



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x297

PRINCIPAL: MATTHEW MAZZAROPPI

EMAIL: MMAZZAROPPI2@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Matthew Mazaroppi	*Principal or Designee	
Lauren Ardizzone	*UFT Chapter Leader or Designee	
David Farley	*PA/PTA President or Designated Co-President	
Ray Garcia	DC 37 Representative, if applicable	
Yamil Camacho	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Rosa Olivares	Student Representative	
Masad Illyas	Student Representative	
	CBO Representative, if applicable	
Luz C. Morales	Member/ Parent	
Patricia Rojas	Member/ Parent	
Isabelle Ramirez	Member/ Parent	
Lucila Garcia	Member/ Parent	
Josefina Hernandez	Member/ Parent	
Delroy Baines	Member/ Parent	

Carmen Flores	Member/ Parent	
Pablo Olivares	Parent	
Zoila Ortega	Parent	
Delsy Pichardo	Parent	
Angelica Anzures	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By August 2013, the graduation rate for cohort 2013 will be 60 percent.

BENCHMARK: By January 2013, 50 percent of cohort 2013 will be on track for graduation.

Comprehensive needs assessment

- According to an analysis of cohort data that includes credit accumulation and Regents pass rate, 42 percent of our students are on track to meet graduation requirements by August 2013. We must provide extra supports for students so that we will increase the graduation rate.

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) key personnel 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.*

The College Advisor and Guidance Counselors will meet with the Assistant Principal, Martin Hernandez, on a monthly basis to discuss Cohort 2013 progress towards graduation. Guidance interventions on the 12th grade team will be ongoing throughout the year and led by the 12th grade team leader with the assistance of the guidance counselors. Seniors will analyze their own progress toward graduation and complete Cohort 2013 Contracts outlining their path to graduation. Teacher mentors will support them in keeping on track for graduation. Seniors at risk will be targeted for after school tutoring, Saturday school, and small group instruction. Transcript Review appointments with seniors and parents and one-on-one meetings will be scheduled for individual conferring and goal setting.

School wide activities will promote graduation and college awareness (trips to college fairs, presentations by former graduates, staff participation in initiatives that promote college awareness, and our College Now partnership). Grade Teams will work on initiatives to support students in meeting graduation requirements, including: daily writing in class (note-taking, aim response), focused use of academic vocabulary in reading and writing, active reading strategies (such as note-taking, annotating, text-coding, establishing a purpose for reading), collaborative work periods, and intentional grouping.

The chart below provides more details:

Strategy/Activity	Personnel/Resources	Including Teachers	Timeline
Saturday School Support	<i>Administrator, Counselor, Saturday School teachers</i>	<i>Teacher feedback and assessments used in Saturday school courses</i>	<i>NOVEMBER - JANUARY</i>
Flexible, Individualized Scheduling	<i>Ms. Halo (Programmer), Guidance counselors, Administrators</i>	<i>Teacher preference sheets, individual conferences, grade team meetings</i>	<i>SEPTEMBER - JANUARY FEBRUARY - JUNE</i>
Grade Team Initiatives	<i>Teacher Grade teams and team leaders, Team Leader Leader, Administrators</i>	<i>Grade Team meetings</i>	<i>SEPTEMBER – JUNE Bi-weekly meetings</i>
Cohort 2013/Teacher Mentors	<i>M. Hernandez (AP), Guidance counselors, 12th grade team leader</i>	<i>Grade Team Meetings, teacher mentors</i>	<i>JANUARY 2012 – JUNE 2013</i>
Lead Teachers attending New Visions CCSS PDs	<i>Lead Teachers (H. Flay, H. Choi, L. Ardizzone, S. Singh), Teachers College Consultant (R. Kang)</i>	<i>Lead Instructional Support (LIS) Team meetings</i>	<i>SEPTEMBER - JUNE</i>
PD Scheduling	<i>M. Mazzaroppi (Principal, IA), Teachers College Consultant (R. Kang)</i>	<i>Lead Instructional Support (LIS) Team meetings, Teacher Reflections and Feedback</i>	<i>SEPTEMBER - JUNE Bi-monthly with learn strategy/implement strategy alternate-week rotation</i>
Department Initiatives, CTT	<i>Department Leaders, Department Leader Leader (H. Choi), Consultant (R. Kang)</i>	<i>Department Meetings, Teacher Reflections</i>	<i>SEPTEMBER - JUNE Bi-monthly meetings</i>
Reward Programs (STARS Breakfast)	<i>Guidance Counselors, Community Associates</i>	<i>Teacher Progress Reports</i>	<i>Marking Periods</i>
Raising College Awareness (Trips, Admissions, College-going Culture)	<i>Seniors Advisor (C. O'Mara), College Advisor (J. Molina)</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>

Transcript Reviews with Guidance	<i>Counselors</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Students re-taking the Regents to get a minimum score of 75	<i>Counselors, ELA Dept Head, Math Dept Head</i>	<i>Grade Team Meetings and Dept Meetings</i>	<i>SEPTEMBER - JUNE</i>
12th Grade Alignment with CCSS	<i>Projects Coordinator/PD Coordinator (M. Mazzaroppi), 12th grade team</i>	<i>Grade Team Meetings, Projects-based learning feedback</i>	<i>SEPTEMBER – JUNE</i>
CUNY At Home in College Curriculum	<i>CUNY at Home Coordinator (J. James)</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
College Now	<i>College Now Liaison (C. O'Mara)</i>	<i>Grade Team Meetings</i>	<i>FEBRUARY - JUNE</i>

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents are invited to Grade, Guidance Interventions
- When students are absent or late, parents are called
- When students cut class, parents are notified through a phone call home and a letter in the mail

Budget and resources alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services,

including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal Resources	Human Resources	Specific Category	Instructional Strategies/ Activities	Description
Tax Levy & Violence Prevention Grant	Administrators, Counselors, Teachers	Per Session	Saturday School/ Credit Recovery	Administration, Teachers and Counselors participate in providing additional support so that our goal of _ graduation rate will be achieved for cohort 2013.
Tax Levy	Team Leaders (Teachers)	Per Session	Bi-weekly Team Meetings	Team Leaders meet bi-weekly to conceptualize and implement strategies per grade team to monitor and ensure students progression toward graduation.
Title I	PD Consultant/ NAFET	Per Session	Curriculum & Staff Development	Ms. Kang, PD Consultant, meets bi-weekly with Administrators and Lead Instructional Teachers to assist and support our school in achieving our graduation goal.
Tax Levy	Senior Advisor	Per Session	College Awareness	Trips, Scholarships and College Fairs
Grant	College Advisor	NYU – Grant	College Awareness	Trips, Scholarships and College Fairs
Tax Levy	Counselors	Incentive/Reward	STARS Breakfast	Students who pass all classes are rewarded with a hot breakfast. This incentive motivates students to pass all of their classes and achieve graduation
Tax Levy	Department Chairs	Per Session	Department Meetings, Teacher Reflections	Department Chairs meet weekly to discuss student progression per subject area

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:

By June 2013, the attendance rate will be 80 percent.

