



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** MORRIS ACADEMY FOR COLLABORATIVE STUDIES

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09X297

**PRINCIPAL:** CHARLES OSEWALT **EMAIL:** COSEWAL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** \_\_\_\_\_

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Charles Osewalt	*Principal or Designee	
Lauren Ardizzone	*UFT Chapter Leader or Designee	
Wendy Ann Louis	*PA/PTA President or Designated Co-President	
Ray Garcia	DC 37 Representative, if applicable	
Tyesha Martinez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Steven Tennen - Artsconnection	CBO Representative, if applicable	
Zoila Ortega	Member/ Parent / Treasurer	
Noesha Archibald	Member/ Student	
Bryan Nunez	Member/ Student	
Brian Garcia	Member/ Student	
Nakima Vartin	Member/ Student	
Michelle Barnes	Member/ Parent / Co-President	
Virgina Ayress	Member/ Parent	
Luz C. Morales	Member/ Parent	

Yvette Rodriguez	Member/ Parent / Recording Secretary	
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## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Graduation rate for cohort 2012 will be 60 percent with a corresponding increase of at least 5 percent in 4 year weighted Regents Diploma growth.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**In our NYC Progress Report of 2010-2011 our graduation over all school rates rose to 68.6 percent for 4 years and 78.5 percent for 6 years. This is the top of our peer group and in the top 50 percent of the citywide average. However, our weighted diploma average for 4 years dropped from 181 percent to 147.6 percent. These two stats indicate that our school needs to increase the Rigor of student academic work and expectation so that more students could graduate with a Regents Diploma. Therefore, our school-wide focus is developing a culture of Regents diploma graduates as opposed to local diploma graduates.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Specific – By June 30, 2012 our graduation rate for cohort 2012 will be 60 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 2012 55 percent of cohort 2012 will be on track for graduation (if the January Regents is reinstated). 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 June 2011 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 2012 students are moving toward a 60% graduation rate.**

**Realistic - We are having teams meet once per week to have an accountability meeting to check in on action plans. The College Advisor and Guidance Counselors will meet with the Assistant Principals (Martin Hernandez, Dawn Santiago, and**

**Matthew Mazzaroppi) on a monthly basis to discuss cohort 2012 progress toward 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 12<sup>th</sup> grade team teachers (Ms. Bell, Ms. Tobia, 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.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**  
**One example: On September 24<sup>th</sup> parent/ student meeting focus on ACT/SAT strategies for College and Career Readiness.**
  - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**  
**One example: Through bi-weekly parent Newsletter/school letters parents receive key information**
  - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**  
**One example: workshop for Parent Teacher Nigh (October 27<sup>th</sup> & 28<sup>th</sup>) on ARIS and Skedula**
  - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**  
**For example, Parent Coordinator, both Community Associates speak Spanish and actively translate all written materials.**
  - **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**  
**One example is our workshop on November 8<sup>th</sup> on panels/projects (Roundtables for all staff on Roundtable days ALL parents are invited to attend and actively participate in viewing/celebrating Roundtable projects.)**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**We have a return rate of 90 percent so we have a limited need at this time for Highly Qualified Teachers. We also work with our support organization New Visions.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Through our NY State Violence Prevention grant we are supporting our weekday afterschool programs/clubs (i.e. Japanese Club, Art Club, Running Club and our Saturday Academic Intervention Services is also supported through this NY State grant.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**We used tax levy money to hire and additional Assistant Principal (Supervision – ELA), Mr. Matthew Mazzaroppi, to oversee cohort 2013 and we also used our Title III and Title I money for afterschool programs for Academic Intervention Services which include but are not limited to :**

- Saturday School
- Summer School
- Tutoring
- Club activities

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Attendance rate will increase to 80 percent. We will also work aggressively to reduce cutting/lateness.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Our attendance rate for 2010-2011 rose to 77.6 percent, the need of our school is to aggressively cut down our tardiness (lateness), absenteeism, and cutting. By bringing in Mr. Weschler and one additional Community Associate resource to our school (even though there is a hiring freeze by the DOE on these type of support services as of mid-October), we believe that parent outreach will be more effective in creating systems and support so that we can reach our goal of 80 percent.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Specific – By June 30, 2012 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, 2012 the attendance rate will increase to 77.5 percent. School Aides, Parent Coordinator, and Paraprofessionals will all actively support teachers in attendance outreach.**

**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 9<sup>th</sup> graders.**

**Realistic – This goal is realistic as we have already seen an increase of 1.7 percent in this area. We will re-implement Saturday school detention for**

