



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JORDAN L. MOTT JUNIOR HIGH SCHOOL

DBN (i.e. 01M001): 09X022

Principal: EDGAR LIN (I.A.)

Principal Email: ELIN@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: JORGE IZQUIERDO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Edgar Lin	*Principal or Designee	
Michelle Barrow	*UFT Chapter Leader or Designee	
Andres Sanchez	*PA/PTA President or Designated Co-President	
Jennifer Perez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Migdalia Cordova	Member/ Parent	
Yolanda Jennings	Member/ Parent	
Douglas Satran	Member/ Assistant Principal	
Crystal Clark	Member/ Guidance Counselor	
Lukas Javier	Member/ Parent	
Angelica Carmargo	Member/ Parent	
Ramon Nunes	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
--	---

School Information Sheet for 09X022

School Configuration (2013-14)					
Grade Configuration	05,06,07,08	Total Enrollment	570	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	42	# SETSS	N/A	# Integrated Collaborative Teaching	35
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	N/A	# Drama	19
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.7%	% Attendance Rate			90.7%
% Free Lunch	94.7%	% Reduced Lunch			1.6%
% Limited English Proficient	31.4%	% Students with Disabilities			20.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			27.0%
% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander			1.5%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.3	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	19.8%	% Teaching Out of Certification			13.4%
% Teaching with Fewer Than 3 Years of Experience	60.5%	Average Teacher Absences			4.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.2%	Mathematics Performance at levels 3 & 4			1.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			23.6%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		No
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP					
Describe the strengths of your school's 12-13 SCEP.					
The 12-13 SCEP focused on two aspects of the instructional core – curriculum and pedagogy – to improve student achievement while at the same time worked to address school culture via coordinated intervention plans for identified at-risk students.					
Describe the areas for improvement in your school's 12-13 SCEP.					
The 12-13 SCEP Goals were both measureable and time bound. However, few systems were created to monitor short and long-term success of implemented programs intended to support the stated goals. Area of improvement would be to develop organic systems capable of providing timely and meaningful feedback supporting efficacy of the school community's work towards achieving our SCEP goals.					
Another area of improvement is to create rubrics and checklists that support alignment of Social Studies, Science, and Arts curricula with the CCLS.					
It is also important that professional development be designed to support improved faculty pedagogical practice in our classrooms reflected in increased student learning as measured by quantitative and qualitative measures of student performance. Areas of improvement include providing opportunities for faculty to meaningfully engage in looking at student work and deep-diving into student performance data to inform instructional decisions					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
The school's structure of organization failed to incorporate all faculty members in curricular development and student support professional development opportunities.					
The school's structure of organization, scheduling "0 period" at 8 AM, led to low student attendance and participation in "0 period" remediation and enrichment opportunities.					
In March 2013, school leadership changed with principal's departure.					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
Goal 1: 5% increase in the number of students performing at or above grade level in NYS ELA and Math was not met. However, median student progress in both ELA and Math improved over 2011-2012 NYS student performance data.					
Goal 2: Departments will incorporate CCLS into shared units of student and identify at least two units of study that exemplify individual departments curricular development was met. In all core content areas, at least two units of study aligned to CCLS were developed and implemented.					
Goal 3: Over 80% of teachers will improve one category in at least two out of four Danielson competencies (1E, 2B, 3B, and 3D) was not met.					
Goal 4: Coordinated intervention plans for at least 60 students which lead to improvements in targeted behaviors in at least 50% of cases was met. Coordinated intervention plans developed jointly via student support personnel (deans and guidance counselors) were developed for 60 students along with a tracking mechanism to monitor targeted behaviors. Over 30 students had marked improvements in targeted behaviors by year's end.					
Goal 5: Attendance at community events will increase by 5% and at least 20% of families will access student information on line was not meant. There existed no monitoring mechanism to track interim and final success of the stated goal.					
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	X	No
If all the goals were not accomplished, provide an explanation.					
Many of the 2012-2013 SCEP goals were not accomplished due to lack of monitoring and data-collection systems that provided timely and actionable feedback for administration and faculty to make mid-course adjustments necessary for accomplishment of stated goals					
Did the identified activities receive the funding necessary to achieve the corresponding goals?			X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
---	--	--	--

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

With new leadership committed to leading adaptive change that is both strategic and sustainable, the 2013-2014 SCEP represents the start of a revised set of goals and foci. It will take time to establish routines and rituals to enact all the steps and to incorporate all the tenets into the strategic plan. It will also take time to create and revise monitoring, data-collection, and feedback systems and structures that provide timely and actionable next actions to stake-holders

List the 13-14 student academic achievement targets for the identified sub-groups.

- 15% of students identified as ELLs will improve on the NYSESLAT assessment. English Language Learner progress will increase by 5%.
- 5% of students identified as SWD in self-contained, ICT, or SETSS settings will achieve proficiency in both NYS ELA and Math assessments.
- Median adjusted growth percentile in lowest third for NYS ELA will be greater than or equal to 79. Median adjusted growth percentile for NYS Math will be greater than or equal to 75.

Describe how the school leader(s) will communicate with school staff and the community.

The Principal communicates daily with the staff on the school website. The AP's and Instructional leaders also communicate to academy faculty during daily Morning Meeting ritual and via e-mail and the school website. Googledocs, available on the school website are also used as a regular communication tool. Weekly, during Faculty Collaboration, the principal leads school-wide professional development focused on Danielson's Framework for Teaching.

Describe your theory of action at the core of your school's SCEP.

If the entire school community commits to work together to solve the problems that stand in the way of student learning, by engaging in collaborative inquiry to identify issues that develop, and implement and assess strategies to solve the identified issues, then the result will be increased student learning as measured by both qualitative and quantitative measures of student performance for all students.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy is to include regular, structured opportunities for groups of adults to engage in inquiry to 1) identify issues standing in the way of learning and 2) address the issues through a cycle of inquiry that analyzes data, investigates various strategies and identifies promising practices.