BENCHMARK: By January 31, 2013, the attendance rate will increase to 77.5 percent.

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.

Due to a change in student population and according to trends in previous years as collected from ATS and the NYC DOE Progress Report, we anticipate that the maximum attendance rate will be 80%. We will implement an aggressive attendance outreach/management program to meet this goal.

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) key personnel 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.*

In order to meet this goal we will assign deans to the 5 school teams to support the attendance team with attendance and lateness issues. We have reduced selected Dean's schedules from 3 periods to 2 periods to focus on lateness and cutting. Teachers will discuss and implement strategies to improve attendance in grade team weekly meetings. Town Hall meetings will be held by grade teams to clarify attendance expectations and address concerns. Family orientation and orientation sessions for 9th graders (August & September Orientation) will clarify attendance-related expectations.

Guidance interventions and staff mentoring of target students will address individual student needs.

We will coordinate school-wide activities to promote good attendance (award certificates, student celebrations) and increase extra-curricular opportunities (lunch and afterschool clubs and tutoring sessions) to give students incentives for maintaining excellent attendance rates. Projects-based learning and celebration involving all content areas will bring engaging variety to instruction.

The chart below provides more details:

Strategy/Activity	Personnel/Resources	Including Teachers	Timeline
Daily Parent Outreach (Letters, Phone Calls)	<i>Attendance Coordinator (Y. Hernandez) and attendance team</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
School Messenger	<i>Attendance Coordinator (Y. Hernandez) and attendance team</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Roundtables (Project-based learning)	<i>Projects coordinator (M. Mazzaroppi)</i>	<i>PD Feedback, Staff Survey</i>	<i>SEPTEMBER - JUNE</i>
Parent Outreach by Teachers (Progress Reports)	<i>Teaching Staff</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER – JUNE Marking Periods</i>
Team Interventions	<i>Grade Teams, Counselors, Deans</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Rewards Breakfast (STARS)	<i>Guidance Counselors, Community Associates</i>	<i>Teacher Progress Reports</i>	<i>Marking Periods</i>
Certificates and postings in Hallway of Top Attendance Awards	<i>Attendance Coordinator (Y. Hernandez) and attendance team, counselors</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER – JUNE Marking Periods</i>
Increased offerings for Clubs and Extracurricular activities	<i>Teacher club sponsors, Extended-day Coordinators</i>	<i>School Survey, Individual Conferences</i>	<i>FEBRUARY - JUNE</i>
Demerit System/Detentions	<i>Deans, Teaching Staff</i>	<i>School Survey, Grade Team Meetings</i>	<i>SEPTEMBER – JUNE</i>
ATS Cut Reports	<i>Assistant Principal (M. Hernandez), Attendance Coordinator (Y. Hernandez) and attendance team</i>	<i>Grade Team Meetings, Individual Conferences with administration</i>	<i>SEPTEMBER – JUNE</i>

Skedula Anecdotal, Lateness	<i>Deans, Teaching Staff, Counselors</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER – JUNE</i>
Guidance Interventions	<i>Counselors</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER – JUNE</i>
Attendance Team Weekly Meetings and Follow-up	<i>Assistant Principal (M. Hernandez), Attendance Coordinator (Y. Hernandez) and attendance team</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER – JUNE</i>
Coordinating with School Safety and the Building Council	<i>School Safety Coordinator (R. Garcia), School Safety Officers, and Collaborative planning with Principals in Building Council</i>	<i>School Survey, Administrative support in Grade Team Meetings</i>	<i>SEPTEMBER – JUNE</i>

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Giveaways are raffled at Parent Teacher Conferences
- Parents are invited to attend Rewards Breakfast
- Parents are invited to attend Attendance, Guidance and Grade Team Interventions
- When students are absent or late, parents are called
- When students cut class, parents are notified through a phone call home and a letter in the mail
- Letters are mailed home to inform parents of the Clubs offered

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal Resources	Human Resources	Specific Category	Instructional Strategies/ Activities	Description
Tex Levy	Attendance Coordinator/ Attendance Team	Position & Overtime Outreach	Attendance Outreach	Attendance Coordinator and members of the Attendance Team make phone calls daily to parents of students who are absent in an effort to communicate with parents. This time is used to discuss and resolve any possible problems affecting attendance as well as to receive an explanation for students' absence. Ultimately, this is an effort to increase future attendance.
Tax Levy	Attendance Coordinator/ Attendance Team	Outreach	School Messenger Attendance Outreach	This is an automated service that automatically calls the home of students that were absent to inform parents. This is an effort to increase future attendance.
Tax Levy	Projects Coordinator	Supplies	Roundtables	This is one aspect of project-based work where students present project work across content areas to the school community.
Tax Levy	Counselors	Incentive/Reward	STARS Breakfast	Students who pass all classes are rewarded with a hot breakfast. This incentive motivates students to attend school.
Tax Levy	Attendance Team	Attendance Incentives	Certificates/ Pins	The Attendance Team distributes Certificates /Pins to increase student attendance.
Tax Levy	Attendance Team, Counselors	Food & Giveaways	9 th Grade Orientation	Parents and students are introduced to our school by Administrators, Attendance Team members, Counselors and some teachers. It is at this meeting that school expectations including but

				not limited to attendance is explained.
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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

By June, 2013, observation teams composed of Administrators and Lead Instructional Teachers will formally and informally observe teachers at least 6 times to provide feedback and coaching support in an evaluative system that uses a hybrid of Danielson, Marshall, and MACS rubrics and strategically aligns the number of observations to maximize opportunities for teachers at different proficiency levels to learn and grow in their practice.

By February 2013 100 percent of our teachers will be observed. 80 percent formally and 100 percent informally.

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.

On the 2011-12 NYC School Survey our teachers answered less favorably in areas regarding an emphasis on the quality of teaching. This coupled with identified struggles in credit accumulation and our overall Regents Exam Score Average of 62% (according to our NYC DOE Progress Report) indicates that we must focus our efforts on improving the quality of teaching in a system that supports and monitors teaching. Additionally, the DOE's citywide expectations and recent, new hires call for a focus in this area.

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) key personnel 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.

In our support of teachers, Lead Teachers will focus on developing best practices and teacher reflection. Administrators will focus on teacher evaluation and reflection and support of lead teachers.

Collective observation-related conversations will focus on :

- Our observational tool
- Danielson professional development
- Inter-visitations
- Lead Teacher coaching
- Small group debriefing (LIST – Lead Instructional Team- meetings)
- We will continue our relationship with Teacher's College by bringing in a facilitator to work with and focus primarily on our new observation

teams so that structure, content, and protocols are monitored and revised if necessary.

The chart below provides more details:

Strategy/Activity	Personnel/Resources	Including Teachers	Timeline
Danielson Framework PD	<i>Consultant (R. Kang), PD Facilitator (M. Mazzaroppi), LIS Team</i>	<i>PD Feedback, Post-observation reflections</i>	<i>SEPTEMBER - JUNE</i>
UBD PD	<i>Consultant (R. Kang), PD Facilitator/Projects Coordinator (M. Mazzaroppi), LIS Team</i>	<i>PD Feedback, Post-observation reflections</i>	<i>SEPTEMBER - JUNE</i>
Lead Teacher/Administrator Cohort Observation Cycle Plan	<i>LIS Team (Consultant - R. Kang, Administrators, and Lead Teachers)</i>	<i>PD Feedback, Post-observation reflections, Grade team meetings</i>	<i>SEPTEMBER – JANUARY, FEBRUARY - JUNE</i>
Documentation Template Development for Observations	<i>Consultant (R. Kang) and LIS Team (Administrators and Lead Teachers)</i>	<i>PD Feedback, Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Weekly general classroom strategies to Cohort	<i>Lead teachers, Team leaders, and grade teams</i>	<i>Grade Team Meetings, Team Leader Meetings</i>	<i>SEPTEMBER - JUNE</i>
Previewing lessons	<i>Administrators and Lead Teachers</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Sharing of topics/lessons/materials with other teachers	<i>Lead Teachers, Dept Leaders, Team Leaders, Grade Teams</i>	<i>Dept Meetings, Grade Team Meetings, Team Leader Meetings</i>	<i>SEPTEMBER - JUNE</i>
Organize and clean classrooms to help support teachers	<i>Lead Teachers, Team Leaders</i>	<i>Teacher reflection and feedback</i>	<i>SEPTEMBER - JUNE</i>
Alignment of observational focus to personal goals and next steps, regularly shared with teachers	<i>Administrators and Lead Teachers</i>	<i>Dept Meetings, Grade Team Meetings, Team Leader Meetings</i>	<i>SEPTEMBER - JUNE</i>

Alignment of MACS priority observation domains with Citywide Instructional Expectations	<i>LIS Team</i>	<i>LIS Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Professional Development for Lead Teachers as Instructional Coaches	<i>Consultant (R. Kang)</i>	<i>LIS Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Identifying teachers in need of support and implementing action plans for growth	<i>LIS Team</i>	<i>LIS Team Meetings</i>	<i>SEPTEMBER - JANUARY, FEBRUARY - JUNE</i>

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

N/A

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy x Title I _____ Title IIA _____ Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal Resources	Human Resources	Specific Category	Instructional Strategies/Activities	Description
Title I	PD Consultant, Administrators and Lead Teachers	Curriculum & Staff Development NAFET	Professional Developments, Feedback, LIS Team Meetings, Department Meetings, Grade Team Meetings	PD Consultant, Administrators and Lead Teachers meet weekly at Lead Instructional Support Team (LIST) Meetings to schedule observations, conduct observations, and

				discuss feedback from observations to develop best practices and teacher reflection.
Grant (Violence Prevention Grant)	Lead Teachers	Per Session	Professional Developments, Feedback, LIS Team Meetings, Department Meetings, Grade Team Meetings	Lead Teachers meet weekly at Lead Instructional Support Team (LIST) Meetings to schedule observations, conduct observations, and discuss feedback from observations to develop best practices and teacher reflection.

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

Increase our score in the College and Career Readiness category by 6 percent on the NYC DOE Progress Report by expanding our instructional program and implementing Common Core aligned units of study that highlight project-based learning and emphasize writing arguments with textual evidence.

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.

Scoring a “D” on the NYC DOE Progress Report identified that we address this need to better prepare our students for college and careers. Across content areas, our overall Regents Exam Score Average, as reported in the NYC DOE Progress Report, is a minimum of 51% and a maximum of 68%. We must increase students’ performance on high stakes exams so that they are better prepared for higher level academic courses, college admissions expectations and acquire the skills to persist in college once they are admitted. This is a comprehensive need within our school and we must aim for comprehensive reform in this area.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

We will approach this goal in a variety of ways. Internally, we will bolster our curricula with Common Core aligned units of projects-based learning. All teachers will take students to Panels and/or Roundtables to showcase their projects-based work and defend their ideas and academic choices similar to a post-graduate student defending a thesis. From inception to completion projects will be worked on collaboratively, and students will need to revise their work to meet a school-wide standard of excellence. To support teachers in this endeavor we will introduce and practice Common Core strategies in a series of professional development sessions. We will also strengthen our AVID program with inter-visitations and individualized coaching to make this program more rigorous.

To expand our program, we will offer more academic tutoring and clubs after school that help students to develop academic and life skills necessary for college and career success. In addition to these changes, we will develop our CUNY at Home program, add College Now opportunities, utilize academic software, and form and maintain partnerships with institutions of higher learning.

The chart below provides more details:

Strategy/Activity	Personnel/Resources	Including Teachers	Timeline
Double period of Math and English	<i>Programmer (E. Halo), ELA Teachers, Math Teachers, Co-Teachers, Student Teachers</i>	<i>Dept Meetings, Feedback from PD</i>	<i>SEPTEMBER - JUNE</i>
Flexible, Individualized Scheduling (targeted scheduling of students in need of additional Regents prep)	<i>Programmer, Counselors</i>	<i>Feedback from PD, Individual Conferences</i>	<i>SEPTEMBER - JUNE</i>
Grade Team Initiatives	<i>Grade Team Leaders, Grade Teams, Administrators</i>	<i>Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Emphasis on Writing and Argument via PD	<i>PD Coordinator (M. Mazzaroppi), Teachers College Consultant (R. Kang)</i>	<i>Feedback from PD, Post-observation Conversations</i>	<i>SEPTEMBER - JUNE</i>
CCSS PD, Work Shares	<i>PD Coordinator, Teaching Staff</i>	<i>Feedback and Reflection from PD</i>	<i>SEPTEMBER – JUNE Bi-Monthly</i>
Projects-based learning system (Roundtables and Panels)	<i>Projects Coordinators (M. Mazzaroppi, A. Dominguez), Projects Committee</i>	<i>School Survey, Roundtables Feedback and Reflections</i>	<i>SEPTEMBER – JUNE Fall and Spring Cycle</i>
Students repeating Regents Prep to increase score to be college-ready (Item Analysis of Classroom Assessments and Regents Exams by Content Area)	<i>Counselors, ELA Teachers, Math Teachers</i>	<i>11th and 12th Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
ALEKS program to target individual student needs	<i>Math Teachers, Tech Specialist (R. Noggle)</i>	<i>Grade Team Meetings, Math Dept Meetings</i>	<i>SEPTEMBER - JUNE</i>
AVID Program, use of AVID Weekly Non-fiction Articles	<i>AVID Coordinator (H. Choi), AVID Teachers</i>	<i>AVID Meetings</i>	<i>SEPTEMBER - JUNE</i>

CUNY at Home in College	<i>CUNY Coordinator, CUNY Teacher</i>	<i>12th Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
DYO Assessments	<i>Teachers College Consultant (R. Kang), Dept Leaders</i>	<i>Dept Meetings, Lead Teacher Conferences, Dept Leader Meetings</i>	<i>SEPTEMBER – JUNE 3 Cycles</i>
CTT Partnerships (pull out to provide necessary support for students with special needs with regard to Regents)	<i>Special Ed Teachers, ESL Teachers</i>	<i>Dept Meetings</i>	<i>SEPTEMBER - JUNE</i>
Use of student teachers to support Math and English Instruction	<i>Math Teachers, ELA Teachers, Coordinated by AP (M. Hernandez) and M. Mazzaroppi</i>	<i>Dept Meetings</i>	<i>SEPTEMBER - JUNE</i>
Partnerships with local colleges	<i>College Coordinator, Counselors</i>	<i>LIS Team Meetings, Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Development of a Writing Lab	<i>M. Mazzaroppi</i>	<i>Feedback From PD</i>	<i>FEBRUARY - JUNE</i>
College Now	<i>College Now Coordinator (C. O'Mara)</i>	<i>Grade Team Meetings</i>	<i>FEBRUARY - JUNE</i>
Cohort 2013/Teacher Mentors	<i>12th Grade Team Leader (J. Bell), AP (M. Hernandez), 12th Grade Team</i>	<i>12th Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Lead Teachers attending New Visions CCSS PDs	<i>Lead Teachers (H. Flay, H. Choi)</i>	<i>Lead Teacher Meetings, LIS Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Department Initiatives	<i>Dept Leader Leader (H. Choi), Dept Leaders</i>	<i>Dept Meetings, Dept Leader Meetings, Meetings with Teachers College Consultant</i>	<i>SEPTEMBER - JUNE</i>
ESL Mentoring Program	<i>ESL Coordinator (H. Flay), AP (M. Hernandez)</i>	<i>ESL Dept Meetings, 9/10 Team Meetings</i>	<i>FEBRUARY - JUNE</i>
11th Grade College Focus	<i>11th Grade Team Leader (L.</i>	<i>11th Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>

	<i>Ardizzone), 11th Grade Team</i>		
Rewriting Curricula to align with CCSS	<i>Teachers College Consultant (R. Kang), Dept Leaders</i>	<i>Dept Meetings, Dept Leader Meetings, Lead Teacher Meetings with Teachers College Consultant</i>	<i>SEPTEMBER - JUNE</i>
Blocked scheduling for Math and English	<i>Programmer, Counselors</i>	<i>Guidance Meetings, Grade Team Meetings</i>	<i>SEPTEMBER - JUNE</i>
Additional supports for ELL students via 9/10 team	<i>ESL Coordinator, ESL Teachers, 9/10 Team Teachers</i>	<i>ESL Dept Meetings, 9/10 Team Meetings</i>	<i>SEPTEMBER - JUNE</i>

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Progress Reports and Report Cards are mailed home**
- **Pupilpath access for parents**
- **Parents are invited to attend Guidance, Grade Team and Attendance interventions**
- **Parents are invited to celebrate student achievement at Roundtables**
- **When students are absent or late, parents are called**
- **When students cut class, parents are notified through a phone call home and a letter in the mail**
- **Giveaways are raffled and refreshments are provided at Parent Teacher Conferences to encourage Parent Attendance**

Budget and resources alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal Resources	Human Resources	Specific Category	Instructional Strategies/Activities	Description
Tax Levy	Math Teachers	Math Software (subscription)	Aleks	Math software program is used in

				Math class to target individual needs of students. "ALEKS quickly and accurately determines exactly what a student is most ready to learn . This unique approach to learning dramatically improves student performance and confidence."
Tax Levy	AVID Teachers	Per Session	AVID Weekly	AVID Teachers meet to reflect, discuss and implement strategies to ensure the continued efficacy of the program for students.
Title I	Teachers / PD Consultant	Per Session /NAFET	DYO Assessments	Teachers and PD consultant work together to create DYO rubric
Tax Levy & Violence Prevention Grant	Administrators, Counselors, Teachers	Per Session	Saturday School/ Credit Recovery	Administration, Teachers and Counselors participate in providing additional support so that students can receive Regents Prep to pass Regents Exams.
Tax Levy	AVID Teachers	OTPS (payment for Membership Fee)	Avid Program	"AVID is a college readiness program that is designed to increase school-wide learning and performance. AVID accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change." AVID focuses on the least served students in the academic middle.
Tax Levy	AVID Teachers	Per Session	Avid Program	AVID Teachers meet to reflect, discuss and implement strategies to ensure the continued efficacy of the program for students.
Title III	ESL Coordinator	Per Session	ESL Mentoring Program	Specific materials are used to assist our ESL students to credit accumulation, passing the Regents Exam and graduation.
Tax Levy	Projects Coordinator	Supplies	Roundtables	This is one aspect of project-based work where students present project work across content areas to the school

				community.
Title III	ESL Coordinator	Software, books	Class work	Specific materials are used to assist our ESL students to credit accumulation, Passing the Regents Exam and graduation.
Grant (New Visions)	Counselors, Teachers, Administrators	Grant	Skedula	Skedula is used to access, track student progression to graduation with features that include but are not limited to Pupilpath, Transcripts, and Attendance Tracking.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • Lunch time • After school • Saturdays
Mathematics	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • Lunch time • After school • Saturdays
Science	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • Lunch time • After school • Saturdays
Social Studies	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • Lunch time • After school • Saturdays

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed basis	As needed basis	As needed basis
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At Morris Academy for Collaborative Studies, highly qualified teachers are our most valuable resource and we utilize a variety of strategies to for recruiting, retaining, programming and developing teachers' as professionals invested in the school community. When recruiting we ensure alignment between our mission and vision for our students and teachers' pedagogical practice. As a part of the New Visions Network, we rely on the excellent recommendations of new hires from our Network wide recruiting fairs as well as the Office of Talent management in order to recruit teachers new to the school. We maintain positive relationships with other schools and leverage our network of principals and highly qualified teachers to select new staff who are knowledgeable about their content area, passionate about students, and committed to their professional growth and responsibilities.

Morris Academy cultivates a collaborative teaching community which increases retention and decreases turnover and attrition. Teachers stay at Morris because of they find professional satisfaction in their teaching assignments, and responsibilities. The Administrative team requests feedback from teachers about their teaching assignments, invites teachers to request their courses through the use of Preference Requests, and thinks strategically about how teachers' skills can best be used in their courses and with their colleagues.

Once a part of the teaching staff, teachers engage in meaningful professional development opportunities that sharpen their skills and build their capacity to meet the academic, social and emotional needs of students in the 21st Century. Through distributed leadership our professional development isn't restricted to long after school meetings, or once-in-awhile workshops. We're engaging our staff at all levels by developing teachers as instructional leaders across the school. With over five different types of leadership roles – teachers not only receive professional development – they also provide it for their colleagues. This practice develops the general knowledge and shared practices of the school community and deepens the commitment and capacity of experienced teachers. Another unique feature of professional development is reciprocal accountability. Whether in grade teams, department teams, or in whole school PD sessions, teachers are accountable to one another as they bring samples of student work to share, report on the effectiveness of new teaching strategies, or collaborate on a team project or initiative—teachers are both responsive and responsible to one another. Through whole school, small group, and individualized professional development on topics like Common Core Learning Standards, writing argument with evidence from texts, teacher effectiveness frameworks, project-based learning, differentiating instruction, and literacy strategies, Morris Academy teachers are being equipped to provide meaningful instruction that meets the needs of our students and builds toward college and career readiness.

Morris Academy for Collaborative Studies HS PARENTAL INVOLVEMENT POLICY

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

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

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

SCHOOL – PARENT COMPACT

School Name: Morris Academy for Collaborative Studies

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

The School Agrees	The Parent/Guardian Agrees	The Student Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> - parent-teacher conferences at least twice annually - frequent reports to parents on their children’s progress - reasonable access to staff - opportunities to volunteer and participate in their child’s class - observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To work with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.</p> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p> <p>To increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:</p> <ul style="list-style-type: none"> B. attending PA Meetings C. their involvement in parental workshops D. participating in any school events E. serving as a PA or SLT member F. attending Community Based Organization meetings 	<p>To attend school regularly and arrive on time;</p> <p>To complete my homework and submit all assignments on time;</p> <p>To follow the school rules and be responsible for my actions;</p> <p>To show respect for myself, other people and property;</p> <p>To try to resolve disagreements or conflicts peacefully;</p> <p>To always try my best to learn</p>

appropriate, i.e., literacy classes and workshops.		
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 New Visions: Babara Gambino	District 09	Borough Bronx	School Number 297
School Name Morris Academy for Collaborative Studies			

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

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

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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area	0	Number of special	0	Number of teachers of ELLs	0

teachers with bilingual extensions		education teachers with bilingual extensions		without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

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 invitations to come to the library and/or the ESL resource room to complete the components of the exam. If a child is absent there are make-up days for students missing components. Once the scores are available the ESL coordinator, Heather Flay, and the assistant principal, Martin Hernandez, review the test scores via ATS to determine eligibility. The ESL department reviews the results of the NYSESLAT on ATS to help us program students correctly and to align student schedules with state mandates for ELLs. We also group students according to their reading, writing, and listening skills based on the test and in school assessment.

2. Fortunately, two of our guidance counselors Joanny Santana and Kristen Gomez, one ESL teacher (Ramon Nunez) and our parent coordinator (Zulieka Carrion) are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, our guidance counselors, with assistance from the ESL department, inform the parents of our program (freestanding ESL) and what the other choices are (Dual Language and Bilingual Education). On the first day, one of the ESL teachers (Ramon Nunez or Edward Berk) show the video from the Office of English Language Learners. They provide parents and students with the Program Choice letter following the viewing of the video. The second day of the child's attendance in school one of the ESL teachers, Ramon Nunez or Edward Berk, will administer the LAB-R test. When they score the test on day three, if it is determined that the student is indeed an ELL, they will both give the student an Entitlement of ELL Services letter and also mail one home on day four. The ESL coordinator keeps a list of parents who requested a different program. If/when a new program becomes available a letter will be mailed home by Heather Flay, ESL coordinator, to inform parents of the new program.

3. On the first day of school the ESL coordinator, Heather Flay, and the assistant principal, Martin Hernandez, will print the NYSESLAT scores from ATS. From this report two lists will be generated during the first week of school by Heather Flay; those students who need to receive entitlement letters and those students who need to receive non-entitlement letters for testing out. Once the lists are generated the entitlement/non-entitlement letters are filled out by Heather Flay. A copy is made and put on file in a binder kept in room 200A. The originals are given to Zulieka Carrion, Parent Coordinator, where she will address and mail out the letters by the second week of school. If a student does not return the Program Selection Form within one week Zulieka Carrion calls home to follow up and remind parents about turning in the paperwork. All Program Selection Surveys are kept in a binder in room 200.

4. At the time, all students are placed in the ESL program as that is the only program the school offers. As stated in question number 3 our ESL coordinator, Heather Flay, puts together all entitlement, placement and

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Contained														
Push-In										1	1	2	1	5
Total	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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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
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
TOTAL	0	22	26	30	17	95								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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.

A. Programming and Scheduling Information

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

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

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

Principle One: A Coherent Language Policy

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

Principle Two: Academic Rigor

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

Principle Three: Use of Two Languages

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

Principle Four: Explicit ESL and ELA Instruction

A. Programming and Scheduling Information

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

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

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

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

2. Our ESL teachers are assigned to work with content teachers of our ELL blocks in order to provide ESL support. The CTT model works ensures that all advanced ELLs are receiving the mandated number of minutes per week (5 classes/week times 2 minute periods = 260 minutes of CTT with a licensed ESL teacher for advanced students). Intermediate students are programmed for a self-contained ESL class every day in addition to the CTT model used for content classes (260 CTT minutes plus an additional 260 minutes for 5 classes/week ESL class = 520 minutes a week for intermediate students). Beginner students are pulled out of English classes and taught basic skills by an ESL teacher, receive a self contained ESL class and CTT model support in content classrooms (260 CTT minutes plus 260 self contained ESL class plus 260 ELA (5 classes/week) pull-out classes equals 780 minutes a week for beginner students). We also use bilingual paraprofessionals to support the students with their content specific questions and needs.

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

A. Programming and Scheduling Information

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

For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

Websites frequently visited by our ESL department include englishforeveryone.org; eslflow.com; rong-chang.com; usingenglish.com and famouspeoplelessons.com.

4.

5.

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

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

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

A. Programming and Scheduling Information

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

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

6. All of our ELL-SWD are evaluated by both the ESL and SPED teachers in the building. If the certified teachers decide that the student's ELL needs are greater than their special education needs then the student is given an ELL program fit to their proficiency with an elective that provides them with Special Education services. If the student's special education needs are greater than their ELL needs then the reverse is true; the students are given a special education program fit to their needs and receive a freestanding ESL class as an elective to service the student's ELL needs.