**lateness. We have hired two Community Associates in October to help out with attendance outreach.**

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

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
  - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
  - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
  - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
  - **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**We have a return rate of 90 percent so we have a limited need at this time for Highly Qualified Teachers. . we also work with our support organization New Visions.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Again, we have used out Title I and tax level money to hire one addition Community Associate we have kept our Parent Coordinator position in order to serve outreach to our parents – especially our 9<sup>th</sup> grade class. We have incentivized through clubs and breakfast and lunch celebrations of students' attendance. Our Dean's Office has put together a merit system and Demerit system to both encourage and establish boundaries and parameters for students' behavior and lateness and cutting expectations.**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Our 3<sup>rd</sup> school wide goal is to continue to integrate four new Lead Instructional Teachers. LIS team meets at New Visions Retreats and every Tuesday at 1:30 PM.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Common Core Standards**
- **Aligning projects to meet with these standards/College & Career readiness**
- **On June 2011 we conducted a survey of Teacher / all staff needs. Then we planned our Friday morning PD sessions based on that need.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Subgroups – Implementation of Peer Mediation and Advisory Strategies – SAT Word Bank**

**Specific - The first area will be Advisory; school-wide development advisories (Peer Mediation) lead by Mr. Singh. Mr. Singh's micro focus will be College and Career Readiness (developing a school-wide SAT program). Mr. Singh will be the point person for the Math Department and Advisory development. The second area will be panels and Roundtables lead by Mr. Mazzaroppi. 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. Mr. Mazzaroppi has moved to Interim Acting Assistant Principal of Supervision of English.**

**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. A scope and sequence/ curriculum map will be developed by each Lead Instructional Teacher in their area.**

**Achievable –We have four lead instructional teachers in place. Their support partners will be:**

- o Mr. Choi working along with AVID and Mr. Charles Osewalt
- o Mr. Singh will be receiving assistance from Mr. Raymond Johnson and New Visions surveys at least two times a year
- o Mr. Mazzaroppi will be receiving assistance from Ms. Roberta Kang of NAFET as Assistant Principal of Supervision, I.A. (ELA)
- o Ms. Flay working along with ESL services and Assistant Principal, Martin Hernandez

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

1. Advisory (SAT/College & Career Readiness)/ Peer Mediation
2. Panels/Projects - leads to school-wide Roundtables
3. Avid/College & Career / SAT/ACT development/ College and Career Readiness

**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 at 7<sup>th</sup> period (1:28 – 2:20 pm) Administration and Lead Instructional Teachers meet to go over school wide issues. This is the Lead Instructional Team Support meeting (LIST)**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**One example we are planning is: We are providing in the Spring ESL classes on Saturdays for families with child care also provided for parents to learn computer systems and language based instruction.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**One description is: We have a return rate of 90 percent so we have a limited need at this time for Highly Qualified Teachers.**

**We also work with our support organization New Visions.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Gear Up is a federally provided program that focus on College and Career Readiness and enrichment
- We received a grant through AIS (Academic Intervention Services)
- Our Community Based Organizations are Arts Connection and HFNY

- **Robin Hood Foundation for 12<sup>th</sup> grade students for College and Career Readiness**
- **Peer Mediation- training student program through Mass Transit**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**We use 10 percent to 15 percent of monies set aside for Professional Development. Those monies come from tax levy and from Title I translational services so that parents can be communicated to in their native language- especially Spanish about academic instruction and expectation. We are also using VP money and Gear Up money to create college visits, trips and cultural activities to places like BAM and College Advisory trips to increase the expectation of our students from 9<sup>th</sup> grade through to 12<sup>th</sup>. We have a partnership with Theater Development for new audience and language encouragement through Japanese language instruction is a very essential part of our school. The bulk of the money is used to support the Lead Instructional Teachers in the area of ELL (English Language Learners), Advisories, and College and Career Readiness/ AVID in the area of tax levy.**

**We also use our Set Aside PD monies to support staff attending conferences in areas such as: Common Core Standards**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Number of students earning 6 credits or more will increase by 2 percent per cohort/grade. For example, at least 62 percent of our present 9<sup>th</sup> graders will progress in credit accumulation versus 60 percent of 2010-2011 9<sup>th</sup> graders.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**First 56 are learning parent s Progress Report Data states that we are graduating more students by they need more Rigor to be prepared for the world of college and careers. Thus, we have given :**

- **Each 9<sup>th</sup> grader will have double period Math classes in the fall (support for Math Regents progress at it is agreed)**
- **Increased our partnership with CUNY and the Robin Hood Foundation for graduating 12<sup>th</sup> graders so they are prepare for the entrance exams to CUNY**
- **Developed a SAT prep course through Advisory and AVID. (support College and Career Readiness)**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Specific – By June 30 2012 the number of student earning 6 credits or more in core academics will increase by a minimum of 60 percent in each cohort. We are focusing on our 9<sup>th</sup> grade students taking double period of Math. We plan to increase credit from 60 percent**

**Measurable – The measurable target that will define whether we have reached our goal will be if by January 2012 there will be an increase of 5 percent of students on track earning 4 plus in each cohort:**

- **9<sup>th</sup> grade – 60 percent – goal – 62 percent 2011-2012**
- **10<sup>th</sup> grade – 64 percent – goal 66 percent 2011-2012**
- **11<sup>th</sup> grade – 58.5 percent - goal 60 percent 2011-2012**

**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 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. Our lowest weight diploma rate will rise from 110.70 percent to 120 percent.