Mott MS 22 has a rigorous meeting schedule for all teams to meet for Inquiry and to plan curriculum, instructional strategies and best practices for student support:

- MM; Content Leader practices and intervisitations;
- Weekly School-wide Faculty Collaboration centered on Danielson Domains and Competencies;
- Weekly CPT Meetings (content/academy)
- ELL teachers-monthly retreats
- Instructional Leads-monthly retreats
- Content Professional Development Days as needed
- Bi-monthly POD (grade team) meetings
- Weekly AP meetings
- Weekly Instructional Cabinet meetings

List the key elements and other unique characteristics of your school's SCEP.

- 13-14 SCEP reflects S.M.A.R.T. goals aligned to school's mission focused on community collaboration to ensure student learning.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

School leaders meet regularly to actively implement and assess progress on improvement plan:

- Completed/scheduled observations and feedback cycles based on Danielson foci.
- Observation Protocol is used as an inquiry cycle by content leads and SV's to align Danielson lens and evaluate teachers' progress.
- Weekly Instructional Leaders Cabinet + SV Cab meetings
- Weekly AP Meetings
- Monthly Instructional Leader Retreat
- Content Leaders using MOSL data to inform cross-curricular planning/instruction

Faculty meet regularly to actively implement and assess progress on improvements:

- Weekly Faculty Collaboration w/Danielson Cycle
- Weekly Content Meetings inquiry cycle
- Bi monthly Pod (grade team meetings)

Faculty and leadership are supported by Pd and coaching to implement and assess progress on improvement plan:

- Instructional Leaders Cabinet + SV Cab meetings
- Monthly Leader Retreats
- Talent Coach supports and offers regular feedback to instructional Leaders
- Curricular Implementation; Danielson foci

- Leaders attend network and other PD's
- Principal has asked network to complete a mock Quality Review, which will be done in late January
- CPET/Pearson offer leadership coaching and support
- CPET/Pearson will regularly evaluate and assess progress

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

In the school year 2012-13, percent of students meeting proficiency in ELA was 1.9% while percent of students meeting proficiency in Math was 5.2%. In addition, student median adjusted growth percentile in ELA was 63 and in math, it was 55. While these scores represent an increase from the previous year’s report card, (20.9-24.0 in student progress), clearly there is a need for continued focused initiatives to raise students’ math and literacy proficiency as measured by the NYSED ELA and Math exams.

Review Type:	NYCDOE Progress Report	Year:	2012-2013	Page Number:	2 and 3	HEDI Rating:	I
---------------------	------------------------	--------------	-----------	---------------------	---------	---------------------	---

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By the end of the 2013-2014 school year, number of students meeting proficiency as measured by the NYSED ELA and Math Exams will increase by 50% in both ELA and Math. In addition, The median adjusted percentile of growth on the ELA and MATH state exams will be 65 in ELA and 58 in Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Strategy – All faculty will engage in inquiry that examines student work and assessment data that shifts instructional practices.
1. All faculty content teams will examine student work and assessment data a minimum of three times using a prescribed protocol.
 2. All faculty will engage in school-wide professional development a minimum of three times using instructional strategies such as partner reading, shared reading, read aloud to help students access rigorous texts, with a focus on informational texts and identifying author’s claims and evidence.
 3. All faculty content teams will create a minimum of three assessments aligned to target performance indicators (unit assessments, exit slips,) and to the common core standards.
 4. ALL ELA and Math faculty will engage in at least two professional development to adjust Expeditionary Learning and CMP curriculum to best support students’ literacy skills.

2. Timeline, Key personnel and other resources used to implement each strategy/activity

1. Content-area assistant principals (2) and content-area lead faculty (3) will collaborate with CPET, Pearson, and MitC consultants to create prescribed protocol for use in at least 3 weekly content meetings.
2. Principal, content-area assistant principals and content-area lead faculty will plan and facilitate three professional development opportunities focusing on research-based reading instructional strategies.
3. Content-area lead faculty will collaborate with CPET and MitC consultants to create 3 assessments aligned to target performance indicators (unit assessments, exit slips, and other formative assessments) and to the common core standards.
4. ELA and Math content lead faculty and content-area assistant principals will collaborate with Expeditionary Learning and MitC consultants to adjust ELA and Math curriculum at least twice during the school year.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Cycle of inquiry agendas looking at student work and assessment data with prescribed protocol used.
2. By the end of the 2013 school year, all content-area faculty will have incorporated at least one research-based reading strategy into their instructional routine.
3. At the end of each unit, faculty will collaboratively develop assessments aligned to target performance indicators (unit assessments, exit slips,) and to the common core standards.

4. Curriculum maps reflecting adjustments made in ELA and Math to meet student learning needs
4. Timeline for implementation and completion including start and end dates
1. Monthly, beginning in December 2013.
2. Three times a year between November 2013 and May 2014.
3. Time accordance with start and end of content-area units.
4. Two times a year starting in January, 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for monthly planning retreats. CPET/Pearson/MitC consultant costs. Content supervisors and content lead faculty lead weekly 50 minute intra-academy departmental meetings during common planning and bi-weekly 85 minute content departmental meetings during SBO Thursday afternoon faculty collaboration funded through Title I SWP and SIG ARRA funds. .
2. No Cost associated. SBO weekly Thursday early-release Faculty Collaboration.
3. CPET and MitC consultants funded via Title I SWP and SIG ARRA funds.
4. ELA and Math content supervisor, content lead faculty, and content grade-team leaders participated collaborate with Expeditionary Learning and MitC consultant with monthly follow-up via CPET consultant funded through Title I SWP and SIG ARRA funds.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants	
List any additional fund sources your school is using to support the instructional goal below.												
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.												
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core					
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement					
	PF Positive Behavioral Management Programs					PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
From 2010-2011 Quality Review: Deepen the continued development of curriculum so that key standards focused on accelerating student growth are embedded in rigorous tasks in order to challenge and engage all learners.											
Review Type:	NYCDOE Quality Review	Year:	2010-2011	Page Number:	4	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum				X	3.3 Units and lesson plans					
X	3.4 Teacher collaboration				X	3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By the end of the 2013-2014 school year, all curriculum maps will be aligned to the CCLS and adjusted for student needs will be published with complete units.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
Strategy – All faculty will participate in curricular planning activities aligning content curriculum to CCLS.											
1. Content-area assistant principals and content-area lead faculty will develop year-long scope and sequence for content curricula.											