For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

Websites frequently visited by our ESL department include englishforeveryone.org; eslflow.com; rong-chang.com; usingenglish.com and famouspeoplelessons.com.

7. All of our ELL-SWD are evaluated by both the ESL and SPED teachers in the building. If the certified teachers decide that the student's ELL needs are greater than their special education needs then the student is given an ELL program fit to their proficiency with an elective that provides them with Special Education services. If the

A. Programming and Scheduling Information

student's special education needs are greater than their ELL needs then the reverse is true; the students are given a special education program fit to their needs and receive a freestanding ESL class as an elective to service the student's ELL needs. So either the students are taking an ESL class with their non-disabled peers or they are taking content classes with their non-disabled peers.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Global History	Spanish			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

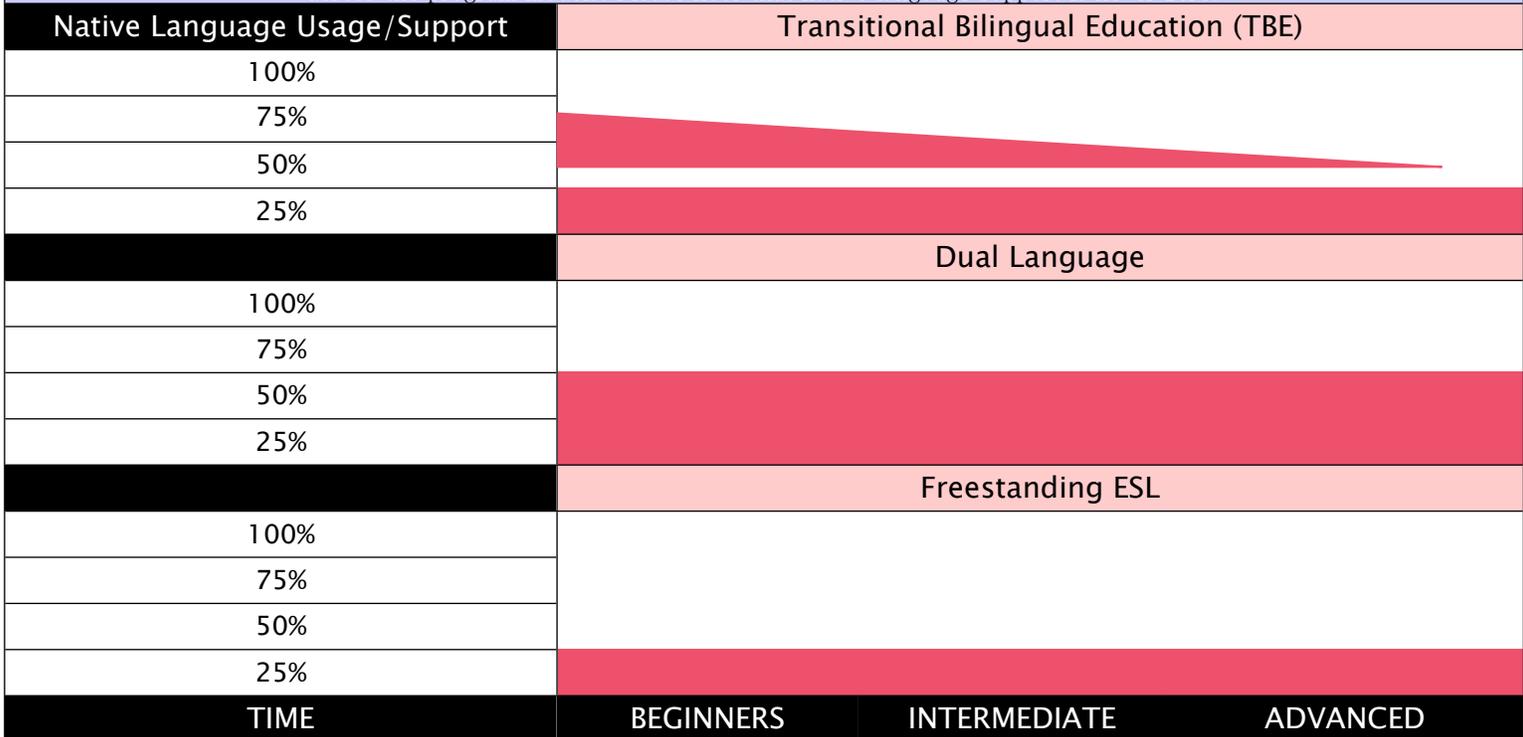
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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.



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

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 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.

13 . This year the school has opened an ESL resource room equipped with eight computers for student use. Rosetta Stone has been updated to all computers and is used in classes. Each content ESL classroom is equipped with a Smartboard that is used on a daily basis. Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards, and CDs that are associated with two series of books used in ESL classes, Visions (3 level series including Text, Activity Book, CDs) and English in Action (4 level series including Text, Activity Book, CDs). Teachers also use guided note-taking graphic organizers and have students do dictation. Native language materials are used in the math, science, Global and US History classes and are provided by the teacher. Assessments are the most common classroom material that is translated into the students' native language. Almost all instruction is completed in English. For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students. For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading. For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources. For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

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

14. Within our ESL model students receive translated materials, native language texts and though not bilingual certified, many of our staff members are biligual and perform oral translation of content when needed. A bilingual paraprofessional allfollows the beginner class to support their transitioning/translation needs in their native language.

15. Yes

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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.

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 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, 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. 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.

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?

1. 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.

On September 1, 2011 we had a orientation for all 9th grade parents where they were orientated with the school, academically, socially and in terms of services; the community to the parents and the parents to the school. Parent service is defined as parents coming to monthly PA (Parent Association) meetings and the monthly SLT meeting. In this meeting on September 1st we had a total of 300 parents and exactly 101 family units represented. On Saturday, September 24th we followed up that meeting with a Family Art Day where we brought in our Community Based Organization (CBO) partner, Arts Connection as well as our new art teacher to our school and we ran 3 workshops for parents (Theater/Writing, Graphic Arts/ Computer/Media). Our attendance for this was over 45 people and 30 family units. We are planning a spring 2012 Curriculum Night for our parents to discuss a spring curriculum for all teams (9, 9/1 – ELL, 11, and 12) so that parents are partners on the curriculum in the spring semester and Regents exams going forward.

New Visions is partnering with us with a focus on 9th and 10th graders for College and Career Readiness. New Visions assist students and parents in completing FAFSA (federal grant aid) for college. New Visions also provide monies for college trips for these students through grants and in the spring of 2012 we are planning ESL classes for our parents that do not speak English on Saturdays. We will be recruiting professional ESL teachers. Mr. Mazzaroppi, ELA Teacher, has received tickets to take our 9/10 (ELL) Team to see the play Memphis on

Wednesday, October 26th.