**Time** – The ATS credit report in January 2012 with line scores of students' datacation reports

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
  - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
  - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
  - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
  - **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**We have a return rate of 90 percent so we have a limited need at this time for Highly Qualified Teachers. . we also work with our support organization New Visions.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Gear Up is a federally provided program that focus on College and Career Readiness and enrichment**
- **We received a grant through AIS (Academic Intervention Services)**
- **Our Community Based Organizations are Arts Connection and HFNY**
- **Robin hood Foundation for 12<sup>th</sup> grade students for College and Career Readiness**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**In staff hiring to achieve this goal:**

- **Mr. Mazzaroppi moved from Lead Teacher to Assistant Principal. His primary role is to develop higher quality learning/project based units that are:**
  - A. Highly engaging for students/school community**
  - B. Aligned with Common Core Standards**
  - C. Focus on cohort 2013 and College and Career Readiness**
- **College/ Art enrichment trips**

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 30, 2012, the number of students applying to college will be over 75%. MACS will build College and Career readiness skills through a deepening focus on the alignment of school wide projects with Common Core standards.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Last year we tracked approximately 40 percent of our student applied and entered college in Fall 2011. We must do better than this by:**

- 1. Growing student capacity for College and Career Readiness (i.e. 75 on ELA Regents/500 on SAT Critical Reading section/80 percent on at least one Math Regents.)**
- 2. Placing our students in an appropriate community college setting where they can thrive (i.e. not traveling from a home in The Bronx to SIC college.)**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Specific – Implement a method to monitor teacher observations to ensure that every teacher is observed both formally and informally periodically. Frequent observations help to ensure that lessons are engaging, challenging, and differentiated to meet the needs of students. We are using the framework of Danielson and Kim Marshall plan for observations.**

**Measurable – The measurable target that will define whether or not we have met our goal will be to ensure that as early as 9<sup>th</sup> grade, students are given the opportunity to participate in a rigorous course of study to obtain an advance regents diploma and avoid remedial classes in college.**

**Achievable –We will work with our programmer and AP to effectively plan elective classes to enrich the academic programs and give opportunities for students to advance further in their course of study and interests.**

## **Realistic - Friday PD sessions will focus on project based / unit Instructional planning**

### **Time – By June 30, 2012:**

- **The number of senior students applying to college will be over 75 percent.**
- **All Avid and Advisory elective courses will have a college/career focus.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
  - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
  - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
  - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
  - **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**We have a return rate of 90 percent so we have a limited need at this time for Highly Qualified Teachers. We also work with our support organization New Visions to recruit new teachers as needed. By building a school culture where there is a degree of teacher autonomy in teaching choices (i.e. Texts/textbooks used; an actual a functioning team structure within the school day.) Teachers in general decide to serve in the Morris Community.**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Gear Up is a federally provided program that focus on College and Career Readiness and enrichment**
- **We received a grant through AIS (Academic Intervention Services)**
- **Our Community Based Organizations are Arts Connection and HFNY**
- **Robin hood Foundation for 12<sup>th</sup> grade students for College and Career Readiness**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Use of Team Leader monies/ Title 1 monies to:**

- **Provide enrichment trips and experiments for all students (i.e. see website [Morrisacademymentors.org](http://Morrisacademymentors.org) and Brooklyn Academy of Music trips.)**
- **Support Morris Counselors in per session activities (i.e managing Afterschool Clubs/college experiences)**
- **Developing through our ELL/AVID/Advisory programs Lead Teachers (Ms. Flay – ELL, Mr. Choi – Avid, Mr. Singh – Advisory) now have the capacity to identify and address the College and Career Readiness needs of our community.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• Use of the PBL (Project Based Learning) model to build literacy across the curriculum but especially in ELA classes</li> <li>• “Lunch and Learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> <li>• PM school</li> <li>• Independent Study</li> </ul>
<b>Mathematics</b>	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• Use of the PBL (Project Based Learning) model to build literacy across the curriculum but especially in ELA classes</li> <li>• “Lunch and Learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> <li>• PM School</li> <li>• Independent Study</li> </ul>
<b>Science</b>	<p>AIS includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• Use of the PBL (Project Based Learning) model to build literacy across the curriculum but especially in ELA classes</li> <li>• “Lunch and Learn” - <b>a small group instruction where students are provided with tutoring lead by a content area teacher during their lunch period. Lunch is also provided.</b></li> <li>• PM School</li> <li>• Independent Study</li> </ul>

<b>Social Studies</b>	AIS includes but is not limited to: <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Saturday school tutoring</li> <li>• Pull out and push in tutoring during school by educational paraprofessionals</li> <li>• Use of the PBL (Project Based Learning) model to build literacy across the curriculum but especially in ELA classes</li> <li>• PM School</li> <li>• Independent Study</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	Services include but are not limited to students receiving: <ul style="list-style-type: none"> <li>• an inside and outside referral</li> <li>• group counseling</li> </ul> Individual counseling
<b>At-risk Services provided by the School Psychologist</b>	Services are available on a need and request basis.
<b>At-risk Services provided by the Social Worker</b>	Services are available on a need and request basis.
<b>At-risk Health-related Services</b>	Services are available on a need and request basis.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

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

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 09x297    **School Name:** Morris Academy for Collaborative Studies

