our ELL parent community to garner insights and information related to their specific needs.
6. How do your parental involvement activities address the needs of the parents? Informational sessions are planned and organized to accommodate the schedules of our parents. Since many of our parents work extended hours, informational sessions, workshops and activities are also scheduled for the evenings and weekends.

### D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyneka Harrington	Principal		10/30/15
Mary Hallinan	Assistant Principal		10/30/15
Emily Ramos	Parent Coordinator		10/30/15
Natalie Perez	ENL/Bilingual Teacher		10/30/15
Jettina Knox	Parent		10/30/15
Nicholas Wilken	Teacher/Subject Area		10/30/15
Jose Rivera	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Denise Gutierrez	School Counselor		10/30/15
Karen Ames	Superintendent		10/30/15
	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: 08X562**      **School Name: Blueprint Middle School**  
**Superintendent: Karen Ames**

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

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

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

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

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

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 26% , Bengali - 16%; Arabic - 2.3%; Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Business Manager, and others.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, PTSSA meetings, etc.)
- b. Special events (Sweet Thanks, Townhall Meetings, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Orientation & welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish  
Arabic  
Bengali

## Part B: Creating a Communications Calendar

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

- a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Sweet Thanks, Town Hall Mtgs., student performances and parent teacher conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips,
- f. FAQs about school policy, which they receive upon admitting their child to our school

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.

We hold monthly PTSSA meetings, as well as monthly SLT meetings. We additionally hold Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Deans and Social worker additionally make calls to families and meet face-to-face. Teachers are expected to maintain regular communication with families regarding students' progress. Our parent Coordinator makes daily phone calls in regards to absences.

## Part C: Providing Language Assistance Services

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

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired many bilingual staff members to assist in translating documents for parents.

Our Culture Team (Deans, Guidance Counselors, Social Worker) also uses the NYCDOE internal translation and interpretation unit for calling students' families for conferencing when necessary.

We have allocated for the purchase of School Messenger software, to pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

Because we have identified the need to have interpretation services for students and their families based on the Home Language identification Survey, we have hired many bilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, PTSSA Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our Culture Team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

We will use School Messenger software, with pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

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

Our Parent Coordinator, School Business Manager & ESL/Dual Language Teams will provide training for staff on the use of translation services.

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

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

### Checklist of Notification Requirements

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

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at our school. As a result of these regulations, we have developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish, Bengali, Arabic and less prevalent languages represented in our school.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Main Office. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

School based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

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

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

Surveys will be given and feedback solicited during monthly PTSSA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages.