



[MORRIS ACADEMY FOR COLLABORATIVE STUDIES]

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (09/ X/ 297)
ADDRESS: 1100 BOSTON ROAD
BRONX, NY 10456
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x297 **SCHOOL NAME:** Morris Academy for Collaborative Studies

SCHOOL ADDRESS: 1100 Boston Road Bronx, NY 10456

SCHOOL TELEPHONE: (718) 542-3700 ext. 2250 **FAX:** (718) 893-7368

SCHOOL CONTACT PERSON: Charles Osewalt **EMAIL ADDRESS:** cosewal@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Zuleika Carrion – Parent Coordinator

PRINCIPAL: Charles Osewalt - Principal

UFT CHAPTER LEADER: Lauren Ardizzone - Teacher

PARENTS' ASSOCIATION PRESIDENT: Wendy Ann Louis- Parent

STUDENT REPRESENTATIVE:
(Required for high schools) Nathalya Granada

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** New Visions

NETWORK LEADER: Iris Zucker

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Charles Osewalt	*Principal or Designee	
Lauren Ardizzone	*UFT Chapter Chairperson or Designee	
Wendy Ann Louis	*PA/PTA President or Designated Co-President	
Esther Hyatt	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ray Garcia	DC 37 Representative, if applicable	
Nathalya Grananda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Steve Tennen – Arts Connection	CBO Representative, if applicable	
Noemi Espinoza	Member/	
Emmanuel Denis	Member/	
Lucy Becerril	Member/	
Grisleysi Suriel	Member/	
Yoan Delarosa	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision:

Our vision at Morris Academy for Collaborative Studies is to involve all of our students in their own learning process so that they become self-motivated, creative problem solvers who are prepared to meet the challenges of College and the job market of the new century.

Mission:

It is our mission at Morris Academy for Collaborative Studies to build student leaders who serve their community with character. Our small inclusive classes and advisory program are designed to help all students navigate their way through the many academic and social challenges before them. Morris Academy for Collaborative Studies focuses on collaborative team work. We have two overarching sets of expectations for our students. The first involves a set of rubrics for our school-wide, project-based student work. These rubrics encompass as a foundation New York State's ELA standards (common core standards). Each academic discipline is encompassing speaking, reporting, writing for analysis and persuasion. The second set of expectations for our students involves the school-wide objective of an 80% passing rate in all regents and RCT exams. These expectations can be summed up in the 3 R's:

- **Academic Rigor**
- **Relevant** student inquiry based project learning
- Authentic school-wide community based **relationships**

For the past three years our instruction foci is

- **Differentiating**
- **Alignment**
- **Literacy**

Finally, our overriding core values that focus on our mission and vision are:

- **Communication**
- **Collaboration**
- **Commitment**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Morris Academy for Collaborative Studies							
District:		9	DBN:	09X297	School BEDS Code:		320900011297		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K				0					TBD
Kindergarten				0					
Grade 1				0					
Grade 2				0					
Grade 3				0					
Grade 4				0					
Grade 5				0					
Grade 6				0					
Grade 7				0					84.0
Grade 8				0					
Grade 9				108					
Grade 10				128					
Grade 11				109					
Grade 12				83					
Ungraded				0					
Total				428					0
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
				TBD					
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
				TBD					0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes				0	Principal Suspensions				TBD
# in Collaborative Team Teaching (CTT) Classes				98	Superintendent Suspensions				TBD
Number all others				7					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants					Early College HS Program Participants				0
English Language Learners (ELL) Enrollment: (BESIS Survey)									0
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes				0					
# in Dual Lang. Programs				0					
# receiving ESL services only				79					TBD
					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
Number of Teachers									TBD

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs			22	Number of Administrators and Other Professionals			TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
				% more than 5 years teaching anywhere			TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED			TBD
American Indian or Alaska Native			0.7				TBD
Black or African American			32.5				
Hispanic or Latino			65.2				
Asian or Native Hawaiian/Other Pacific Isl.			0.5				
White			0.5				
Male			52.3				
Female			47.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		√	
Math:				Math:		√	
Science:				Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	71
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:			NR
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:				Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Morris Academy for Collaborative Studies opened its door in 2003 as a college preparatory program. The new standards implemented at the state and city levels have increased this focus even further. At the start of this past year we implemented intensive staff development work to help teachers to understand the new standards, and to work on ways to implement them effectively. The Point of Entry Model was introduced during a summer teacher orientation and became an integral part of the of lesson development. In their first year, the Assistant Principals organized instructional strategy meetings for teachers to share practices and concerns. There has been a particular focus on looking at students work as a window to understand what it means to "meet the standard" and what student responses indicate about the effectiveness of the prompt or assignment. Other areas of focus included using the standards to make informed choices regarding classroom instruction, scaffolding concepts and skills, creating student-centered classrooms, and on effective lesson structure. In addition, they work one-on-one with teachers in all departments (in both formal and informal classroom visits and in department meetings) / to improve pedagogy and to continuously critique methodologies. Staff development continues to be a major focus area; we have focused on the **principles of clear expectations, academic rigor, project based learning and accountable talks** and their demonstrations in the classroom through the use of the Point of Entry model.

In the area of clear expectations, our school has been focusing on having teachers:

- **Use rubrics before any assignments projects or exams**
- **Use a 5 pt system where attendance affects grades and serves as an indicator of student behavior**
- **Use a 5 pt writing system**
- **provide students with course guidelines project and hw assignments**
- **Ask students what they want and expect from the class if they understand their own self expectations, and asked students to work on a schedule to complete tasks. Letters have been sent home to parents with progress reports and progress of student's work periodically through the year**
- **adhere to our three foci of learning-literacy, differentiation, and aligning project work to state standards**

Student Performance Trends - Our data from the June 2010 regents, all subject areas from the January 2009 regents exams and, internal DY0 (design your own assessment work to project based planning throughout the school) indicate our students need **more content area support** in meeting New York State standards(common core standards.) An example of this trend in looking at our data is a pass rate of approximately **76%** for cohort 2010 on the ELA regents in June. After an approximate 42 percent pass rate on the ELA Regents in January 2010 indicated the need for extra support which we provided. We did this through:

1. Project based work
2. Saturday School
3. Academic Intervention Service

Extra support was provided for ELA Regents MACS students in spring semester 2009. As ELA and literacy skills are foundational in state achievements in all content areas, we have addressed this trend by:

- A. We have hired a SPED teacher for each of our 5 grade level school team
- B. We have used Title 1 money to hire an ELL teacher who has a specific focus on regents prep
- C. We have been re-designing the academic rigor in our project-based initiatives so that students do a panel defense for their projects before they move to an end of the semester portfolio roundtables presentation. This means that students will have an opportunity to practice literacy and ELA skills of reading, writing, reporting and researching to a body of their peers and outside community members.

Our greatest accomplishment has been our school progress report which indicates that we have received extra credit for the past three years in dealing with the lower 3rd of our students sent to our school; special education students and this year we received again credit for our ELL students. As a small school, this data indicates that we are handling a diverse population in an effective manner. Our school projects an "A" score for 2009-2010.

Accomplishments - **In our rigorous instructional program** Practices that characterize an effective school are in place, and all members of the school community are participating in systems that support reflection, learning, and improvement. We have mechanisms that allow teachers to observe one another's work and participate in collegial interaction, feedback, problem-solving, and sharing. We have methods in place that enable teachers to receive support from colleagues as they experiment with reasonable, evidence-based approaches. Our school community analyzes student work and other outcomes to refine the instructional program. This is done twice a week in school time during team grade meetings and twice per month in department meetings and school wide PD.