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

**In looking at our data in both the areas of ELA and Math in terms of our scholarship our students need improvement on Regents Scores and College and Career Readiness. After consulting the SLT, UFT, and our Lead Instructional Teachers we have decided to focus on writing across the curriculum for our focus in our SINI Response Plan activity.**

***In our previous SQR section 1. 2, Quality Statement 1 Instructional and Organizational Coherence: the school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions. Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products.***

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**Our focus goal is developing students who can learn best from project design with a writing element within every subject area with projects developed by teachers and students. This also includes College Career Readiness as students must be able to write college entry essays to succeed in the next step of their career paths. Our focus in writing for all subject areas will develop basic skills of:**

- Developing transition between topics (see Common Core Standards)
- Strong specific examples in narratives
- Understanding of a nonfiction text (see Common Core Standards)
- Student work progress will be discussed in Panels (roundtables) of June 2012

**We plan to implement improvement on ELA and Math Regents Scores and College and Career Readiness by using Webb's Depth of Knowledge and strategy base protocols from that educational research to develop both a teacher and student understanding of where their knowledge levels are and how they can range across Webb's Depth skill. We plan to do this by per session on Saturdays for all teachers and sending teachers for Professional Development to such National conferences as AVID.**

**In Spring 2012 MACS will implement initiatives to address the Common Core Literacy Standards. As part of our ongoing writing-across-the-curriculum efforts, we will continue to place emphasis on the power standard of writing arguments to support claims in an analysis of substantive texts in all content areas with a focus on using sufficient evidence to support those claims. We highlighted this power standard in our September PD sessions and will continue to support teachers in developing strategies to help our students meet this Common Core requirement.**

**In addition to writing arguments, we will focus on meeting the Common Core standards that deal with the writing**

process – produce writing in which the development, organization and style are appropriate to task/purpose/audience and strengthening writing by planning, editing, revising, and rewriting. For the first standard we will implement a strategy called “RAFT” in which the role (R), audience (A), format (F), and topic or task (T) are explicitly teacher-identified and/or student-generated as a significant part of student assignments. For the second standard we will develop and implement a standardized writing process for teacher and students to follow across content areas and grade levels. In both instances, students will use a study of literary and non-fiction texts to study an author’s craft to inform their own writing. Reading will inform writing as our students think meta-cognitively about their learning.

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## **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

**We have made partnerships with several organizations for Professional Development with our Title 1 monies which include but are not limited to:**

- **Columbia Teacher College (NAFET)** – Ms. Roberta Kang has been working with developing our Lead Instructional Teachers and working on DY0 (Design Your Own Assessment) for each subject area so we can identify strengths and weaknesses for students. This has been invaluable in terms of looking in areas of individual student and community school growth.
- **We also have a partnership with AVID in Texas** - we sent 4 Lead Teachers to AVID Conference in Dallas, Texas to talk about how we reach our students in the middle, note taking skills and College and Career Readiness.
- **Administrators on staff have also attended ASCD conferences on Understanding by Design and Harvard Education School for Administration design for learning so that we can meet the core needs of our Special Needs students.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

**We have a Friday PD where teachers work in PD from 8:20 – 9:10 with a focus on instruction and literacy across the school content area in small groups lead by teacher leaders. Lead Teachers are being developed and trained by Ms. Kang.**

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.

**We will be sending a letter in both Spanish and English and other languages appropriate to parents after the first week in January which will:**

- A. Identify need areas of ELA and Math**
- B. Identify strategic planning put in place by the SLT, School Administration and UFT**
- C. Steps for executing that plan for the school year.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2011–12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>New</b> Visions: <b>Babara Gambino</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>297</b>
School Name <b>Morris Academy for Collaborative Studies</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Charles Osewalt</b>	Assistant Principal <b>Martin Hernandez</b>
Coach <b>Roberta Kang</b>	Coach <b>Matthew Mazzaroppi</b>
ESL Teacher <b>Ramon Nunez</b>	Guidance Counselor <b>Joanny Santana</b>
Teacher/Subject Area <b>Norma Cruz/Science</b>	Parent <b>Elizabeth Salce</b>
Teacher/Subject Area <b>JP Cardo/History</b>	Parent Coordinator <b>Zulieka Carrion</b>
Related Service Provider <b>Heather Flay/Math</b>	Other <b>type here</b>
Network Leader <b>New Visions: Barbara Gambino</b>	Other <b>type here</b>

### C. 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	<b>4</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual	<b>0</b>	Number of teachers currently teaching a self-contained ESL	<b>1</b>		

extension and ESL certification		class who hold both a common branch license and ESL certification	
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## D. School Demographics

Total number of students in school	467	Total Number of ELLs	95	ELLs as share of total student population (%)	20.34%
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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. 

1. When a new student arrives at our school for his/her first day, our one of the following guidance counselors, Joanny Santana or Kristen Gomez, will 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 Heather Flay, the ESL coordinator and who is ESL certified. The ESL coordinator will pass this information onto Ramon Nunez or Edward Berk, the ESL teachers, and they 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 with the student(s) in the ESL resource room. When appropriate the Spanish LAB will be administered for Spanish-speaking ELLs. The ESL teachers, Ramon Nunez or Edward are responsible for administering the LAB-R and the Spanish Lab.