2. Content-area assistant principals and content-area lead faculty will plan and lead monthly curricular planning meetings with all content faculty.
3. ELA and Math content lead faculty and content-area assistant principals will collaborate with Expeditionary Learning and MitC consultants to adjust ELA and Math curriculum at least twice during the school year.
B. Timeline, Key personnel and other resources used to implement each strategy/activity
1. Content-area assistant principals (2) and content-area lead faculty (3) develop year-long scope and sequence for content curricula by November, 2013.
2. Content-area assistant principals and content-area lead faculty.
3. ELA and Math content lead faculty and content-area assistant principals.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completed year-long content specific scope and sequence by November, 2013.
2. Completed unit plans for each content area aligned to the content scope and sequence.
3. Curriculum maps reflecting adjustments made in ELA and Math to meet student learning needs available by end of 12-14 school year.
D. Timeline for implementation and completion including start and end dates
1. November 2013.
2. Time accordance with start and end of content-area units.
3. Two times a year starting in January, 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. SIG ARRA funds support hiring of lead faculty with reduced teaching schedules. Per session for monthly planning retreats.
2. Content supervisors and content lead faculty lead weekly 50 minute intra-academy departmental meetings during common planning and bi-weekly 85 minute content departmental meetings during SBO Thursday afternoon faculty collaboration funded through Title I SWP and SIG ARRA funds. .
3. CPET and MitC consultants funded via Title I SWP and SIG ARRA funds. Per Diem coverage costs for ELA and Math faculty.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
From 2010-2011 Quality Review: Continue to strengthen pedagogical practices so that learners are continuously engaged in independent thinking through diverse learning opportunities that exhibit a shared understanding of how students learn best. "D"									
Review Type:	NYCDOE Quality Review	Year:	2010-2011	Page Number:	5	HEDI Rating:	D		

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	4.2 Instructional practices and strategies				X	4.3 Comprehensive plans for teaching			
X	4.4 Classroom environment and culture					4.5 Use of data, instructional practices and student learning			

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By the end of the 2013-2014 school year, 50% of staff will increase in their HEDI rating in one or more components in Danielson Domains 2 or 3.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – All faculty will participate in weekly Faculty Collaboration that deep dives into Danielson’s Framework for Teaching Domain 1E, 2B, 3B, and 3C leading to shifts in pedagogical practices.

1. Principal-led weekly Faculty Collaboration PD focuses on a Danielson component.
2. A minimum of three classroom observations focused on the above named Danielson competencies.
3. Observation Protocol used by content leads to observe each Domain as the school focuses on it in at weekly faculty PD sessions
4. Educator for Social Responsibility (ESR) consultant works with new teachers twice a week focusing on above Danielson domains.

B. Timeline, Key personnel and other resources used to implement each strategy/activity

1. Principal plans and leads weekly Faculty Collaboration PD focusing on a Danielson component.
2. Principal and assistant principals conduct classroom observations with timely feedback and next actions for faculty observed.
3. Content lead faculty conduct classroom observations using specific protocol.
4. ESR consultant and new faculty (12).

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

5. By the end of the 2013-2014 school year, 100% of faculty will have completed a three-week cycle into each Danielson competencies 1E, 1C, 2B, 3B, and 3C.
6. By February 2014, 50% of observed lessons will increase their HEDI score by 1 level from lessons observed between September and November.
7. By the end of the 2013-2014 school-year, content area faculty will receive written feedback at least three times from content-area lead faculty.
8. By the end of the 2013-2014 school year, 100% of new faculty will have received written and verbal feedback focusing on Danielson competencies at least three times from ESR coach.

D. Timeline for implementation and completion including start and end dates

1. Beginning in September, principal plans and leads weekly Faculty Collaboration..
2. All faculty to be observed a minimum of three times per year.
3. Content Lead faculty will observe faculty practice on a rolling basis throughout the year.
4. Starting in January, ESR consultant will collaborate with new faculty two times per week.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. SBO Thursday afternoon faculty collaboration funded through Title I SWP and SIG ARRA funds. 75 copies of Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson.
2. SIG ARRA funds support hiring of lead faculty with reduced teaching schedules. Per session for monthly planning retreats. Content supervisors and content lead faculty lead weekly 50 minute intra-academy departmental meetings during common planning and bi-weekly 85 minute content departmental meetings during SBO Thursday afternoon faculty collaboration funded through Title I SWP and SIG ARRA funds. .
3. ESR Consultant funded via Tax Levy.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

On 2012-2013's NYC School Survey, the safety and respect score lowered to an overall score of 6.8. In addition, the rate of all suspensions has been consistently lowering over the past 4 years, it is important to continue with this decline to build the school culture and support RORS.

Review Type:	NYCDOE Learning Environment Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	D
---------------------	------------------------------------	--------------	-----------	---------------------	---	---------------------	---

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By the end of the 2013-2014 school year, Level 4 and 5 Incidences Suspension rates will decrease by 10%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – Each student will be assigned an advisory at a ratio < 1:15 to facilitate adult connectedness and executive functioning skills.

1. Advisory has been implemented to offer each child an advisor for supervision and for advice and support; a small peer group to discuss and support each other with issues, daily accountability with RORS, and an advocate who knows the child well and sees him/her on a daily basis and contacts parents with updates.
2. School Steering Committee meets monthly to develop MS 22 Community Handbook outlining matrix of expectations for *Being Respectful, Being Organized, Being Responsible and Being Safe.*

B. Timeline, Key personnel and other resources used to implement each strategy/activity

1. Advisory has been implemented to offer each child an advisor for supervision and for advice and support; a small peer group to discuss and support each other with issues, daily accountability with RRORS, and an adult who can stay in touch with a child's parents/caregivers.
2. By the end of the 2013-2014 school year, school wide RORS Matrix developed.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 13-14 school year, advisors will have meet with > 50% of advisee caregivers at least two times to discuss academic and social, emotional progress.
2. By the end of the 13-14 school year, a MS 22 staff developed Community Handbook defining and articulating a shared understanding of skills and behaviors based on RORS (Respectful, Organized, Responsible, and Safe) will be presented to all community stakeholders, and

D. Timeline for implementation and completion including start and end dates

1. See Section C

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. SBO school start time allows for 20 minute daily advisory
2. Per session compensation for members of the MS 22 Steering Committee 1.5 hours per month.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs		X	PF RTI			PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

According to the 2012-2013 NYCDOE Learning Environment Survey, only 12% of parents/caregivers participated in completing the survey. In addition, although there was improvements in three out of the four indicators, all indicators lagged behind the city-wide average.