Accomplishments - Our school has been focusing on **Differentiated Instruction, literacy and alignment of state standards through project design** across the curriculum in the classroom both last school year 2009-2010 and 2010-2011 school-wide. (Here we have teachers that ask key specific guiding questions concerning student work.) We want our students to support their answers with evidence that is appropriate and have small group interactions. These interactions can be in terms of journal sharing, group presentations, student reflections, student centered presentations, and presenting their own materials to their group. Our goal is a student population that generates their own questions of a text; their academic project eventually their lives.

Accomplishments - As a school we have also taken part in the New Visions project of understanding how the work of inquiry groups improves instructional practice, school culture and student outcome. We have a New Vision mock SQR schedule for Friday, November 5th to focus our study group (LIS team) our entire teaching staff utilizes Understanding by Design by Grant Wiggins and Jay McTighe to investigate and experiment with designing standards based instruction through performance based assessments tasks through project and unit planning. The preferred avenues of staff development have been the common period professional development session and the series of Learning Walks that have been conducted, through the incorporation of rubrics, model papers, and peer editing and grading in alignment with Regents evaluations we have been preparing our students for the upcoming regents examinations. An example of this is the pre-regents testing for all 9th grade Living Environment students before sitting for the Regents exam.

Accomplishments - Our tutoring programs help us address the needs of those students who are falling behind, or those students who just need help with a particular concept. We offer tutoring everyday after school (except Fridays) as well as a Saturday school. Selected teachers also offer a lunch and learn time during student lunch. We continue to seek ways to help students with low-skills meet the new standards.

Morris Academy for Collaborative Studies for school year 2009-2010 will have one lead instructional teacher (Ms. Laura Geary) who will be mentoring and supporting new teachers in their practice in developing literacy skills across the curriculum. In addition we have added a part time math coach, Ms. Mary Lou Davis, and teacher support. That literacy includes but is not limited to:

- Graphic organizers
- Vocabulary word walls
- Student interdisciplinary projects

We continue to discuss other means of helping students with mastery of content. Our new focus on D.B.Q. has helped Social Studies teachers to infuse more primary documents into their curricula, and students seem to enjoy being historians, rather than memorizing history. We are in the process of infusing literature into the Global curriculum. Currently ELA teachers work to infuse literacy strategies into their curriculum (such as strategies, graphic organizers, and vocabulary word walls). ELA teachers utilize shared reading, read a-loud, and the habits of proficient readers in their daily practice. Teachers then assist students in formulating activities for essay writing. This essay writing culminates in a senior project entitled "My College Project."

Those students in Special Education or who are English Language Learners are mainstreamed and part of the general student population, are offered specific services to meet their needs. Continued research of our own students and continued study of current research will help us to find new ways of addressing the needs of all students to achieve higher standards. We are sharing the services of our Campus Community on a weekly basis to assist in surviving the needs of our students and to fine-tune our instruction in the skills and resource classes.

Challenges - Technology continues to be an area of **challenge** and need. We have portable PC labs with laptops for 75 students. This past year we hired a technology support specialist. Additionally, teachers have been able to use Internet technologies to diversify classroom

lessons. This year we will offer computer elective courses to students where they will be able to work on word processing, Power Point and design programs. We are reforming our technology team as our technology lead teacher, Mr. David Boehm, has left.

Student Performance Trends - Many students begin high school with tremendous math deficits and fail to make the math connection. We implemented the mandated Algebra program in fall of 2007-2008. We found it necessary in the spring of this year to decrease class size for the ninth grade math classes. **In addition**, Math classes were reduced from 28 students to 24 students per class. We have seen tremendous increase in student engagement and teacher created assessment scores (final exams, roundtable projects). In addition, we have scheduled core academic subjects (Math, ELA, SS, and Science 1st – 4th periods, 8:20 am – 11:00 am) with prep and elective courses in the afternoon. Math coach Mary Lou Davis has been added to assist with teaching project design two days a week.

Accomplishments - As a small school, we have the ability to constantly critique our educational program. We have worked over the course of the last two years to examine what we teach and how we teach and examine the experiences of students, staff and parents, and work to address needs as they arise. We do this through: team leader meetings, teacher surveys, grade-level team meetings, and school- wide meetings. Presently, we have moved some of our professional development to teachers' first period Friday morning prep everyday to build our school's reflective practice.

Block scheduling is a holistic approach that suits so many of Morris Academy's educational and community needs. For the past two years, teachers have voted to adopt block scheduling by a large majority, exhibiting both staff support and enthusiasm for this plan (see Attachment 1 for an example of the schedule). Block scheduling has allowed for quality over quantity; fewer classes per day allow both teachers and students to be more passionate and more prepared. Longer prep periods allow for more discussion among teachers-this extended time is critical for more inter-curricular connections, as well as for the development of more project-based, student-centered work. We are looking at ways to reintroduce block scheduling and/or longer class periods this year and still meet city mandates. We have launched advisory school-wide.

Barriers - With school violence, teen pregnancy, college fears and regular teen angst plaguing our young people, staff and students have also expressed a need for advisory periods. Advisories allow students to meet in small groups with a counselor to discuss relevant issues in their lives. These groups, held in a non-academic, supportive environment, help us to know our students better, and to offer support where we see the need. It will further our sense of community as students and staff connect on a more personal level. Our goal is for advisory mentor to follow their advisory group throughout the course of their high school experience. The advisory will play an integral role in the students' college selection process, having developed a relationship over the course of four years; advisors will be able to assist students in making decisions for their future academic careers. We have implemented advisory in spring 2010 on felt student/community needs. We have also hired additional teachers for advisory.

Greatest Accomplishment - Communication with parents and families has been positive this year. Although report cards and letters were sent home, some parents complained that they were not receiving the information. Thus, our Parents Association devotes the first Saturday of every month for meeting and fellowship. Our primary objective is to develop a school wide community that presses school values into the outside community. There has been an increase in the number of parents at the Parent Association meeting. These are among the many topics discussed at our Parent Association meetings:

- Technology/Computers
- Social Worker
- Special Education
- ELL
- Professional Development Instruction
- Graduation requirements
 - Language
 - Health
 - Art
 - Music
 - Physical Education

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

SMART Goal number 1: graduation rate for cohort 2011 will be 65 percent.

Specific – By June 30, 2011 our graduation rate for cohort 2011 will be 65 percent. There will be an enhancement of lead structure to review school-wide data

Measurable – The measurable target that will define whether or not we have met our goal will be if **by January 2011 55 percent of cohort 2011 will be on track for graduation.** Twice a month Norman Wechsler will come in and sit with the leaders of the data team to review cohort data to ensure that students are correctly programmed and tracked by attendance, and Regents scores, and credit accumulation so they can move toward graduation.

Achievable – As our January 2010, and June 2010 ELA, U. S. History, Global History, Science, and Math scores indicate, along with alignment of credit recovery program from PM school and Saturday school, cohort 2010 students are moving toward a 70% graduation rate.