One of the guidance counselors (Joanny Santana or Kristen Gomez), one ESL teacher (Ramon Nunez or Edward Berk) and the ESL coordinator (Heather Flay) 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 NYSESLAT is administered by Ramon Nunez or Edward Berk. A component spreadsheet is developed with the four testing sections and dates for when each student will be administered the exam. Students receive



backed by our graduation rate of our ELL population.

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)

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

This

Check all that apply

school

offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										6	5	2	2	15
<b>Push-In</b>										1	1	2	1	5
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	6	4	3	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0–3 years)	28	Special Education	26
SIFE	16	ELLs receiving service 4–6 years	21	Long-Term (completed 6 years)	46

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	28	8	2	21	5	6	46	3	18	95
Total	28	8	2	21	5	6	46	3	18	95

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP	EL	EP																

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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
Spanish										21	24	28	16	89

## 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
<b>TOTAL</b>	<b>0</b>	<b>22</b>	<b>26</b>	<b>30</b>	<b>17</b>	<b>95</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

1. Currently we have 95 ELLs; they range in skill levels from beginner to advance. All but six come from Spanish-speaking households. Based on the results of the spring 2011 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 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 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.

## A. Programming and Scheduling Information

### 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.

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
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.			
	Dual Language		
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.			
	Freestanding ESL		
We have an ESL instructional program that has 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			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## A. Programming and Scheduling Information

teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson

## B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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. The following testing accommodations for former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT are provided to our students, time extension, separate locations, third reading of listening Selection, bilingual glossaries, simultaneous use of English and Alternative Language editions, and written responses in the Native Language.

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

11. N/A

12. ELLs are offered all of the same opportunities as native students, including all of the same opportunities for

## A. Programming and Scheduling Information

### B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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.

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

11. N/A

12. 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

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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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.

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

11. N/A

12. 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

### 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

### Courses Taught in Languages Other than English

#### 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.

1. Our four 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, guidance counselors, paraprofessionals and administrators. This semester's PD dates are 9/23, 10/7, 11/4, 12/2, 12/16, and 1/6. PD session dates for Spring 2012 semester are to be determined. The professional development workshops are led by our four lead teachers Hoik Choi, Suri Singh, Mathew Mazaroppi and Heather Flay. Each lead teacher takes a sub category under differentiation and teaches a workshop every other Friday. The four subgroups of the differentiation workshops are content, rigor, process and product. Teachers attending the workshops sign-in and they are assigned a specific workshop to attend. The lead teachers keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Roberta Kang, coach, and she produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content content specific and can be used in an classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

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.

## D. Professional Development and Support for School Staff

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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.

Staff also organizes for the students town hall meetings, freshmen orientation and other activities for students to get better acquainted with life in high school.

## D. Professional Development and Support for School Staff

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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.

Staff also organizes for the students town hall meetings, freshmen orientation and other activities for students to get better acquainted with life in high school.