Review Type:	NYCDOE Learning Environment Survey	Year:	2012-2013	Page Number:	1-4	HEDI Rating:	D
---------------------	------------------------------------	--------------	-----------	---------------------	-----	---------------------	---

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By the end of the 2013-2014 school year, parent/caregiver **participation** on NYCDOE Learning Environment Survey will increase from 12-13 by 100%. (12%-24%) (All indicators--Academic Expectations, Communication, Engagement, Safety and Respect)

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – Multiple opportunities for caregivers to participate in school-wide events.

1. Four start-of-year (1 whole-school, 3 academy) Caregiver Activities.
2. Two city-wide Parent Teacher Conferences scheduled as Advisor Caregiver Conferences
3. Monthly Caregiver Engagement Activities.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Academy assistant principals, all faculty members and Parent Coordinator.
2. Principal, Academy assistant principals, all faculty members and Parent Coordinator.
3. Parent Coordinators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By October 2013, Parent Coordinator and Principal plan “Back to School” Welcome Meetings and academy assistant principals plan “Academy Fairs”
2. By March 2014, two Parent Teacher Conferences scheduled as Advisor Caregiver Conferences using prescribed briefing and feedback protocol.
3. By the end of the 2013-2014 school year, Parent Coordinator will plan a minimum of eight school-wide caregiver engagement activities.

D. Timeline for implementation and completion including start and end dates

1. Please see Section C above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I Set-Aside
2. Per Session allocation for all faculty. TL Parent-Teacher Conference
3. Title I Set-Aside, TL Parent Coordinator

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement

	PF Positive Behavioral Management Programs		PF RTI	X	PF Supporting Great Teachers & Leaders
--	---	--	---------------	----------	---

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. By the end of the 2013-2014 school year, students participating in Learning through an Expanded Arts Program (LEAP) will experience active learning arts-in-education integrated programming focused on character development, enhancing decision-making competencies as well as literacy and STEM curriculum focusing on math, science and technology.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Leadership Advisory Program – character development, decision-making skills, executive functioning, etc...)
2. Physical Wellness Program – Culinary arts, organized sports, creative dance, martial arts, etc...
3. Arts-based Literacy and STEM Academic Enrichment

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. LeAp faculty/staff and 09X022 faculty/staff
2. LeAp faculty/staff and 09X022 faculty/staff
3. LeAp faculty/staff and 09X022 faculty/staff

C. Identify the target population to be served by the ELT program.

1. ELT program is open to all 09X022 students. Target populations are students in the lowest third for both ELA and Math and all students identified to receive AIS services.
2. ELT program is open to all 09X022 students. Target populations are students in the lowest third for both ELA and Math and all students identified to receive AIS services.
3. ELT program is open to all 09X022 students. Target populations are students in the lowest third for both ELA and Math and all students identified to receive AIS services.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Learning through an Expanded Arts Program (LeAp)

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT community partnership is structured via OYCD guidelines with school administrator designated as liaison. ELT community partnership director works jointly with school administration.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

ELT's overarching goals are threefold:

1. to provide active learning arts-in-education integrated programming designed to significantly decrease incidences of the following evidenced-base early warning signs of underachievement in middle school youth; (a) academic disengagement, (b) low performance, and (c) a norm of minimum effort;
2. to provide active learning arts-in-education integrated programming designed to significantly decrease incidences of the four

evidenced early warning signs of high school dropout observed in middle school; low attendance, poor behavioral reports, failing Math, and failing ELA, and finally,

3. to provide active learning arts-in-education integrated programming to meet the Social Emotional Developmental Learning imperative of the target population.

The above programming outcome goals will support the following program implementation goals:

Goal 1: Foster social and emotional competencies and physical well-being

Goal 2: Provide opportunities for youth to explore their interests and creativity through arts-based academic enrichment with ELA and Math as a primary focus

Goal 3: Build skills that support academic achievement

Goal 4: Cultivate youth leadership and community engagement

Goal 5: Engage parents and other caretakers to support the above goals

The research-based (Banathy 1991) model ELT employs is based on a culturally-relevant, project-based, learner-centric educational systems complex evidenced to enhance academic achievement, positive self-psychology, future-orientated behavior, and decision-making competencies. In Banathy's model the four levels of any education systems complex (a) governance, (b) administrative, (c) instructional and (d) learner are all driven by the learner thereby fostering a "culture of engagement" over a "culture of measurement". ELT's learning-centric curriculum "Active Learning Leads to Literacy" is a federally-recognized and awarded learning model devised by New York University and Learning through an Expanded Arts Program.

Goal 1- Foster social and emotional competencies and physical well-being: Goal 1 is supported by a pro-social Leadership Advisory component that takes place the first half hour of each ELT session and focuses on character-development, enhancing decision-making competencies through skits, role play, peer-discussion and more. Physical wellbeing and healthy living is supported by structured activities designed to teach healthy living practices such as culinary arts, organized sports, creative dance, and martial arts. All organized sports include a health and nutrition component. Social and emotional competence is measured by student behavior during daytime and afterschool programming. Students identified by the ELT Student Intervention Teams are targeted for a highly pro-social approach. Student contracts, conduct codes, behavior contracts (as needed), intervention, meetings with the ELT counselor are all employed to reinforce social and emotional competence. Select ELT staff receive specialized DYCD Family Development Training as well as Dignity of Children School Age Childcare Credential Training in how to tailor programming to help students achieve the positive poles of the psychosocial developmental stages of adolescence.

Goal 2-Provide opportunities for youth to explore their interests and creativity through arts-based academic enrichment with ELA and Math as a primary focus: Goal two is support by employing the Active Learning Leads to Literacy curriculum in all activities. Additionally the ELT curriculum is informed by the daytime curriculum and meets a 4-hour per week minimum academic enrichment mandate. Included in this mandate is a STEM component that focuses on Math, Science and Technology. Additionally, ELT provides upwards of twenty different organized activities. Enrollment is based on student choice. Each activity utilizes a learner-centric model for youth to explore their interests and creativity. Participants are encouraged to express ideas, and explore new means of engagement in programming. Tools to uphold that model include; student surveys, student choice, student-led advisory boards, teams and councils, triangulated methods of assessment and evaluation, consistent parent outreach, and bridged relationship with daytime school community.