Realistic - We are having teams meet on a twice per week basis and have an accountability meeting to check in on action plans. **The College Advisor and Guidance Counselors will meet with the Assistant Principals (Martin Hernandez and Dawn Santiago) on a monthly basis to discuss cohort 2011 progress towards graduation. Guidance interventions will continue with the assistance of the guidance counselor in charge of seniors and with the new lead teacher that will lead toward that goal. Seniors at risk will be targeted for after school tutoring and Saturday school small group and senior advisory. School wide activities to promote graduation and college readiness will be sponsored (trips to colleges, college first/former graduates/kids sitting in a college class once a semester. Transcript review process with seniors and one on one conference will be scheduled in advisory and individual conferencing. Evidence will be the ELA and Math (RCOS) ATS reports in January, transcript evaluation by 12th grade team teachers (Ms. Bell, Ms. Tobia, Mr. Schumann, Mr. Hutley, Ms. Gordon, and Ms. Cover)**

Time – They are time bound by Team Leaders meeting twice a month and two full day retreats - one in December and one in March.

SMART Goal Number 2: attendance rate will increase to 80 percent.

Specific – By June 30, 2011 attendance rate will increase to 80 percent

Measurable – The measurable target that will define whether or not we have met our goal will be if by January 31, 2011 the attendance rate will increase to 77.5 percent

Achievable – Currently we have team weekly meetings, family orientation, guidance interventions, mentoring of target students, school wide activities to promote good attendance, town hall monthly meetings for students and staff and an orientation session for 9th graders

Realistic – This goal is realistic as we have already seen an increase in this area

Time –The average of weekly attendance ATS (RSAL) report. Weekly attendance meetings by the attendance team every Tuesday morning at 8:20am

SMART Goal Number 3: Our 3rd school wide goal is to integrate three new Lead Instructional Teachers.

Specific - The first area will be advisories lead by Mr. Singh. Mr. Singh's micro focus will be Collaborative Team Teaching and differentiating instruction. The second area will be panels and Roundtables lead by Mr. Mazzaroppi. Mr. Mazzaroppi's micro focus will be on the ELA Department and scopes and sequence. The final area will be AVID lead by Mr. Choi. Mr. Choi's micro focus will be the Social Studies Department and scope and sequence

Measurable – the measurable target that will define whether we have reached our goal will be through advisories, roundtables, and panels. All of these events will follow school wide calendar.

Achievable –We have three lead instructional teachers in place:

- Mr. Choi working along with AVID and Mr. Charles Osewalt
- Mr. Singh will be receiving assistance from Mr. Raymond Johnson and New Visions surveys at least two times a year
- Mr. Mazzaroppi will be receiving assistance from Ms. Roberta Kang of NAFET

Realistic – This goal is realistic as we divide work areas into three sectors:

1. Advisory
2. Panels/Projects
3. Avid/College & Career

By having three instructional foci alongside three core values (literacy, differentiation, alignment of project based work with the new common core standards we are focusing on “less” with the idea of digging deeper/more.

Time – Each lead instructional teacher has assistance as well as administrative support and every Tuesday after 8th period (8:20 – 4:20pm) administration and lead instructional teachers meet to go over school wide issues.

SMART Goal Number 4: Number of student earning 10 credits or more will increase

Specific – By June 30 2011 the number of student earning 10 credits or more will increase by a minimum of 65 percent in each cohort.

Measurable – The measurable target that will define whether we have reached our goal will be if by January 2011 there will be an increase of 5 percent of students on track earning 10 plus in each cohort.

Achievable – This goal will be achievable as we will be analyzing data every marking period, monitoring grading policy to ensure it is uniformly used, and providing after school academic intervention (tutoring / credit recovery)

Realistic – This goal is realistic based on our projected 2010-2011 Progress Report. We have individual academic educational plan with our lower 1/3 students so that they know and understand the work ahead of them.

Time – The ATS credit report in January 2011 and June 2011 with line scores of students' datacation reports

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): structures that supports an effective review of data

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Number of student earning 10 credits or more will increase. By June 30 2011 the number of student earning 10 credits or more will increase by a minimum of 65 percent in each cohort.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We have made bi-monthly meetings with the guidance team and the Lead Instructional teachers to discuss with Mr. Norman Wechsler from the Leadership Academy about our data by cohort 2009-2010. What this has done for our school is bring our community and staff members from different teams together to be responsible for looking at target population by cohort with a special focus on level 1 and level 2 students, SPED students, ELA students, and student on lower 3rd level. By tracking these students our school is moving toward implementing our goal of forming an action plan to each one of our students beginning with students of special needs and working through our teams we form our data planning. There are 3 needs: the need to learn in different ways (differentiated instruction), the need to align content to meet State standards through project work, and the need to develop literacy skills. We will achieve these goals through project based work assigned in class.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Using our own budget resources we have developed time for retreat planning for team leaders in December 2010 and we have our data team retreat on Spring 2011 so that our school-wide data will be able to make an informed decision for re-formation of blocks, hiring In additional staff to support departments needs, we have added a F status instructor who still need Math A as well as our 12th grade students to prepare them for college success. We have also we have also brought in a facilitator Ms. Roberta Kang from NAFET to help facilitate our meetings. And across teams (Guidance, Social Studies, Science, Special Education, Math, and English), we will choose at least one of these core instructional needs to develop a plan for success.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Our main time periods are December 2010 and April & May 2011. At these times we will review the needs from our summer data team meetings. We will look at our gage in terms of scholarship and moving 2010 /2011 toward success in a career toward college. We will measure this goal through our graduation rate and our school progress report. We have added one special education support staff and one ESL teacher to our staff this year to support content area learning through our focus on ELA structures.

- Through learning walks
- Scholarship meeting with teachers
- Teacher surveys
- Team leader meetings
- Team meeting
- PBIS meetings
- Attendance team meetings
- SBST meetings
- ESL meetings
- Department meetings
- We are using ELA January Regents scores and cohort pass rate to evaluate students. In addition, we hired a third guidance counselor last year to focus in on the emotional and social development of our students.

Recommendations were made from members of the SLT team in making budgetary allocations.

Subject/Area (where relevant): Project based work & ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Number of student earning 10 credits or more will increase. By June 30 2011 the number of student earning 10 credits or more will increase by a minimum of 65 percent in each cohort.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In departments across the curriculum: Social Studies, Special Education, Math, Science, and English as a foundational content area subject we will ask teacher to refine their project based work so that it aligns with state content standards. This will be accomplished by having a panel defense and roundtables in the month of January 2011. In addition, our target population of level1 and level 2 students with team leaders being responsible for this monthly implementation by focusing in on meetings, ongoing instructional meetings, on the first Monday of the month, and bi-weekly meetings every other Friday morning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Our school budget has focused on hiring two Math content teachers for each 9th grade Math calls as well as two additional SPED teachers and two ESL teachers to support students with special needs. This alignment of both budgetary and human resources indicates how focused we are on Level 1 and Level 2 students.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of our interim progress will be bi-monthly learning walks , scholarship meetings, weekly team leader meeting two times a week Team Leaders meet with administrative there are also the PBIS meeting, SLT meetings once a week a, and ESL once a week. We have decided on one assessment in our working with NAFET as we focus in on Math and ELA assessments six times a year to look at specific progress of our students by these assessments and how well their skills reach our focus on school-wide project based work (see template attached.)</p>