3. Our school has developed a bi-monthly PD plan in which all staff in the school including paraprofessionals and

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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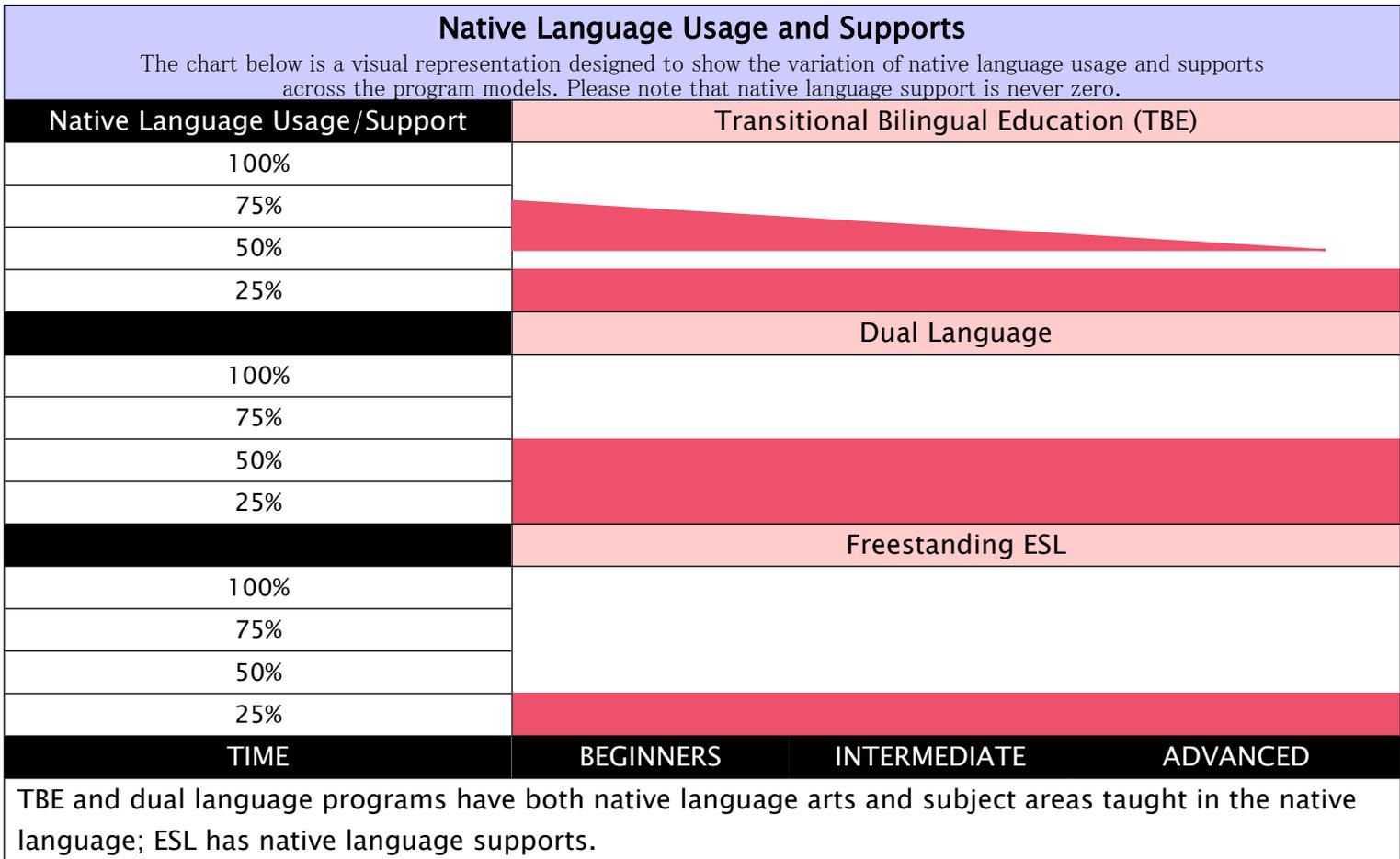
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction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



**B. Programming and Scheduling Information--Continued**

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

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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.

9. 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. The following testing accommodations for former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT are provided to our students, time extension, separate locations, third reading of listening Selection, bilingual glossaries, simultaneous use of English and Alternative Language editions, and written responses in the Native Language.

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

11. N/A

12. 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

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## 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

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:

- 1) Conduct yearly Parent's Association elections for Executive Board members;
- 2) Conduct monthly Parent's Association meetings;
- 3) Through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve

## 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.

1. Our four 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, guidance counselors, paraprofessionals and administrators. This semester's PD dates are 9/23, 10/7, 11/4, 12/2, 12/16, and 1/6. PD session dates for Spring 2012 semester are to be determined. The professional development workshops are led by our four lead teachers Hoik Choi, Suri Singh, Mathew Mazzaroppi and Heather Flay. Each lead teacher takes a sub category under differentiation and teaches a workshop every other Friday. The four subgroups of the differentiation workshops are content, rigor, process and product. Teachers attending the workshops sign-in and they are assigned a specific workshop to attend. The lead teachers keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Roberta Kang, coach, and she produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content specific and can be used in an classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

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.

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# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)										9	6	2	0	17
Intermediate(I)										3	13	9	13	38
Advanced (A)										10	7	10	3	30
Total	0	0	0	0	0	0	0	0	0	22	26	21	16	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	2	2	0
	I										4	5	7	4
	A										3	5	3	3
	P										12	15	17	9
READING/ WRITING	B										9	5	1	0
	I										4	13	17	12
	A										9	7	10	3
	P										1	0	0	0

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10	0	4	
Integrated Algebra	30	20	7	7
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	8	2	7	2
Living Environment	50	35	16	12
Physics				
Global History and Geography	19	14	9	9
US History and Government	18	13	4	4
Foreign Language				
Other				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

## Native Language Tests

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

### 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.

#### 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

## 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:

- 1) Conduct yearly Parent's Association elections for Executive Board members;
- 2) Conduct monthly Parent's Association meetings;
- 3) Through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve

# Part VI: LAP Assurances

School Name: MACS High School

School DBN: Bx297

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Osewalt	Principal		10/26/11
Martin Hernandez	Assistant Principal		10/26/11
Zulieka Carrion	Parent Coordinator		10/26/11
Edward Berk	ESL Teacher		10/26/11
Elizabeth Salce	Parent		10/26/11
Norma Cruz	Teacher/Subject Area		10/26/11
JP Cardo/History	Teacher/Subject Area		10/26/11
Roberta Kang	Coach		10/26/11
Matthew Mazzaroppi	Coach		10/26/11
Joanny Santana	Guidance Counselor		10/26/11
Barbara Gambino	Network Leader		10/26/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x297      **School Name:** Morris Academy for Collaborative St

**Cluster:** New Visions      **Network:** New Visions: Barbara Gambino

**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**

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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.

