



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE EDWARD R. BYRNE SCHOOL
DBN (i.e. 01M001): 08X101
Principal: JARED ROSOFF
Principal Email: JROSOFF@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: RUDY RUPNARAIN

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
Jared Rosoff	*Principal or Designee	
Tahisha Styron	*UFT Chapter Leader or Designee	
Doreen Cardillo	*PA/PTA President or Designated Co-President	
	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	
Daniel Wolf	Member/ SLT Chairperson; 6 th Grade Teacher	
Leigh Wishney	Member/ 7 th Grade Teacher	
Gina Giannone	Member/ 8 th Grade Teacher	
Maria Leonard	Member/ 6 th Grade Parent	
Georgina Cyrillien	Member/ 7 th Grade Parent	
Alexiss Nazario	Member/ 8 th Grade Parent	
Darlene Huertas	Member/ PTA Representative for PTA	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

The median adjusted growth percentile for students with disabilities in English Language Arts will increase 3% in 2013/2014 as compared to the 2012/2013 Progress Report.

Comprehensive Needs Assessment

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

An analysis of the 2013 New York State English Language Arts Standardized Assessment revealed that the median adjusted growth percentile for students in ELA has decreased 16% from 68% in 2011/2012 to 52% in 2012/2013. Students in the schools lowest third median adjusted growth percentile decreased from 68% in 2011/2012 to 63% in 2012/2013. In addition, the school's Progress Report did not improve as the school received a C in 2011/2012 (51.3) and a C (26.0) again in the school year 2012/2013. The school received "proficient" on the Quality Review and has a state accountability status (NCLB) of "In Good Standing" for the 2012/2013 school year. On the 2012/2013 Progress Report, the school received a B (12.6 out of 25) on the Performance grade and an F (1.3 out of 60) on the Progress grade. On the Learning Environment Survey the school scored a 9.6 out of 15 including an 8.0 out of 10 for Engagement, 8.4 out of 10 on Academic Expectations and an 8.5 out of 10 on Communication.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

The English Language Arts Department and Children's First Department (Special Education Department) meets weekly at the Professional Learning Team Meeting. Similar to the Math Department, each week the teachers have a focus that is aligned to Common Core Learning Standards and critically look at student work as it is aligned to the CCLS standards. Using an inquiry approach, teachers use a weekly evaluation tool in order to determine their effectiveness. They will analyze how successful they were in executing their lessons by examining student work as evidence of achieving this goal. The Professional Learning Team Meetings provide opportunities for teachers to be involved in the decision-making process of specific academic needs for the individual student's specific need. This includes teachers using a formal protocol for looking at student work; documented activities at these meetings include:

- Describing the students' work
- Interpreting the students' work
- Implications for classroom practice
- Teacher Reflection

The English Language Arts Department also examines how the results of classroom assignments inform classroom instruction as well as what instructional strategies could help low, medium and high performing students.

In addition, using the Degrees of Reading Power (DRP) assessment allows the school to identify struggling students in English Language Arts and then in turn target those students for specific academic interventions using tools such as running records, Fountas and Pinnell levels, Wilson Reading System and Word Generation. An in-depth analysis of the DRP results and the standardized scores showed a correlation among achievement on the standardized assessments, DRP levels and lexile levels.

As per the recommendation of the 2012-13 Quality Review, administrators will provide professional development with specificity to the relationship between teachers and paraprofessionals with respect to the Danielson Framework (specifically 2B).

Administrators will provide professional development with specificity to the Danielson Framework and the academic tome, Teach Like a Champion. Administrators will

provide frequent post-observation feedback using the academic vocabulary from both the Danielson Framework and Teach Like a Champion.

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

Principal; Assistant Principal; English Language Arts Department, MSQI coordinator

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

For the 2013-14 school year we are using the DRP assessment to screen and monitor students independent and instructional reading level. Universal screening is done with all students and secondary diagnostic assessments (TSOL & WIST) are given to identify struggling student's specific challenges. A data monitoring system made by our MSQI coordinator tracks students' reading progress over the course of the school year.

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

School Year 2013-14

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

Tax Levy funds will be used to hire a self-contained special education teacher and a co-teacher for the Integrated Collaborative class.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Parent Coordinator develops and coordinates workshops and programs that meet the needs of the MS 101 parents which will lead to increased parent involvement in the school. In addition, the Parent Coordinator will work cooperatively and collaboratively with the School Leadership Team, PTA Executive Board, the Guidance Counselor and Teachers to facilitate monthly parent workshops. Topics include Math and the New Common Core Learning Standards, ELA and the New Common Core Standards, High School Articulation and Bullying. Parents will have the opportunity to come and learn how to best support their children socially and academically.

M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communication tool is our school messenger which enables parents to receive automated messages from individual teachers, staff and administrator. In addition, the MS 101 website contains critical information for parents including teacher/faculty email addresses, contact information, the school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for school activities and events for the coming week. In addition, the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with all students and families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

The Assistant Principal, in conjunction with the Parent Coordinator, will organize community events called Parents' Night Out six times a year. During Parents' Night Out, students attend organized events on Friday nights from 6pm to 9pm at school under the supervision of various teachers, administrators and staff. Some activities include but are not limited to arts and crafts, board games and various forms of organized play.