2. We have 4 present partners that are providing workshops and services:

New Visions – assists with our financial planning for 12th graders (ELL students included) that are graduating and are planning to go to college. These workshops include, but are not limited to:

a. Bringing in counselors to help out with the seniors, counseling parents and students with financial planning for 4 year colleges. For example, New Visions through counselors help parents think about considering to send student to a college where funding and students to consider where funding resources rung out before the student finished senior year of college.

b. New Visions also provides workshops on planning, transitional services from 8th to 9th grade and the parents at workshops together (see answer to #1 above – Parent Orientation Meeting of September 1, 2011 with other parent orientation meeting to follow i.e. Saturday, September 24th.)

Our Community Based Organization partners provide resources for parents with us. For example, Family Arts Day (noted in answer to question #1 Saturday, September 24th), our second Art Day (tentatively scheduled for February 11th beginning our new semester, our third event is planned for a May 12th where parents can experience curriculum and resources that include, but are not limited to Dance, Theater/Writing, Media Services, Graphic Arts and oil painting. In the spring of 2012 beginning March 3rd we will be beginning a 5 week course on intensive English study for parents who know little to no English. Breakfast and babysitting will be provided. Translation services will be available at all of these events. Parents will be divided into small groups.

Other CBOs involved with the school and our ESL population include:

Hope For New York – provides the Mentoring Program and counseling services for parents in terms of networking summer jobs and internships for students and possible services for parents to understand the New York City job market for themselves and their child.

Arts Connection – provides resources and representatives to work along with students. For example, our Family Art Day on September 24th (see answer to question #1)

Gear Up – working with our 11th grade students with a focus on ELL and Special needs and placed a laptop through grants in each of their hands.

3. Our parent coordinator, Ms. Zulieka Carrion, surveys our parents by phone, over the summer we sent our surveys to parents and at Parent Association Meetings asking them what topics they will like to focus on. For example, for this school year, 2011–2012, parents decided on College and Career Readiness as the main topic. We have now implemented that request of these parents and their children so they (both parent and child) have a

better understanding of the college and career needs for the 21st century. All letters and materials are translated.

4. Parental involvement activities are as follows:

Parent Retreats – As indicated in answer to question #1, at Parent Retreats parents have the opportunity to discuss and get involved in specific issues relating to the school that they will like to see i.e. the theme or main focus for the students.

Family Arts Day – As indicated in answer to question #1, at Family Arts Day and BBQs parents have the opportunities to get involved in curriculum and become well acquainted with our school community.

SLT (School Leadership Team Meetings) – As indicated in answer to questions #1, at the SLT Meetings parents have the opportunity to be involved in assisting decide allocation of budgetary concerns, school curriculum and review Progress Reports and Quality Reviews

PA (Parent Association Meetings) – As indicated in answer to questions #1, at the SLT Meetings parents have the opportunity to be involved in assisting decide allocation of budgetary concerns, school curriculum and review Progress Reports and Quality Reviews

Parent / Student Orientation – As indicated in answer to question #1, Parents and students have the opportunity to become familiar with the our school’s academic, social , culture and tone.

All translation services are provided through our Parent Coordinator, Zulieka Carrion, at these events.

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part IV: B. Assessment Analysis

1. We were gratified to see that nearly all students improved proficiency levels according to their NYSESLAT results.

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

3.

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

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

b. We distribute the NYSESLAT results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results. ESL teachers will consult with subject area teachers that teach ELLs,

sometimes as co-teachers and other more informally. We use periodic assessments to determine the effectiveness of our programs and make changes in student programs. It is also a good measure of what students need to work on in order to test out of ESL on the NYSESLAT. This past year, we did not use the periodic assessment test, but our own assessments have shown that providing more ESL classes has been very effective.

c. The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed.

We use native language instruction effectively. Our beginner ESL teacher is a native Spanish teacher and can easily and effectively translate for students. Two of the subject area teachers on our 9/10 ELL team are proficient in Spanish and can provide instruction in two languages. Beginner students are pulled out of Global History classes on a regular basis to receive native language instruction. We have a Spanish class for Native and Heritage Spanish speakers focused on literature and literacy development. Glossaries and Spanish Language Text are offered to ELLs.

4.

a. The beginner students rely heavily on their native language exams. Typically 20% of beginner ESL students pass the Regents Exams they take. They use both exams but typically write in their native language exam.

The intermediate students get both the English and native language exams but they use the native language much less often. They only reference the native language exam when they see a word they do not know. They complete the English exam.

The advanced students either only use the English version of the exam or use the native language as a reference. They write and complete the exam in English.

The ninth graders take the Integrated Algebra and Living Environment Exam. Most ninth graders take the Regents exam with English and Native language in front of them. There is approximately a 25% passing rate for ELLs for the Integrated Algebra Exam and a 30% pass rate for ELLs on the Living Environment Exam.

The tenth graders take the Global Regents exam. ELL student typically perform better in the Global than they do Math and Science. The pass rate for the Global Regents for ELLs was 57%.

The eleventh graders the focus in 11th grade in the English Regents Exam. All students taking the English Regents take the exam in English. The pass rate for ELLs on the English Regent was approximately 40%. The pass rate US History in the eleventh grade is 23%.

The twelfth graders taking Regents are usually trying to pass Regents exams they failed previously. Usually with

proper intervention like Saturday School and after school tutoring 75% of the ELLs pass the Regents the need to graduate.

b. Teacher feedback indicated Acuity exams were not sufficient. More real, authentic, meaningful, and relevant assessments were necessary to inform instruction. Teachers decided to design their own assessments (DYO). DYO assessments focus on skills in ELA, Math and History. Create meaningful assessments, aligned to curriculum and standards, to drive instruction in the areas of English, History and Mathematics. Teacher designed assessments focus on specific student skills. Inquiry groups, examining specific target groups, use this data to inform instructional practice. This academic school year 2011–2012 there are three DYO cycles. One during the Fall, Winter and the Spring. Teachers make assessments, the data is collected and compiled by Roberta Kang, she in turn produces graphs for the data that teachers then analyze in departments. Departments make an instructional adjustments needed.

5. Not Applicable

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

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

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

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

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

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

Additional Information

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

Below, please find the additional information requested.

Part II: ELL Identification Process

A. The Home Language Identification Survey is administered at the District level (not by us). We do not receive a

copy of it. When new students arrive at Morris Academy for Collaborative Students, they report to the guidance office for an assessment of their transcripts and programming.