During the second week of September an inventory of the different languages spoken at student homes is taken. These surveys should be completed by freshmen and any other new students to the school. The surveys are completed in classes and take the form of a "tell me about yourself" activity. One of the questions/fill-in the blank answers inquires about the language spoken and written at home. Teachers keep copy of these documents on file to review information about students and keep record of their contact information. Any languages different from Spanish are reported to Martin Hernandez, APO by the teachers the end of the third week of September. He will then determine if the parents need language assistance. The APO then compiles a list of all the language translations needed.

Emergency cards are kept on file in the main office with the language information.

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.

Currently the school's primary need is a Spanish translation with 89 families speaking only Spanish at home. The secondary translation need is French with two families. We also have one family that only speaks Arabic in the home and a handful of families who speak African regional dialects; most of which have no written form. The findings were reported to the school community via a memo.

## Part B: Strategies and Activities

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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.

Any school memos, documents or newsletters that are set out to parents are translated by our bilingual community associate in Spanish. Usually the translated version is attached to the back of the English version for any mailings that are set out. For French and Arabic we rely on Google Translate and resources from the DOE.

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.

For the parents who need Spanish translation orally the parent coordinator sits in on meetings, conferences and other events where translation is necessary. For those parents who speak French we do have two staff members, including the parent coordinator, can translate for the school during meetings and conferences. We also use a school messenger system that automatically calls the homes of students with important school information. This is a multilingual software program. We are still working on finding an Arabic translator for in house school activities. The school will actively seek one out.

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>.

A. The parent coordinator, Zulieka Carrion, houses the translated versions of the Bill of Parent Rights and Responsibilities and are accessible to any parent that comes into the school.

B. At the front entrance of the school, Boston Road and 166 street, there is displayed translated signs for parents/guardians to see upon arrival to the building.

C. Provide parents with direct cell phone numbers of the bilingual administration, Dawn Santiago and Martin Hernandez, and bilingual parent coordinator, and Zulieka Carrion. These cell phone numbers are sent to students in a pamphlet during the summer.

D. More than 10% of our students' parents speak Spanish as their primary language. All mailings, phone calls and memos sent to parents are translated into Spanish.

E. N/A

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School:	DBN: 9x297
Cluster Leader: New Visions	Network Leader: Barbara Gambino
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 96 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 6

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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 teachers involved in the after-school and Saturday tutoring are all content and/or ESL certified. The teachers who taught these programs for the Fall semester were Mr. Ramirez, Ms. Cruz, Ms. Holzer and Ms. Tobia were the certified content teachers involved in the tutoring programs. Mr. Nunez and Ms. Flay are the certified ESL teachers who provided additional support to the students and the content teachers. The same teachers will be involved in the after-school tutoring program and teaching Saturday School.

The students are prepared for New York State Regents examinations through these services. The goal is to improve language skills and content understanding to ensure success on state examinations. The ESL teachers support the staff and students in meeting these goals by working with students one-on-one, assisting teachers with lesson planning to incorporate differentiation and co-teaching content classes to provide students with equitable access to the curriculum.

After school tutoring began October 10, 2011, and will run through June 2012 with Mr. Nunez and Ms. Flay. After school tutoring was offered every Tuesday from 3:20pm - 4:20 pm in the ESL Resource room. The dates of the after-school tutoring sessions for the Fall semester were 9/19, 10/3, 10/11, 10/17, 10/24, 11/1, 11/15, 11/22, 12/5, 12/12 and 12/15. For the Spring semester after-school tutoring sessions will be held on 2/7, 2/14, 2/28, 3/6, 3/13, 3/20, 3/27, 4/3, 4/24, 5/1, 5/8, 5/15, 5/22, 6/4, 6/5, and 6/12.

All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction. Saturday school runs from 9:15 am to 12:15 pm (please note: teachers are compensated for 3 hours of teaching + 1 hour of prep). For the Fall semester the dates Saturday school was in session were 10/29, 11/5, 11/19, 12/3, 12/10, 12/17, 1/8, 1/15 and 1/22. For the Spring semester Saturday school be in session from 9:15 am to 12:15 pm on 3/17, 3/24, 3/31, 4/21, 4/28, 5/5, 5/12, 5/19, 6/2, 6/9 and 6/16. Mr. Nunez will be an additional Saturday School support ONLY for the additional 14 hours for the sessions prior to the start of Regents Exams on 1/22 for 4 hours, on 6/9 for five hours and on 6/16 for five hours.

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.

## Part C: Professional Development

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

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

Begin description here:

Our four 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, guidance counselors, paraprofessionals and administrators. This semester's PD dates are 9/23, 10/7, 11/4, 12/2, 12/16, and 1/6. PD session dates for Spring 2012 semester are to be determined. The professional development workshops are led by our four lead teachers Hoik Choi, Suri Singh, Mathew Mazzaroppi and Heather Flay. Each lead teacher takes a sub category under differentiation and teaches a workshop every other Friday. The four subgroups of the differentiation workshops are content, rigor, process and product. Teachers attending the workshops sign-in and they are assigned a specific workshop to attend. The lead teachers keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Roberta Kang, coach, and she produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content content specific and can be used in a classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

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

### Part C: Professional Development

throughout the curriculum to better meet the needs of ELLs.