Goal -3 Build skills that support academic achievement: ELT's Active Learning Leads to Literacy curriculum in conjunction with its STEM component supports skill building for academic achievement. Additionally all enrichment activities employ a pro-literacy component.

Goal-4: Cultivate youth leadership and community engagement: Goal 4 is fully supported by ELT's Leadership Advisory component (see Goal 1) as well as SEDL built into ELT's organizational structure inclusive of but not limited to; (a) a student advisory team, (b) violence intervention programming, (3) peer mediation counseling, and (4) a high school mentor big brother/big sister component. At the instructional level leadership and SEDL tools include; (1) pre and post activity student-led verbal rubric, (2) peer-critiquing, (3) peer "shout out" (praise) and more. Organized activities promote engagement/service learning and/or transition to HS, college/career awareness & exploration through field trips, guest speakers and special presentations. ELT's organizational culture is one of a learning organization and informed by incorporating a learner-centric model that meets the student where they are emotionally, socially, artistically and academically.

Goal-5 Engage parents and other caretakers to support the above goals; Goal five is supported by ELT-organized parent workshops on Making Homework Fun, How to Create a Reading Nook, Anger Management for Middle Schooler and more. ELT holds quarterly work-in-progress shows for the parents as well as full-scale seasonal youth participant showcases.

ELT Programs time is from 3pm to 5pm Monday, Tuesday, and Wednesday and 12:40pm to 3pm on Thursday. ELT programs runs during the school year beginning week of September 23, 2014 to week of June 16, 2014 for a total of 33 weeks.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

See Section A above

C. Describe how the ELT program will address the unique learning needs and interests of all students.

See Section A above

D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
--	--	------------------	----------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

09X022 is working to ensure that 50% or more of the students are participating in ELT programmed hours via aggressive recruiting and parent out-reach. Faculty advisors are assigned to students designated to receiving ELT and actively monitor attendance and participation

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

See Section A above

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
--	--	------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Student achievement is aligned with ELT program participation. ELT program staff monitor ELT program student participants for core course pass rate. Data on student achievement on core course pass rate for students participating in ELT is analyzed three times yearly and compared with students who are not participating in ELT programs. Yearly NYS ELA and Math performance data is dis-aggregated for ELT participants and non-ELT participants and analyzed.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Reading Systems; Lightsail; Achieve 3000, Kaplan Skills and Strategies	Small Group	During the school day; after school
Mathematics	Kaplan Skills and Strategies	Small Group	During the school day
Science	Non-fiction Reading Comprehension Program	Small Group	During the school day
Social Studies	Non-fiction Reading Comprehension Program	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Data-driven behaviorally-based counseling aligned to academy grade-level teams	Small group and one-to-one	Pull-out and Push-in supports during the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
09X022 recruits HQT via the offices and programs below. All prospective candidates also undergo a modified Star Teacher Selection Interview Protocol: <ul style="list-style-type: none"> • NYCDOE office of Teacher Quality and Recruitment • Hunter College • Fordham University • Teachers College, Columbia University • NYCDOE Teaching Collaborative • NYCDOE Teaching Fellows Program • Teach for America
09X022 retains HQT by the following: <ul style="list-style-type: none"> • Sustained and targeted new teacher mentoring via Educators for Social Responsibility • Leadership opportunities in instructional leadership, student support, SWD, and ELLs and extensive off-site professional development opportunities for all faculty leaders. • Weekly school-wide, departmental, and academy common planning opportunities.
09X022 supports HQT by providing high quality professional development via: <ul style="list-style-type: none"> • FHi 360 School Support Network • Center for Professional Education of Teachers – Teachers College, Columbia University • Pearson Education • Math in the City – City University of New York • Educators for Social Responsibility • Urban Advantage • NYCDOE Office of English Language Learners; NYCDOE Office of Teacher Effectiveness • Fordham University NYS/NYC Regional Bilingual/ESL Resource Network • Teaching Matters

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
09X022 adheres to weekly and monthly data-based cycles-of-inquiry aligned to CCSS and Danielson Framework via content departmental meetings as well as interdisciplinary academy meetings.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Integration of Federal, state and local funds are coordinated to meet the intent and purpose of programs whose funds a consolidated via student support needs and personnel in conjunction with the principal.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher decision-making in regards to the use and selection of appropriate multiple assessment measures and professional development provided regarding the use of assessment results to improve instruction is made via content and grade teams in conjunction with supervising administrator and the principal.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 9	Borough Bronx	School Number 022
School Name Jordan L. Mott Middle School		

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

Principal Edgar Lin (I.A.)	Assistant Principal Lynne Johnson
Coach Ailene Colon	Coach type here
ESL Teacher Lauren Cregier	Guidance Counselor Soneida Sosa
Teacher/Subject Area Rosa Abreu/ESL	Parent Yolanda Jennings
Teacher/Subject Area Jasmin Osorio/Social Studies	Parent Coordinator Luis Lopez
Related Service Provider Joanne Augustin	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	571	Total number of ELLs	195	ELLs as share of total student population (%)	34.15%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	Newcomers (ELLs receiving service 0-3 years)	85	ELL Students with Disabilities	23
SIFE		ELLs receiving service 4-6 years	55	Long-Term (completed 6+ years)	77

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	38									38
Dual Language										0
ESL	43		4	87		18	27		1	157
Total	81	0	4	87	0	18	27	0	1	195

Number of ELLs who have an alternate placement paraprofessional:

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							8	14	16					38
SELECT ONE									9					9
SELECT ONE														0
TOTAL	0	0	0	0	0	0	8	14	25	0	0	0	0	47

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							52	58	42					152
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	52	58	42	0	0	0	0	152

Part III: Assessment Analysis

Assessment Breakdown

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

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)							11	28	20					59

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							13	16	13					42
Advanced (A)							32	24	11					56
Total	0	0	0	0	0	0	56	68	33	0	0	0	0	157