Subject/Area (where relevant): Three new Lead Instructional Teachers

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our 3rd school wide goal is to integrate three new Lead Instructional Teachers. The first area will be advisories lead by Mr. Sigh. Mr. Singh’s micro focus will be Collaborative Team Teaching and differentiating instruction. The second area will be panels and Roundtables lead by Mr. Mazzaroppi. Mr. Mazzaroppi’s micro focus will be on the ELA Department and scopes and sequence. The final area will be AVID lead by Mr. Choi. Mr. Choi’s micro focus will be the Social Studies Department and Scope and Sequence.</p>		
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • School wide instructional binders (panel/roundtable project binder) will be distributed by / about November 1st (Mr. Mazzaroppi) • Advisory Binders by / about November 1st (Mr. Singh) • Avid Teacher Binders by / about November 22nd (Mr. Choi) • Inquiry Binders by/about November 1st (Mr. Osewalt / Ms. Kang) <p>Binders will be reviewed on/at Friday Morning Professional Development, school wide PD days</p>		
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>By strategy hiring, developing and placing three Lead Instructional Teachers in core academic area, MACS will commit monies, time and Human Resources including C4E funds including but not limited to the schools three core values and foci.</p>		
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Action Advisory Binder Panel/Project Binder Avid Binder Inquiry/ Strategy Binder</p>	<p>Focus Leader Mr. Singh Mr. Mazzaroppi Mr. Choi Ms. Kang & Mr. Osewalt</p>	<p>Date on/about November 1st on/about November 1st on/about November 22nd on/about November 15th</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	27	22	24	14	68		11	17
10	29	30	32	35	101		10	21
11	30	31	27	24	66		18	20
12	64	22	17	60	60		20	20

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> • After school tutoring • Saturday school tutoring • Pull out and push in tutoring during school by educational paraprofessionals • Use of the NCEE model to build literacy across the curriculum but especially in ELA classes <p>“Lunch and Learn” - a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</p>
Mathematics:	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> • After school tutoring • Saturday school tutoring • Pull out and push in tutoring during school by educational paraprofessionals • Use of the NCEE model to build literacy across the curriculum but especially in ELA classes <p>“Lunch and Learn” - a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</p>
Science:	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> • After school tutoring • Saturday school tutoring • Pull out and push in tutoring during school by educational paraprofessionals • Use of the NCEE model to build literacy across the curriculum but especially in ELA classes <p>“Lunch and Learn” - a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</p>
Social Studies:	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> • After school tutoring • Saturday school tutoring • Pull out and push in tutoring during school by educational paraprofessionals • Use of the NCEE model to build literacy across the curriculum but especially in ELA classes <p>“Lunch and Learn” - a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Services include but are not limited to students receiving:</p> <ul style="list-style-type: none"> • an inside and outside referral • group counseling <p>Individual counseling</p>

At-risk Services Provided by the School Psychologist:	Services are available on a need and request basis.
At-risk Services Provided by the Social Worker:	Services are available on a need and request basis.
At-risk Health-related Services:	Services are available on a need and request basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Our English Language Learners

Currently we have 80 ELLs; they range in skill levels from beginner to advance. All but one comes from Spanish-speaking households. Based on the results of the spring 2007 NYSESLAT Exam most of the ESL students at MACS scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have three teams that serve ELLs: a split 9th/10th team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background and all 3 ESL teachers are bilingual we have mapped out how to strategically use both English and the native language to best support our students. The ESL teachers in conjunction with content teachers and the administration have developed a language policy that we feel takes into account the individual needs of all of our students.

Principle Two: Academic Rigor

Through the push-in model we ensure that all ELLs at MACS participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in model, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class.

Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

Principle Five: Literacy Instruction in TBE/DL programs

This principle is not applicable to our school as we do not have a TBE or DL program. However, this year we are piloting Spanish for heritage speaker's class for our Long Term ELLs in the 9th and 10th grade. We are using the latest research on this population of students that indicates that lack of academic literacy in both languages is a barrier to their academic success to inform this pilot study. If it is successful, we will expand this program to all ELLs at our school.

Principle Six: Content Area Instruction

In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

Principle Seven: Assessment in Two Languages

Newcomer ELLs are provided with testing accommodations including:

- English and Spanish language versions of both in-class and regents assessments in the content area.
- Bilingual dictionaries for ELA class and the ELA regents.

Long Term ELLs in the 9th and 10th grade, as part of our pilot program for a program designed to meet their needs have received the following assessments

- ALLD reading comprehension in English and Spanish.
- Holistic writing assessment in English and Spanish.

These assessments were given at the beginning of the year and will be given again at the end of the year to measure their growth in reading and writing in English and Spanish to assess the English language programming we have for them as well as the Spanish for heritage speakers program we have for them.

Principle Eight: High Quality Teachers of ELLs

All three of our ESL teachers are fully certified in TESOL. In addition, two of them have attended QTEL workshops. One ELA teacher has also attended QTEL workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be served: _____ LEP _____ Non-LEP
Number of Teachers 3 Other Staff (Specify) 1- Support Staff / Community Associate

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Parental engagement is vital to the success of students. It is imperative to have parent involvement to ensure student success and graduation. We are, therefore, piloting a new parental engagement program. Starting on January 9th, we will have bi-literacy

workshops for parents and students on Saturdays. The program will meet on January 8th, January 15th, February 7th, February 28th, March 7th and March 13th from 9:00 A.M. – 12:30 P.M.

They will come to understand the importance of being bi-literate and begin to understand ways they can make their homes more literacy rich. The Saturday program will acculturate parents and students into the school and neighborhood community. After 7 weeks of participation the families will then be offered the opportunity to take a computer literacy class. Approximately seventy five students and their families in all grade levels 9-12 will be eligible to participate. Classes will be available in Spanish and English. Instruction will be conducted by certified ESL teachers. In addition, throughout the year, we will offer translated editions of all school correspondence.

After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After school tutoring began October 1, 2010, and will run through June 2011.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences for example several of teachers attended the National Conference of Teachers of English (NCTE). Our teachers will also conduct workshops on how to meet the needs of ESL students

In addition, teachers have received professional development from the Research Institute for the study of language in Urban Society housed at the CUNY Graduate Center on how to infuse literacy throughout the curriculum and the importance of bi-literacy in the successful academic development of ELLs. Based on this PD, teachers are conducting inter-visitations to assist each other in better infusing literacy throughout the curriculum to better meet the needs of ELLs.

Section III. Title III Budget

School: Morris Academy for Collaborative Studies

BEDS Code: 320900011297

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978) \$3000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Per session for ESL teachers for parent engagement program instructional planning for literacy across the curriculum, academic intervention services, translation services for correspondence
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) \$7,500	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) Per session for teachers for after school and Saturday tutoring
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500) \$4,000	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Dictionaries Computer software Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment regents review books for ELL students. Breakfast & refreshments for parent engagement program
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other	\$500	ESL professional development
TOTAL	\$150,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Students and families are identified through the Parent Coordinator outreach and Community Associate outreach as well as ATS data and reconciliation. Letters are sent out on bi-weekly basis to all community members.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Through email each teacher in our school has been provided with a laptop and receives information forwarded from the school office with daily reflections and information as well as during weekly professional development. ELL teams throughout the school community provide services that include but are not limited to;

- a. Vocabulary word walls,
- b. Project based work,
- c. Essay writing.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Letters are given to our ELL team to be translated. At Parent Teacher Night the Parent Coordinator and Community Associate are available for translation and communication. Communication is also sent out via mail and through the campus website.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our Parent Coordinator and Community Associate provide oral translation on a need requested basis for both students and parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The attendance team meets weekly on Tuesdays at 9:15 a.m. to discuss all issues related to student attendance and parental involvement. Our school's three core values are:

- a. Communication**
- b. Collaboration**
- c. Commitment**

Translation is a communication issue that aligns with our school's mission and vision.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	394,963.00	\$ 95, 146.00	\$490,109.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3,949.63		\$4,901.09
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 19,748.15	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 39,496.30	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100 %