Our school has developed a bi-monthly PD plan in which all staff in the school including paraprofessionals and guidance counselors attend. Our primary focus is on differentiation for groups of students including ELL students. The professional development workshops are led by our four lead teachers Hoik Choi, Suri Singh, Matthew Mazzaroppi and Heather Flay. Each lead teacher takes a sub category under differentiation and teaches a workshop every other Friday. The four subgroups of the differentiation workshops are content, rigor, process and product. Teachers attending the workshops sign-in. The lead teachers keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Roberta Kang, coach, and she produces certificates for the teachers as proof they completed the 7.5 hours of training. teachers take part in differentiation workshops where the frequent topic of discussion is how to differentiate instructions for our ELLs by Subject Area teachers.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parent involvement in our school parents of ELLs in the General Education parents or school are involved in a number of different activities and systems they included but are not limited to:

The School Leadership Team (SLT) - we presently have 11 parent members with at least half of the parent members of this team being parents of ELL students. Agendas for these meetings range from going over school's Progress Report to our school's Quality Review issues, budgetary decisions, interviewing of teachers, college planning, Income Tax Returns, BBQs, and Parent Retreats.

Parent Retreats are once or twice a year depending on budget. In 2010-2011 there were two Parent Retreats. The core value of parent retreats is increasing parent involvement as well picking themes for the coming year. Our theme for the 2011-2012 school year is College and Career Readiness with a special focus on ACT materials.

We have already had one parent workshop on Saturday, October 1st which focused on the SATs and Saturday, October 29th we will have our second workshop for the students of these parents on the SLT, Parent Association (PA), and Mentor Program at a Downtown, Manhattan location. Per parent input, we have hired an additional math teacher for our 9th graders who are getting a second math course with a focus on SAT math. In the spring they will be getting a focus on SAT ELA classes.

### Part E: Budget

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

Allocation Amount: \$12244

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p>\$7,408.88</p>	<p>Direct Instruction Summary:</p> <p>148 hours x \$50.06 = \$7,408.88</p> <p>After -school tutoring: \$2,703.24 (54 hours x \$50.06 = \$2,703.24)</p> <p>Two certified ESL teachers, Ms. Flay and Mr. Nunez, working 27 sessions each earning 50.06 per hour. The dates of the one hour after-school tutoring sessions for the Fall semester were 9/19, 10/3,10/11, 10/17,10/24, 11/1, 11/15, 11/22, 12/5,12/12 and 12/15. For the Spring semester after-school tutoring sessions will be held on 2/7, 2/14, 2/28, 3/6, 3/13, 3/20, 3/27, 4/3, 4/24, 5/1, 5/8, 5/15, 5/22, 6/4, 6/5, and 6/12.</p> <p>Saturday School: \$4,705.64 (94 hours)</p> <p>One certified ESL teacher, Ms. Flay, working 20 four hour sessions at \$50.06 per hour (20 sessions x 4 hours x \$50.06 = \$4004.80) .</p> <p>An additional ESL teacher, Mr. Nunez, will be brought in the Saturdays before Regents Exams begin (1/22(4 hrs), 6/9(5 hrs) and 6/16 (5 hrs) for an additional 14 hours of support (14 hours x \$50.06 =</p>

**Part E: Budget**

		<p>\$700.84)</p> <p>Saturday school runs from 9:15 am to 12:15 pm (3 hours of teaching + 1 hour for lesson planning). For the Fall semester the dates Saturday school was in session were 10/29, 11/5, 11/19, 12/3, 12/10, 12/17, 1/8, 1/15 and 1/22. For the Spring semester Saturday school be in session from 9:15 am to 12:15pm (3 hours of teaching + 1 hour for lesson planning) on 3/17, 3/24,3/31, 4/21, 4/28, 5/5, 5/12, 5/19, 6/2, 6/9 and 6/16.</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$1,500	<p>Consultant, Roberta Kang from Teachers College, works with teachers and administrators as well as the LIS team 2 days a week on development of curriculum enhancements and organizing the professional development series. She also works on designing periodic assessment to measure the growth of the ELL students. She completes the data from the four assessments, analyzes it and shares the results with the grade level teams. The results are geared to toward inform the instruction and adjust the professional development.</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	\$1795.64	<p>Dictionaries (Spanish, Arabic and French)</p> <p>Computer software</p> <p>Global History and Geography,</p>

**Part E: Budget**

<ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>		<p>United States History and Government, Integrated Algebra, Geometry, and Living Environment regents review books for ELL students.</p> <p>Supplemental Regents Review Material for ELLs</p> <p>Breakfast &amp; refreshments for parent engagement program</p>
Educational Software (Object Code 199)	\$1,039.48	<p>Rosetta Stone language development software packages (English) for ESL classes to use in resource room</p> <p>Examgen (in Spanish for Living Environment and Global History)</p>
Travel		
Other	\$500	<p>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. Funds are applied to supplies, books and copy making for the workshops. In addition, teachers are set out of the building to attend workshops and seminars to new strategies to meet the needs of the ELLS.</p>
<b>TOTAL</b>	<b>\$12244</b>	