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

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 (SWD)					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 (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As NYCDOE MSQI cohort school, M.S. 22 uses the Degree of Reading Power (DRA) to assess student literary skills. Data indicates that ELLs and former ELLs make-up a large percentage (77%) of our struggling readers.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels indicate that English language instruction and support for our ELL population does not meet the needs of our students. Too many students regressed on NYSESLAT proficiency levels. In addition, most of the students who qualified for the LabR require ESL services.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities indicate that ELL student must be given opportunities to access just-right texts that engages them as readers, given opportunities for writing across content areas as well as conditions created for ELL students to listen and speak in English using both social and academic language.
4. For each program, answer the following:
 - a. 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?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' reading, writing, listening and speaking levels in her/his native language. Compiled data is used in consideration of instructional decisions. All content-area faculty use researched based strategies to build student's English language skills.
7. 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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
M.S. 22 evaluates success of programs for ELLs via student growth in NYSESLAT modalities, movement towards AYP for ELLs, and NYS ELA growth and pass rates for ELLs designated to take the exam.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))
After oral interview indicates that student may qualify for ELL services, ESL and TBE faculty (Cregier, Osorio, Abreu) administer

the HLIS. Upon HLIS confirmation of student home language, LAB-R is administered within the 10 day window.

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.
After initial identification, ELL program choices are outlined by ESL and TBE faculty as per NYCDOE guidelines. At that point, students are tentatively placed in TBE or ESL programs based on parent choice. Parents are notified via Parent Coordinators (Lopez, Rodriguez) when student LAB-R results are returned.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After completion of LAB-R assessment, Parent Coordinators (Lopez, Rodriguez) schedule meeting for completion of Parent Survey and Program Selection with designated ELL faculty. Completed forms are maintained in ELL Services Binder maintained by ELL lead teacher (Cregier). Copy of HLIS is placed in students cumulative folder.
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.
LAB-R results are used in consultation/communication activities with parents in their native language to determine placement in TBE or ESL instructional programs. Parents of students who score at or above proficiency are not given Entitlement Letters and placed in monolingual classrooms. Parents of students who score below proficiency are provided with Entitlement Letters with detailed descriptions of the 3 program options. Parent chooses which program they desire their child to be placed in. Upon parents making program choices for entitled students, Placement Letters are sent informing parents of student placement. Continued Entitlement Letters are sent to parents whose student does not meet proficiency via the NYSESLAT. Continued Entitlement Letters sent are copied and maintained via a school binder system.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NYSESLAT eligibility is determined by RLAT. Identified ELLs are tested by their ESL service provider for listening and speaking modalities. NYSESLAT eligible students are testing based on recommended conditions during the prescribed testing window.
6. 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.) 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. 
Parents of new or recent arrivals overwhelmingly select the TBE program (98%). Parents of students who demonstrate some English proficiency overwhelmingly select ESL services (83%) with some opting for TBE.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

For the TBE program, organizational model follows a self-contained departmentalized framework. There is a block class that comprises students who have limited English proficiency and an ungraded class that comprises students who are new/recent arrivals.

For the ESL program, organizational model follows a co-teaching model and program model is blocked. Classes are, as best as possible, homogeneous.

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)?

The TBE program has a dedicated faculty of 4 bilingual certified pedagogues serviceing 2 classes of students. TBE students receive a minimum of 45 minutes of NLA per day.

The ESL program has dedicated ESL service providers on each grade level that services 2 – 3 classes with ESL designations. For all proficiency levels, minutes of support surpass mandated minimums. Beginner and intermediate students receive a minimum of 360 minutes of ESL per week. Advanced students receive a minimum of 180 minutes per week of ESL instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the TBE program, content is primarily delivered in students' native language in ratios that adhere to student levels. ESL instruction is delivered via Spotlight on English. NLA instruction adheres to CCLS and Expeditionary Learning curricular themes by unit. Mathematics instruction aligns with CCLS via Connected Math Project whereas science follows CCLS curricular map aligned to NYS learning standards.

In the ESL program, content is delivered in English with native language support through oral and written translation via the ESL provider. Native language texts aligned to CCLS curricular themes support content learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are appropriately evaluated in their native languages throughout the year via running records administered by ESL provider.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by formal and informal assessments (running records, weekly quizzes and unit exams), as well as periodic assessments provided by NYCDOE.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The instructional plan for SIFE is to schedule them in their appropriately assessed groups (usually newcomer/beginner) for English language instruction. Additionally, SIFE will need ample support in the fundamental concepts of reading, writing, arithmetic, scientific method, and logical reasoning. SIFE are given assessments in these categories. Teachers meet to strategize an intervention program for SIFE. Teachers work together with administration to organize the best plan for SIFE for each student involved. b. Newcomers to M.S. 22 are supported by the ELL Induction Team. The team meets to plan instruction, events, and field trips that enhance English language learning and the experience of American culture in New York City. ELLs go to libraries, museums, and cultural institutions together to build community and background knowledge. Instruction is based on the Sheltered Instruction Observation Protocol (SIOP) model. Teachers work together to construct content and language objectives that are aligned to the thematic unit. Students complete a content objective that pertains to the content, or the “what,” by also completing the language objective that incorporates the four modalities: Listening, Speaking, Reading, Writing. Newcomer ELLs are also scheduled Humanities, where they are given supports for the ELA exam, although they will have an additional year until newcomers need to take the ELA. Test-taking strategies newcomers learned in their first year for the NYSESLAT can be transferred to taking the ELA as well. c. ELLs receiving service 4 to 6 years at M.S. 22 are generally in the Intermediate or Advanced levels. Our data show that a significant portion of the intermediate and advanced level students fell short in the reading and writing sub-tests of the NYSESLAT, as opposed to the listening and speaking. Based on this data, ELLs receiving service 4 to 6 years at M.S. 22 are placed in a specific intermediate-advanced reading and writing program (called “Book Club”). The ESL class for intermediates and advanced is heavily intensive in reading and writing. d. Long-Term ELLs who have completed 6 years or more of English language instruction have the most difficulty with the writing portion of the NYSESLAT. Long-term ELLs are assessed and placed into a reading and writing program. Teachers meet together to see what persistent issues can be addressed.