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Morris Academy for Collaborative Studies HS PARENTAL INVOLVEMENT POLICY

Parents and families of students in **Morris Academy for Collaborative Studies (MACS)**, will be provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources. This Parent Involvement Policy & School – Parent Compact will be distributed at our upcoming Parent Association Meeting & SLT Meeting on Saturday, January 23rd

To encourage parent involvement at **MACS** we will:

- > conduct yearly Parent’s Association elections for Executive Board members;
- > conduct monthly Parent’s Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher’s ability to effectively involve parents in their children’s education;
- > holding orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conducting outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;

- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL – PARENT COMPACT

School Name: Morris Academy for Collaborative Studies

The school and parents are working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To work with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.</p> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their</p>

<p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> - parent-teacher conferences at least twice annually - frequent reports to parents on their children's progress - reasonable access to staff - opportunities to volunteer and participate in their child's class - observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes and workshops.</p>	<p>child/children in the educational process.</p> <p>To increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:</p> <ul style="list-style-type: none"> B. attending PA Meetings C. their involvement in parental workshops D. participating in any school events E. serving as a PA or SLT member F. attending Community Based Organization meetings
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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - **To refine all Morris Academy for Collaborative Studies project work by aligning skills and strategies with the content standards of the New York State Regents exams. The foundational standard of all projects will be New York State ELA standards to build a framework. The measurable target is to develop, refine student and teachers in the classroom, and re-focus MACS project content work along specific NY State Regents standards. Our school received an “A” grade in both the Environment and performance sections of the school progress report card. We need to re-focus on student progress. All teachers will continue to be required to use projects as a vehicle for learning, gradual development of instructional capacity should inform the level of expectation of what projects will look like. In essence, a differentiated project design plan will be set for each teacher.**
 - **The school currently requires that teachers submit unit plans. In the future, these unit plans should also include a description of the project(s) that will develop within that unit. By submitting this level of detail, the administrative team can remain aware of each teacher’s comfort level with project design and provide support appropriately.**
 - **Within these project descriptions, there will also be an explicit outline as to how the schools’ learning goals will be included. The extent and efficiency of this inclusion would depend on the experience level of the teacher. For example, a 1st or 2nd year teacher might be expected to include only one of the schools’ three goals while a 4th or 5th year teacher might be expected to include two or more of the schools’ goals. (school-wide goals will be in alignment of project work with NY state standards)**
 - **Essentially, project work will become part of everyday instruction with differing expectations for teachers depending on their level of expertise.**
 - **Differentiated instruction by individual, student, group, and school teams will be a project requirement.**
 - **Unit plans for each project would be evaluated by Ms. Geary who is our Lead Instructional Teacher. These unit plans will be designated vocabulary word walls in a project rubric framework that will be developed collaboratively in the school.**

Literacy in all subject areas from read aloud, silent substantial reading to vocabulary word walls will be a school-wide focus.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The following opportunities for all children to meet the state's proficient and advanced level of student academic achievement include but are not limited to the following;

- **Electives that include regents prep**
- **Saturday school**
- **PM school**
- **Project based work / School wide roundtables**
- **Vocabulary word walls**

3. Instruction by highly qualified staff.

Our teachers are getting master degrees. We have decided on setting aside monies to help teachers with their professional Development to move forward in finishing their master degrees to enable them as a Highly Qualified Teacher in the spring of 2010. We anticipate 10 of our teachers will finish and receive their master degrees and two of our three guidance counselors will finish their program.

Therefore going forward in 2011 we anticipate most of our staff for the Highly Qualified mandate.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - a. **Weekly professional development**
 - b. **Team meetings**
 - c. **Team leader meetings**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We attend job fairs, post on the New Visions site and attend borough fairs to fulfill our staff needs as they come up

6. Strategies to increase parental involvement through means such as family literacy services.

Family Arts Day - All from the school community and their families are invited to participate in a variety of arts provided through our partner ARTSCONNECTION. English classes will be offered to parents of ESL students. Monthly Parent Association meetings will be used to plan events for further parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Team leader meetings, collaborative team planning (teachers have a strong voice in decision making through their individual team), and SLT are measures we use to include teachers in the decisions regarding the use of academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Additional assistance for students comes through After school tutoring, Saturday school tutoring, Pull out and push in tutoring during school by educational paraprofessionals, use of the NCEE model to build literacy across the curriculum but especially in ELA classes, use of project based learning through the professional development with the NAFET, "Lunch and Learn" when teachers use lunch time to tutor students. Lunches are delivered to classes so that students do not miss out on lunch and still are able to receive additional assistance. Team leader meetings and collaborative team planning are ways that students' difficulties are identified on a timely basis.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We have three guidance counselors and a special education provider.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			331,768.92	✓	<ul style="list-style-type: none"> • Page #19 – Aligning Resources • Page # 31 • Page # 41 • Page # 42 - Item # 3, 4 • Page # 43 - Item # 6
Title I, Part A (ARRA)	Federal	✓			\$94,194.54	✓	<ul style="list-style-type: none"> • Page #19 • Page # 31

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

							<ul style="list-style-type: none"> • Page # 41 • Page # 42 - Item # 3, 4 • Page # 43 - Item # 6
Title II, Part A	Federal				N/A		
Title III, Part A	Federal	✓			15,000	✓	<ul style="list-style-type: none"> • Page # 32
Title IV	Federal				N/A		
IDEA	Federal				153,087		<ul style="list-style-type: none"> • Page # 31 • Page #43 – item # 9, item# 10
Tax Levy	Local	✓			2,304,042	✓	<ul style="list-style-type: none"> • Page # 31

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Not Applicable

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Not Applicable

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- Help provide an accelerated, high –quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours;

Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

Not Applicable

8. Coordinate and integrate Federal, State and local services and programs.

Not Applicable

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have 15 students currently in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - **We are providing counseling services through our New Visions PSO provider.**
 - **We are connecting them with temporary housing situations through our CBO – Hope For New York (HFNY)**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Morris Academy for Collaborative Studies					
District:	9	DBN:	09X297	School	320900011297	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				76.8
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				92.6
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				84.0
Grade 8		0	0				84.0
Grade 9		108	108				
Grade 10		128	118				
Grade 11		109	109				16
Grade 12		83	97				
Ungraded		0	0				
Total		428	432				0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			73
# in Collaborative Team Teaching (CTT) Classes		98	96	Superintendent Suspensions			12
Number all others		7	3				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only		79	TBD	Number of Teachers			35
# ELLs with IEPs		22	TBD	Number of Administrators and Other Professionals			8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			91	% fully licensed & permanently assigned to this school			91.7
				% more than 2 years teaching in this school			62.9
				% more than 5 years teaching anywhere			45.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.7	0.7	% core classes taught by "highly qualified" teachers	97.2		
Black or African American		32.5	29.4				
Hispanic or Latino		65.2	69.2				
Asian or Native Hawaiian/Other Pacific		0.5	0.2				
White		0.5	0.5				
Male		52.3	51.2				
Female		47.7	48.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
Improvement Year 2				
Corrective Action (CA) – Year				
Corrective Action (CA) – Year				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	71
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander						-
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	82.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	21.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	41.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	10.5					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 09	School Number 297	School Name Morris Academy (MACS)
Principal Charles Osewalt		Assistant Principal Martin Hernandez	
Coach Roberta Kang		Coach Mathew Mazzarappi	
Teacher/Subject Area Norma Cruz/Science		Guidance Counselor Kristen Gomez	
Teacher/Subject Area Heather Flay/Math		Parent	
Teacher/Subject Area Christina Kelley/Social Studie		Parent Coordinator Zulieka Carrion	
Related Service Provider type here		Other Edward Berk/ESL	
Network Leader New Visions		Other Ramon Nunez/ESL	

B. Teacher Qualifications

Please 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 ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	430	Total Number of ELLs	106	ELLs as Share of Total Student Population (%)	24.65%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway.