We are fortunate that we have three excellent guidance counselors, two of whom are bi-lingual in Spanish and English. Based on an examination of transcripts and informal interview and discussion, if the guidance counselors think that there is a chance that the student is an ELL, they will contact one of the two full-time ESL teachers for further assessment. We will also show parents the Video on ESL programs in New York City (from the Office of English Language Learners) and inform parents of the

The ESL teachers will meet with the student to assess skills and ESL level (if applicable). This assessment includes an informal conversation, a short grammar assessment, a reading assessment (we will ask students to read aloud), multiple choice questions, and a short written response to a general topic. Depending on the assessment, we will schedule the student for the LAB-R test within ten days of the student's arrival to our school.

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

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

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

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

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

To encourage parent involvement at MACS we:

- 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 parents in their children's education;
- 4) Hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- 5) Conduct outreach activities and training parents;
- 6) Distribute all notices in English and Spanish;
- 7) Provide resources for family outreach to assist and inform parents, and involve them in the school community;

- 8) Encourage parents to network with each other and to communicate with school staff;
- 9) Maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- 10) Meetings are scheduled at various times during and after the school day to accommodate parents;
- 11) Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

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

Part IV: ELL Programming

Subsection

D: Professional Development and Support for School Staff

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

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

We have bi-monthly department meetings. Periodically, ESL teachers are asked to provide professional development, specifically providing subject area teachers with effective ELL strategies for their content area. Additionally, our CTT model enables our ESL teachers to work with subject area teachers on effective ESL teaching practices. ESL teachers provide content teachers with foreign language glossaries for their ESL students. Each Grade Team holds bi-weekly meetings. ESL teachers attend these meetings to ensure that all teachers on the team are effectively teaching ELLs in their class, and to provide professional support for teachers they don't directly collaborate with.

Part V: Assessment Analysis

Subsection B

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

>We discovered that our students score significantly higher on the oral portions of the NYSESLAT (listening/speaking) than they do on the visual sections (reading/writing). This is especially true for our LTEs. For this reason, we are providing reading classes, taught by an ESL teacher, to ESL students in the 9th and 10th grade. Students who are not progressing from year-to-year on the NYSESLAT are identified and we provide additional

tutoring during lunch, late periods, and after school for ELLs to work on reading and writing skills. These students also have the opportunity to attend Saturday school for remediation.

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

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

Spanish teachers are available to translate materials and exams into Spanish for content teachers. We also have bilingual dictionaries available in all classrooms.

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

One of the most important things we have learned from our periodic assessments is that ELLs generally struggle to achieve results on the visual skills, writing and reading. This is especially true with a majority of our LTEs, who exhibit native or near-native proficiency in speaking, as well as, excellent listening comprehension scores.

However, their writing and reading skills lag significantly behind. For this reason, we emphasizing these linguistic skills across all content areas. Additionally, we are scheduling ESL classes specifically for reading and writing.

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

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

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

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

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

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

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

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

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

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

Part VI: LAP Assurances

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Morris Academy for Collaborati	DBN: 9x297
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
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 September 25, 2012, and will run through June 2013 with Mr. Nunez and Ms. Flay. After school tutoring was offered every Tuesday from 3:05pm - 4:05 pm in the ESL Resource room. The dates of the after-school tutoring sessions for the Fall semester were 9/25, 10/2, 10/9, 10/16, 10/23, 11/5, 11/13, 11/20, 11/27, 12/4 and 12/11. For the Spring semester after-school tutoring sessions will be held on 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28, 6/4, and 6/11.

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 11/17, 12/1, 12/8, 12/15, 1/5, 1/12, and 1/19. For the Spring semester Saturday school be in session from 9:15 am to 12:15 pm on 3/3, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/1, 6/8 and 6/15. 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 1/19 for 4 hours, on 6/8 for five hours and on 6/15 for five hours.

Part B: Direct Instruction Supplemental Program Information

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 AUSSIE grant curriculum specialists 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 other Monday. The focus of these workshops is writing strategies and the Common Core Standards. 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 10/8, 10/22, 11/5, 11/19, 12/3, 12/17, 1/7 and 1/21. PD session dates for Spring 2013 semester are to be determined but the current plan is to have them on the second and fourth Mondays of the month. The professional development workshops are led by Mathhew Mazaroppi, AP of instruction who before becoming AP was the English teacher for ELL students. Each month Mr. Mazaroppi introduces a new strategy that can be incorporated into all content areas to support the new Common Core Standards. The strategies support ELL students. Teachers attending the workshops sign-in and they are assigned a specific workshop to attend. Mr. Mazaroppi maintains a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. He also keeps a binder of the staff reflections they complete after they have implemented the strategy. At the end of the workshops the hours are totaled by Mr. Mazaroppi and he 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.

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

Part C: 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 bi-monthly Monday workshops. The focus of these workshops is writing strategies and the Common Core Standards. Included in all workshops, are discussions and reflections on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, and administrators. The ESL coordinator also sends out informative emails to the staff about ELL services, translation services, instructional strategies, etc.

In addition, teachers have received professional development from the AUSSIE ELL Grant 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.

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 10 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. For the 2012-2013 there will be one Parent Retreat. The core value of parent retreats is increasing parent involvement as well picking themes for the coming year. Our theme for the 2012-2013 school year is College and Career Readiness with a special focus on ACT materials.

We have already had one parent workshop in October which focused on the SATs. 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 as an elective course. They are also receiving double periods of instruction in ELA.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<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 are 9/25, 10/2,10/9, 10/16,10/23, 11/5, 11/13, 11/20, 11/27,12/4 and 12/11. For the Spring semester after-school tutoring sessions will be held on 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28, 6/4, and 6/11.</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 (1/19 (4 hrs), 6/8(5 hrs) and 6/15 (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 11/17, 12/1, 12/8, 12/15, 1/5, 1/12, and 1/19. For the Spring semester Saturday school be in session from 9:15 am to 12:15 pm on 3/3, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/1, 6/8 and 6/15.</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>\$2,000</p>	<p><u>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.</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$791.12</p>	<p><u>Dictionaries (Spanish, Arabic and French)</u></p> <p><u>Computer software</u></p> <p><u>Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment regents review books for ELL students.</u></p> <p><u>Supplemental Regents Review</u></p>

Part E: Budget

		<p><u>Material for ELLs</u></p> <p><u>Breakfast & refreshments for parent engagement program</u></p>
Educational Software (Object Code 199)	<u>\$500</u>	<p><u>Headphones with microphones for the Rosetta Stone Software</u></p> <p><u>Examgen (in Spanish for Algebra, Geometry and Algebra 2/ Trigonometry)</u></p>
Travel		
Other	<u>\$500</u>	<p><u>All staff attend Professional Development workshops every other Monday afternoon. The focus of these workshops is Common Core Standards and Writing Strategies. Included in all workshops, are discussions on how to effectively differentiate CSS instruction for ELLs. Funds are applied to supplies 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.</u></p>
TOTAL	<u>\$11,200</u>	