7. 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?

ELLs with special needs are supported by the ELL team and the SPED team at M.S. 22. Faculty from both teams review student IEPs, discuss best practices and plan collaboratively. ELL-SWDs participate in the push-in/pull-out model and are grouped by the assessed language levels.

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

Through parallel programming and use of best practices, diverse ELL-SWDs work to achieve IEP goals and attain English proficiency with their least restrictive environments.

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:	2		
Social Studies:	2		
Math:	2		
Science:	2		

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

--	--	--	--	--

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

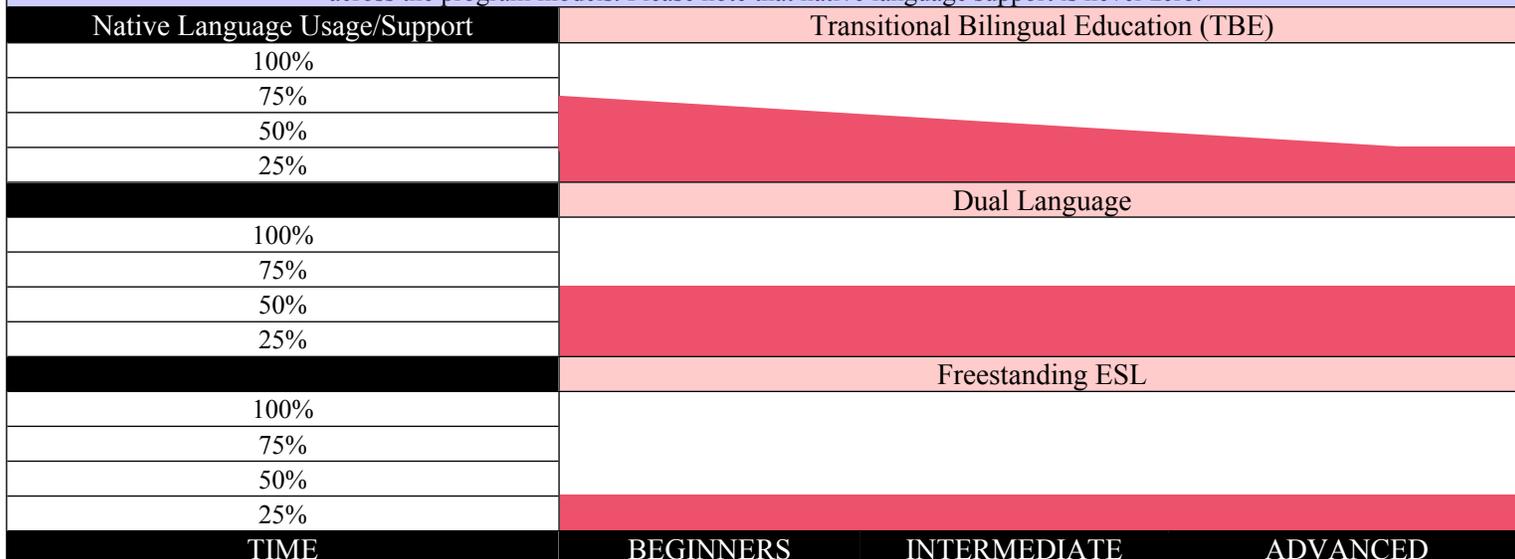
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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.

The following targeted intervention programs are provided for the ELL subgroups indicated. Services are primarily in English, with a translator provided as needed - CTT (ELLs in Co-Teaching Model); SETTS (ELLs with IEPs); AIS Math (ELLs who are SIFE in need of Math intervention); Math Enrichment (Intervention/Enrichment math program for low-level ELLs in math); Counseling (ELLs in need of counseling and/or guidance services); SAPIS Counseling (ELLs receiving mandated and non-mandated SAPIS counseling); After School (Newcomer After School Program / ESL Study Hall); RIP (Reading Intervention Program for Proficient L&S ELLs with low literacy); Book Club (Reading Intervention for all ELLs); America Reads (1-on-1 for low literacy and ELLs with special needs); Clinic Plus Counseling; Turning Points Counseling; Casa Leaps (Counseling); Occupational Therapy (ELLs mandated for OT); Speech Therapy (ELLs mandated for Speech); Hearing Education Services (ELLs who are hearing impaired)

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

Current program works to effectively meet the needs of our ELL students in both content and language development via targeted instruction aligned to QTEL model of instruction whereas every faculty member are aware that they are teachers of ELLs and responsible for both content learning and language development. ELLs perform on par with non-ELL students using department-wide assessments in ELA, math, science, and social studies. Scholarship data in all subject indicates parity of ELLs with non-ELLs.

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

Use of blended on-line learning - Rosetta Stone and Imagine Learning in TBE program.