Paste response to questions 1-6 here

1. When a new student arrives at our school for his/her first day, our guidance counselors meet with the student and the family. If there is any question as to their ELL status, the counselors will immediately consult with one of the ESL teachers. The ESL teachers will administer the Home Language Identification Survey. Also, the teacher will informally test the student's reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the RLER, we administer the LAB-R test within ten days of the student's arrival.

We conference with the students and the parents and inform them of our structure (Freestanding ESL) for ESL students and classes (Collaborative Team Teaching, Self-Contained ESL classes).

The ESL department reviews the results of the NYSESLAT to help us program students correctly and to align student schedules with state mandates for ELLs. We also group students according to their reading, writing, and listening skills based on the test and in school assessment.

2. Fortunately, two of our guidance counselors, one ESL teacher and our parent coordinator are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, our guidance counselors, with assistance from the ESL department, inform the parents of our program and what the other choices are. On that first day, we show the video from the Office of English Language Learners. We provide parents and students with the Program Choice letter. Usually, a day or two later, we will administer the LAB-R test. When we score the test, if it is determined that the student is indeed an ELL, we will both give the student an Entitlement of ELL Services letter and also mail one home.

3. We are instituting procedures to send out Entitlement Letters at the beginning of every school year to all ELLs. When a new student to our school arrives, whether they are new to the New York City system or not, will have their ELL status checked, and if appropriate, have an Entitlement Letter sent by mail and give the child a letter to bring home. Our ESL teachers, Parent Coordinator and Assistant Principal will follow up on all Entitlement Letters sent.

4. When new students and their families come in, one of our ESL teachers present them with the video and an overview of the three programs. We explain that currently we have a Freestanding ESL program. Guidance Counselors also explain the students' schedules and the reasons for each class.

5. In our oral surveys, we have found that almost all parents have opted for the Freestanding ESL program offered at MACs. So far, one parent has requested a TBE program and is currently on the waiting list at the district for another placement.

6. Yes. Our program model offered here is aligned with Parent Requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										3	2	0	0	5
Push-In										1	1	2	2	6
Total	0	0	0	0	0	0	0	0	0	4	3	2	2	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	21
SIFE	14	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	49

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	27	3	1	30	3	8	49	8	12	106
Total	27	3	1	30	3	8	49	8	12	106

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second 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										30	35	21	15	101
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French											1	1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	31	37	22	16	106								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here. Part III: Programming and Scheduling Information

Currently we have 106 ELLs; they range in skill levels from beginner to advance. All but five come from Spanish-speaking households. Based on the results of the spring 2010 NYSESLAT Exam most of the ESL students at MACS scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs

of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have three teams that serve ELLs: a split 9th/10th team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

We also have self-contained ESL classes. Students are programmed for the class based on their skill levels from the NYSESLAT and in-school assessments.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background, we have mapped out how to strategically use both English and the native language to best support our students. The ESL teachers in conjunction with content teachers and the administration have developed a language policy that we feel takes into account the individual needs of all of our students. Teachers regularly provide glossaries, text translated into Spanish, and explanations in Spanish. Quite a few of our teachers are proficient in Spanish.

Principle Two: Academic Rigor

Through the push-in model we ensure that all ELLs at MACS participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in model, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class. In order to help ELLs who are at the beginner level, we pull them out of some content classes to conduct small group, native language instruction, particularly for instruction in Global History.

Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

In 9th and 10th grade, we pull out beginner ELLs from the ELA class and provide small group instruction to these students. The average class size for our beginner pull out classes is six students.

1. We have an ESL instructional program that uses a variety of approaches - push-in, pull out, and self-contained ESL classes.. We have

three teams that serve ELLs: a split 9th/10th team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

2. Our ESL teachers are assigned to work with content teachers of our ELL blocks in order to provide ESL support. The CTT model works ensures that all advanced ELLs are receiving the mandated number of minutes per week. Intermediate and Beginner Students are programmed for a self-contained ESL class every day. Beginner students are pulled out of English classes and taught basic skills by an ESL teacher.

3. The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

4.

a. After a student is identified as SIFE, we schedule ESL teachers to provide three periods a week for homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. ESL teachers interact with content teachers to see which students need the most help in various subjects.

b. For newcomers (who are usually beginners) we place the student in an ELL block where an ESL teacher will provide support in content classes. Additionally, they are pulled out in small groups from ELA classes to work with an ESL teacher on basic skills. Finally, they are given a self-contained ESL class to work on language acquisition skills four days a week.

c. For students who have been ELLs from four to six years, we use the CTT model to provide support in core classes, and, depending on skill level, assign the student to a self-contained ESL class.

d. . In order to meet the needs of LTEs at MACS, we have implemented an ESL instructional program in a hybrid push-in/pull-out model. We have three teams that serve ELLs: a split 9th/10th grade team, with the idea that ELLs benefit from having the same teachers for multiple years; an 11th grade team and 12th grade team. We have found this model to be very effective in helping and meeting the needs of LTEs to improve their linguistic and academic skills so that they become English proficient, meet state standards, and promotion/graduation programs.

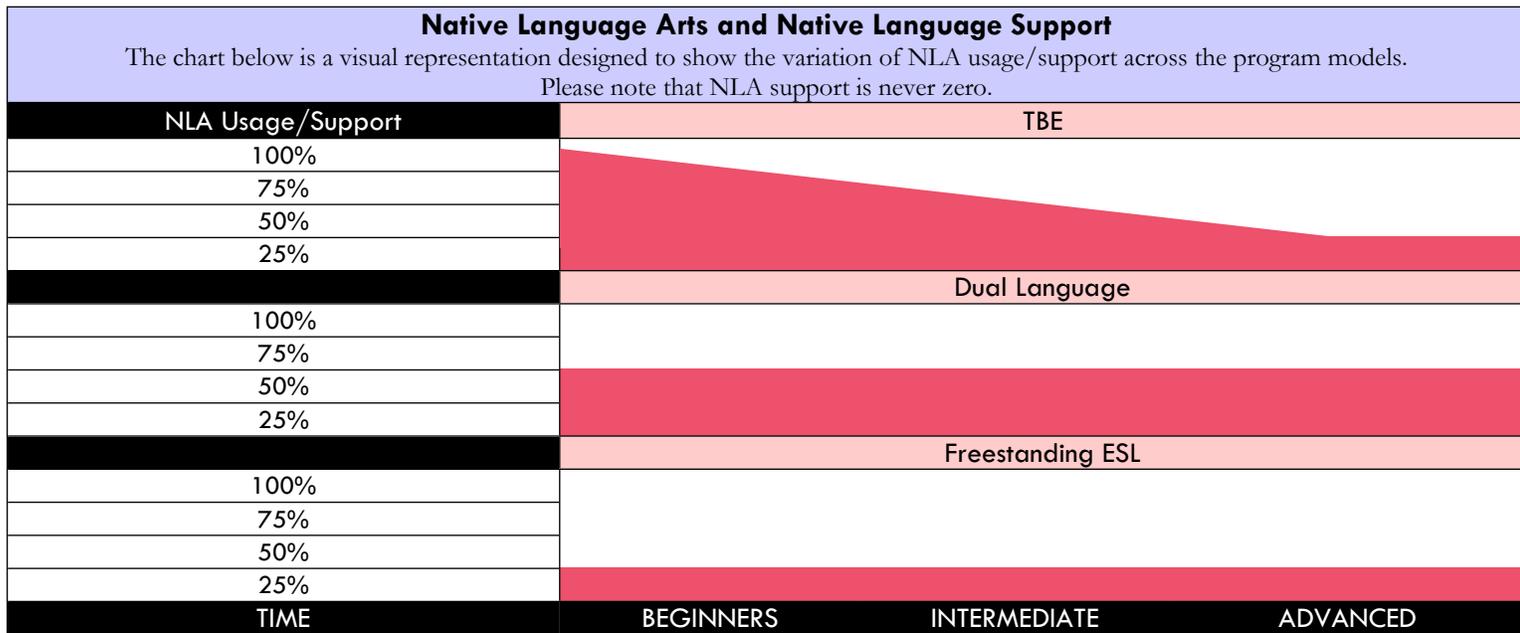
e. ELLs with Special Needs receive services in a self-contained ESL class. Most of our ELLs who are classified as Special Education have very good listening and speaking skills, but they struggle with reading and writing in English. These students are assigned an additional English class with an ESL teacher to help them with their reading and writing. Many of these students have much better skills in English than in Spanish.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. We provide a variety of intervention services.

After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After school tutoring began October 1, 2010, and will run through June 2011. Struggling students are mandated to attend Saturday and/or PM school in order to make up for deficient credits and skills. All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction.

Grade Teams meet each week and identify students that are in need of intervention. If necessary, the student is called for a conference with several teachers on the team to identify why the student is struggling and how to improve performance.

ELLs are programmed in an advisory class with a Spanish-speaking teacher.

6. Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be programmed as part of the ELL blocks and receive ESL support in a Collaborative Team Teaching approach.

7. We will have more self-contained ESL classes so that the classes will be smaller and have a more narrow range of skill levels.

8. N/A

9. ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. ESL teachers are responsible for making sure that their students are included. In fact, ELLs participate in school activities at a higher rate than non-ELLs.

10. . Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards, and CDs that are associated with two series of books used in ESL classes, Visions (3 level series including Text, Activity Book, CDs) and English in Action (4 level series including Text, Activity Book, CDs). Teachers also use guided note-taking graphic organizers and have students do dictation.

11. In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

Newcomer ELLs are provided with testing accommodations including:

- o English and Spanish language versions of both in-class and regents assessments in the content area.
- Bilingual dictionaries for ELA class and the ELA regents

12. Yes

13. We have an orientation program for all new students to the school.

14. Spanish is the only foreign/native language offered.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here.

1. Our two fulltime ESL teachers are fully certified in TESOL. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. One ELA teacher has also attended QTEL workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions. All staff attend Professional Development workshops every Friday morning. The focus of these workshops is differentiation. Included in all workshops, are discussions on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, and administrators. We will work to incorporate ESL professional development programs for the school secretaries and parent coordinator.

2. As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences for example a several of teachers attended the National Conference of Teachers of English (NCTE). All staff attend Professional Development workshops every Friday morning. The focus of these workshops is differentiation. Included in all workshops, are discussions on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, and administrators. Our teachers will also conduct workshops on how to meet the needs of ESL students.

In addition, teachers have received professional development from the Research Institute for the study of language in Urban Society housed at the CUNY Graduate Center on how to infuse literacy throughout the curriculum and the importance of bi-literacy in the successful academic development of ELLs. Based on this PD, teachers are conducting inter-visitations to assist each other in better infusing literacy throughout the curriculum to better meet the needs of ELLs.

3. Our teachers receive Professional Development for ELLs every week in Team Meetings where ESL teachers are available to provide assistance, advice, and strategies to subject area teachers on his/her team. Records of these meetings are included in the agendas and minutes for each meeting. Additionally, every Friday, teachers take part in differentiation workshops where the frequent topic of discussion is

How to differentiate instruction for our ELs by Subject and Grade. Records of these sessions are maintained by Roberta Kang, who oversees our Professional Development activities.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	13	7	2	1	23
Intermediate(I)	0	0	0	0	0	0	0	0	0	10	21	15	9	55
Advanced (A)	0	0	0	0	0	0	0	0	0	8	6	5	6	25
Total	0	0	0	0	0	0	0	0	0	31	34	22	16	103

1. Parents and families of students in Morris Academy for Collaborative Studies (MACS), are provided with opportunities to participate in

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										4	6	1	1
	I										10	9	9	5
	A										12	15	6	9
READING/ WRITING	P										0	0	2	2
	B										11	15	10	9
	I										5	3	1	5
	A										5	3	1	5
	P										0	0	2	2

> conduct outreach activities and training parents;

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

> Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
2. Currently we									
3									0
4									0
5									0
6									0
7									
8									
NYSAA Bilingual Spe Ed									0

Part V: Assessment Analysis

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(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								

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here.

Part IV: B. Assessment Analysis

- We were gratified to see that nearly all students improved proficiency levels according to their NYSESLAT results.
- We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. For this reason, we are offering ESL classes specifically geared toward improving the reading skills of our ELL population. We also found that after instituting more ESL classes last year, student performance improved significantly in Reading and Writing. As for the LAB-R results, we have a pretty small sample, only eleven new-to-the-system potential ELLs. Six of those tested were beginners, one was intermediate, two were advanced, and one tested out of ELL services. The conclusion that we can draw is that most of our new ELLs are newcomers and will require 540 minutes of ESL instruction every week.

- The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Four of our intermediate ELLs passed the English Regents with scores of more than 75 in 2010. This past January, our ELLs passed the English Regents at a slightly lower rate than non ELLs.

We are using the results of the NYSESLAT to inform our programming. We focus our intermediate and advanced ESL classes on developing reading and writing skills. Our beginner ESL classes focus much more on speaking and listening skills. In order to improve beginner ELLs comprehension, we are providing native language instruction (pulling out or team teaching) and texts for our history classes.

- We distribute the NYSESLAT results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results. ESL teachers will consult with subject area teachers that teach ELLs, sometimes as co-teachers and other more informally. We use periodic assessments to determine the effectiveness of our programs and make changes in student programs. It is also a good measure of what students need to work on in order to test out of ESL on the NYSESLAT. This past year, we did not use the periodic assessment test, but our own assessments have shown that providing more ESL classes has been very effective.

languages. Beginner students are pulled out of Global History classes on a regular basis to receive native language instruction. We have a Spanish class for Native and Heritage Spanish speakers focused on literature and literacy development. Glossaries and Spanish Language Text are offered to ELLs.

5. Not Applicable

6. It's an ongoing process. We evaluate the success of our ELL programs in a number of ways.

We analyze the success of our ELL programs in a number of ways.

We analyze NYSESLAT results, Periodic Assessments, results on Regent Examinations, and final examinations.

We survey and interview students. Administrators and other staff members observe and take part in ESL classes to measure effectiveness and progress.

We discuss how to better serve our ELLs at nearly every Team, Department, and Professional Development meetings that we have at our school.