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

NA

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

09X022 has piloted a robust whole-school and academy-based enrichment program during the school day. ELLs select enrichment preferences and are placed in enrichment programs based on choice. School partners with Learning through an Expanded Arts Program (LeAp) to provide after-school programming open to all students. Programming is based on choice rather than ELL designation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Spotlight on English for TBE students; Rosetta Stone designated for new arrivals; Spanish language libraries aligned to Expeditionary Learning themes in NLA as well as ESL ELA classrooms; Translated version of CMP Math for both TBE and ESL programs; Glencoe Science for TBE support; Word-for-word dictionaries for all ELL students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For TBE, native language support aligns with student native language and english levels. NLA instruction aligns with CCLS Expeditionary Learning themes. For ESL, native language support provided via translated materials, native language texts aligned to CCLS curricular themes and bilingual glossaries. Instruction infused with ESL literacy strategies throughout all content areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services and resources do indeed support and correspond to ELLs' ages and grade levels by meeting student learning needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All ELL personnel at MS 22 participate in school-wide initiatives to incorporate differentiated instructional approaches - including identifying code-based or meaning-based literacy difficulties. ESL faculty meet weekly with RBERN consultant to develop instructional lens and monthly to analyze data and look at student work. ELL faculty in science and social studies participate in monthly QTEL training. 2. ELLs are encouraged to practice support strategies in high school that they have been using during their middle school years. Specifically, ELL students have experience using and creating graphic organizers to support their understanding of information. ELL students may continue using a computer to assist with writing. In addition, ELL students have been shown how to access translation sites for written language. 3. 8th grade ELL faculty advisors work with guidance counselors to provide directions in understanding and using the high school directory. The High School Directory is available and provided to all ELLs in their native language. Workshop is provided to all 8th grade parents, including parents of ELLs to explain the high school selection process, to provide information on bilingual and ESL programs in high school, and guidance on completing the high school application form. 4. Per Jose P., staff are able to take part in after-school PD on ELL strategies provided by ESL faculty. Links and resources are posted online via the school's online portal. Agendas, dates and sign-in sheets for these meetings are maintained by the ELA supervisor.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parent involvement at M.S. 22 is significant on the individual basis. By that, it is meant that parents on the whole are very responsive to the needs of their individual students, as well as consistent responsiveness to the on-going academic, behavioral, and social needs of their children (which can also include parent-team conferences, academic intervention plans, and behavioral intervention plans). For ELLs, specifically, we have developed different strategies and “programs” to expand ELL services, such as language acquisition and social acculturation. ESL after school program 2x a week, Newcomer Induction Program with monthly field trips, 1-on-1 tutoring, and additional interventions. Parents of ELLs are required to attend an orientation that informs them of the options available to their ELL students. At these orientations, we take the opportunity to learn what specifically the parents feel are the needs of their individual child and we plan with this information in mind. Parents of ELLs also participate in all school-based workshops (Cyberbullying, High School Application Process, etc.) 2. We are currently offering an ESL program. Parent workshops provided via LeAP (Cyberbullying, Gang-awareness, etc). 3. We learn of parents needs in two ways, through conferencing and surveys. The school leadership team also evaluates very carefully parent feedback on the Learning Environment Surveys and uses it to inform goal-setting for the year. Surveys include online and paper surveys intended to identify parent needs and/or experience. 4. The PTA provides an arena to address group parent concerns on an as needed basis.

E. 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.

Paste response o question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x022 School Name: Jordan L. Mott Middle School

Cluster: 5 Network: CFN 511

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.

Home Language Survey data are the initial indicator of parents' language and interpretation needs. ATS reports that support this are the RSDS and the RAPL.

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.

The major findings of our school's written translation and oral interpretation needs were that our parents (even those parents whose students are not ELLs) predominantly require Spanish written and oral translation. We have a small number of parents who require other language translation. It was communicated to the school community that there are numerous resources available for staff to utilize in communication with families on the DOE website. We also gave professional development on the use of online translation tools, as well as provided the community with access to the NYC DOE's translation and interpretation phone number.

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.

All family documents and school announcements (Parent/Teacher questions, calendars, meetings resources) are translated into Spanish by the parent coordinator and ELL coordinator. We translate into other languages based on parent needs using an outside vendor, parent volunteers, or online systems.

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.

Oral interpretation services are provided on a daily basis for Spanish-speaking parents by our main office staff, our parent coordinator, and ELL coordinator (all fluent in Spanish). For parent meetings, the parent coordinator or a parent volunteer translates into Spanish. For our SLT meetings, we either use the parent coordinator or an outside contractor. Additionally, our home messaging service sends voicemails home about important dates and announcements in the school to all families in both English and Spanish.

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

The parent coordinator provided the Parent Bill of Rights to all parents in their respective native language. Signs are posted in parents' primary languages directing them to a staff member for interpretation services.

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: MS22	DBN: 09X022
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 150
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 3
of content area teachers: 7

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: Our Title III supplemental program for ELLs consists of an afterschool program every Monday and Wednesday for the entire year. This will include preparation for NYS ELA, NYS Math, and NYSESLAT exams. We will service all ELLs during afterschool programs, as they are mandatory for 6th graders, and 7th & 8th graders are strongly encouraged to attend. Afterschool (also referred to as Period 8) will be from 3:00pm - 5:15pm on designated days. During this time, ELLs will be divided into groups by grade level and spend half the time on ELA and NYSESLAT work, and the other half on Math preparation. The language of instruction will be English in ELA and NYSESLAT, and in the native language for Math for students in TBE and DL programs. Included in the specialized programs during Period 8 are: Achieve 3000, English 3D, NYSESLAT Prep (NYSESLAT and Beyond books, Heinle Picture Dictionaries/workbooks).

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: ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains teachers in current ESL strategies and methodologies for first and second language acquisition. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. ESL/Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Additionally, the ELL coordinator conducted a staff-wide PD based on the ELL handbook including areas of focus for ELLs at MS22 and learning environment checklists. The use of Teachboost will enable the ELL coordinator and teachers of ELLs to reflect on their practice and have a lasting impact on instruction.

Part D: Parental Engagement Activities

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: For parents of ELLs we offer numerous open-school nights that parents are invited to throughout the course of the year. Invitations are in English and Spanish and other home languages of students. Parent coordinators and teachers are available for translation on open school nights. The open-school nights each have a departmental focus: Math, ELA, Social Studies, and Science. Food is provided. The open school nights occur once every other month, run from 5pm-7pm and teacher volunteers run the activities. These open school nights offer parents an opportunity to get to know the school, teachers, and what their children are learning in school in a language they understand. Our second important Parental Engagement activity is a free afterschool GED/ESL class for the parents in our community who do not speak English as a native language. We plan to hire one qualified teacher to instruct these courses to parents who enroll twice a week during the school year. Invitations will be mailed to all parents in their native language with a description of the course.

Part E: Budget

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

Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$21,064	-20 sessions of 2 hours each @ \$49.89. 10 teachers -20 sessions of 2 hours each @ \$27.72. 1 paraprofessional to support special education students.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0	n/a
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 	\$2,664	- Leveled books from Lee and Low. The Lee and Low books provide English Language Learners with books matched to their reading levels as well as a chance to see themselves in their books as they read. Lee and Low provides read-aloud texts and independent reading books with

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		diverse characters who have many of the same experiences our English Language Learners have which keep our students engaged. -Heinle Picture Dictionaries and student workbooks to support TBE classes.
Educational Software (Object Code 199)	\$0	n/a
Travel	\$0	n/a
Other	\$0	n/a
TOTAL	\$23,728	