We compare our results to those of our peer schools. We are happy and proud to report that we have earned maximum extra-credit for our work with ELLs on our School's Progress Report and had a relative score of 184.4% relative to our peer schools. We meet as an ESL department weekly. Our Grade Teams meet bi-weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on Periodic Assessment exams and ongoing assessments in our classrooms. We compare results in our DYO (Design Your Own) assessments between ELLs and General Education students.

Additional Information

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

Below, please find the additional information requested.

Part II: ELL Identification Process

A. The Home Language Identification Survey is administered at the District level (not by us). We do not receive a copy of it. When new students arrive at Morris Academy for Collaborative Students, they report to the guidance office for an assessment of their transcripts and programming.

We are fortunate that we have three excellent guidance counselors, two of whom are bi-lingual in Spanish and English. Based on an examination of transcripts and informal interview and discussion, if the guidance counselors think that there is a chance that the student is an ELL, they will contact one of the two full-time ESL teachers for further assessment. We will also show parents the Video on ESL programs in New York City (from the Office of English Language Learners) and inform parents of the
The ESL teachers will meet with the student to assess skills and ESL level (if applicable). This assessment includes an informal conversation, a short grammar assessment, a reading assessment (we will ask students to read aloud), multiple choice questions, and a short written response to a general topic. Depending on the assessment, we will schedule the student for the LAB-R test within ten days of the student's arrival to our school.

The ESL teachers score the exam immediately in order to place the student in the appropriate program and level of ESL. For students who score at the Beginner Level of ESL, students will be given the Spanish LAB test to assess native language and literacy skills.

B. We have three fully-licensed ESL teachers at Morris Academy, Edward Berk, Ramon Nunez, and John Gowan. Edward Berk and Ramon Nunez are responsible for assessing newly arrived students and administering the LAB-R and Spanish LAB examination.

C. Morris Academy uses the NYSESLAT for assessment and programming purposes. We chart student performance and measure how much progress our students are making in the four modalities. This allows us to assess individual and schoolwide ESL needs. We share the results of NYSESLAT with Grade Team Leaders at the school for discussion at their team meetings. We use the NYSESLAT to program ESL students in the appropriate level and to ensure that our students receive mandated services.

D. Students are assigned to Morris Academy by the District. Our school only offers a Freestanding ESL program, therefore, there is no choice for a Transitional Bilingual Education or Dual Language program.

Parents and families of students in Morris Academy for Collaborative Studies (MACS), are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at MACS we:

Additional Information

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conduct outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students.

Part IV: ELL Programming

Subsection D: Professional

Development and Support for School Staff

Morris Academy features ongoing and effective professional development for all of our staff.

Currently we hold Small Group Professional Development sessions on Differentiated Instruction every Friday morning. Much of the training and content is designed for differentiating instruction to our growing ELL population. Our staff holds bi-monthly professional development sessions utilizing our Straight "A" binders (Aspire, Acquire, Apply, Assess, Analyze, Adjust). These sessions are attended by subject area teachers, special education teachers, ESL teachers, and administrators.

We have bi-monthly department meetings. Periodically, ESL teachers are asked to provide professional development, specifically providing subject area teachers with effective ELL strategies for their content area. Additionally, our CTT model enables our ESL teachers to work with subject area teachers on effective ESL teaching practices. ESL teachers provide content teachers with foreign language glossaries for their ESL students.

Each Grade Team holds bi-weekly meetings. ESL teachers attend these meetings to ensure that all teachers on the team are effectively teaching ELLs in their class, and to provide professional support for teachers they don't directly collaborate with.

Part V: Assessment Analysis

Subsection B

>We have very few students taking the LAB-R (only eleven this semester) so it is difficult to find definite patterns across proficiency levels and a correlation with student grades. Some conclusions we can draw from the LAB-R and Spanish LAB are that students who scored extremely low on the Spanish LAB struggle to do well in school and acquire English skills. Only one of the eleven students tested this year was not classified as an ELL.

>We discovered that our students score significantly higher on the oral portions of the NYSESLAT (listening/speaking) than they do on the visual sections (reading/writing). This is especially true for our LTEs. For this reason, we are providing reading classes, taught by an ESL teacher, to ESL students in the 9th and 10th grade. Students who are not progressing from year-to-year on the NYSESLAT are identified and we provide additional tutoring during lunch, late periods, and after school for ELLs to work on reading and writing skills. These students also have the opportunity to attend Saturday school for remediation.

>Our analysis of DYQ (Develop Your Own) Assessments has been instructive. On the ELA assessment, students wrote English Regent style essays (in accordance with a Regent-like rubric with scores ranging from 0 to 6). Across grade levels and qualities, we discovered that our ELLs were scoring about one full point behind General Education students in all qualities, including conventions.

>As per New York State mandates, we provide students with the opportunity to take Regent and other exams in their native language. A small number of students choose this option, usually our students with the lowest level of English proficiency. Some students also ask for (and receive) one copy of the exam in English and the other in their native language, which they use primarily for clarification. We have found that beginner students do much better on tests in their native language. Non LTEs benefit from having tests in two languages. Spanish teachers are available to translate materials and exams into Spanish for content teachers. We also have bilingual dictionaries available in all classrooms.

>The school uses results on Periodic Assessment in a variety of ways. Primarily, we analyze the results to see how are students are doing on

Additional Information

the three modalities tested (Listening, Reading, Writing). Based on the results, our ESL teachers plan lessons to focus on individual student weaknesses. Periodic Assessment results are used for programming students in appropriate classes, particularly ESL classes. Finally, we use the results to target students for interventions such as tutoring, Saturday school, etc. Results are discussed at Grade Team and Department meetings so that all members of the school faculty and staff are familiar with the strengths and weaknesses of our ELLs.

One of the most important things we have learned from our periodic assessments is that ELLs generally struggle to achieve results on the visual skills, writing and reading. This is especially true with a majority of our LTEs, who exhibit native or near-native proficiency in speaking, as well as, excellent listening comprehension scores. However, their writing and reading skills lag significantly behind. For this reason, we emphasizing these linguistic skills across all content areas. Additionally, we are scheduling ESL classes specifically for reading and writing.

>Morris Academy for Collaborative Studies has a growing Native Language Arts program. We recently hired a second Spanish teacher, primarily for helping our growing Spanish-speaking population.

We have a 9/10 team, comprised mostly of ELLs. The science teacher is bilingual in English and Spanish and is able to provide translation and support in the classroom on a daily basis.

The primary ESL teacher on the 9/10 team is bilingual and works with all the content teachers of those classes in the classroom and on lesson planning. Frequently, this teacher can communicate with the lower-level students in Spanish in order to reinforce their understanding of teacher explanations, content, and assignments. Our new Spanish teacher is going to be co-teaching with the ELA teacher on this team in order to provide native language support.

We are expanding classes in Native Language Arts in order to foster biliteracy, as well as an appreciation and respect for many of our students' native language, Spanish.

>We evaluate the success of our ELL programs in a number of ways.

We analyze the success of our ELL programs in a number of ways.

We analyze NYSESLAT results, Periodic Assessments, results on Regent Examinations, and final examinations.

We survey and interview students. Administrators and other staff members observe and take part in in ESL classes to measure effectiveness and progress.

We discuss how to better serve our ELLs at nearly every Team, Department, and Professional Development meetings that we have at our school.

We compare our results to those of our peer schools. We are happy and proud to report that we have earned maximum extra-credit for our work with ELLs on our School's Progress Report and had a relative score of 184.4% relative to our peer schools.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		