The Assistant Principal, along with various faculty and staff will organize a Winter Holiday Show as well as a Spring Show to showcase the various clubs and activities within MS 101. Parents and families will be invited to attend.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings, students from various clubs/activities will perform at the meetings. Additionally, at periodic benchmarks, students will receive awards for attendance and academics.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

The median adjusted growth percentile for students with disabilities in Mathematics will increase 3% in 2013/2014 as compared to the 2012/2013 Progress Report

Comprehensive Needs Assessment

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

An analysis of the 2013 New York State Mathematics Standardized Assessment revealed that the median adjusted growth percentile for students in Mathematics has decreased 16% from 52% in 2012/2013 to 38% in 2012/2013. Students in the schools lowest third median adjusted growth percentile decreased from 63% in 2011/2012 to 46.5% in 2012/2013. In addition, the school's Progress Report did not improve as the school received a C in 2011/2012 (51.3) and a C (26.0) again in the school year 2012/2013. The school received "proficient" on the Quality Review and has a state accountability status (NCLB) of "In Good Standing" for the 2012/2013 school year. On the 2012/2013 Progress Report, the school received a B (12.6 out of 25) on the Performance grade and an F (1.3 out of 60) on the Progress grade. On the Learning Environment Survey, the school scored a 9.6 out of 15 including an 8.0 out of 10 for Engagement, 8.4 out of 10 on Academic Expectations and an 8.5 out of 10 on Communication.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

The Math Department meets weekly at the Professional Learning Team meeting. An analysis of the alignment of the school's curriculum compared to student performance on summative and formative assessments clearly revealed student subgroups. This data is analyzed and trends and patterns are identified by the math teachers. Targeted assessment ranges will be developed that correlates to each student's summative performance. Data and student work will be reviewed and analyzed weekly in order to determine how students are thinking and applying math to real life situations as well as how successful the team is implementing Common Core Learning Standards based on the consensus maps that were developed in 2013. The department decided to use a research-based cohesive framework that encompasses what teachers can do inside and outside of school that will impact student learning and performance on the New York State assessments. In addition, the Math department has designed a protocol for looking at student work. Additionally the school is implementing the Common Core Aligned Pearson Connect Math 3 program in grades 6, 7, and 8.

As per the Quality Review 2012-2013, administrators will provide professional development with specificity to the relationship between teachers and paraprofessionals

with Danielson 2B as a guideline.

Administrators will provide professional development with specificity to the Danielson Framework and the academic tome, Teach Like a Champion. Administrators will provide frequent post-observation feedback using the academic vocabulary from both the Danielson Framework and Teach Like a Champion.

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

Principal; Assistant Principal; Math Coach, Math Department

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

Using this inquiry approach, teachers will use a weekly evaluation tool in order to determine their teacher effectiveness and its alignment to student performance. This opportunity affords teachers the opportunity to be part of the decision-making process regarding academic assessments and its alignment to the effectiveness of the strategies/activities. Teachers will analyze how successful they were in executing their lessons by examining student work as evidence of achieving the goal/purpose. The goal is for students in the lowest third to meet the targeted benchmark on weekly assessments.

Based on the results of the weekly analysis, interventions will be established to strengthen teacher practice such as identifying a specific focus for teachers, as well as having coaches, administrators and other teachers conduct demonstration lessons. Administrators will conduct informal snap shots of lessons using a modified checklist designed as a tool to offer timely feedback.

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

School Year 2013-14

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

Tax Levy funds will be used to hire a self-contained special education teacher and a co-teacher for the Integrated Collaborative class.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Parent Coordinator develops and coordinates workshops and programs that meet the needs of the MS 101 parents which will lead to increased parent involvement in the school. In addition, the Parent Coordinator will work cooperatively and collaboratively with the School Leadership Team, PTA Executive Board, the Guidance Counselor and Teachers to facilitate monthly parent workshops. Topics include Math and the New Common Core Learning Standards, ELA and the New Common Core Standards, High School Articulation and Bullying. Parents will have the opportunity to come and learn how to best support their children socially and academically.

M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communication tool is our school messenger which enables parents to receive automated messages from individual teachers, staff and administrator. In addition, the MS 101 website contains critical information for parents including teacher/faculty email addresses, contact information, the school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for school activities and events for the coming week. In addition, the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school

policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with all students and families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

The Assistant Principal, in conjunction with the Parent Coordinator, will organize community events called Parents' Night Out six times a year. During Parents' Night Out, students attend organized events on Friday nights from 6pm to 9pm at school under the supervision of various teachers, administrators and staff. Some activities include but are not limited to arts and crafts, board games and various forms of organized play.

The Assistant Principal, along with various faculty and staff will organize a Winter Holiday Show as well as a Spring Show to showcase the various clubs and activities within MS 101. Parents and families will be invited to attend.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings, students from various clubs/activities will perform at the meetings. Additionally, at periodic benchmarks, students will receive awards for attendance and academics.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the student suspension rate will decrease by 10% in 2013-2014 as compared to the number of suspensions in the 2012-2013 school year as evidenced through OORS data reports.

Comprehensive Needs Assessment

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

According to the Online Occurrence Reporting System (OORS), M.S. 101 had 41 Principal Suspensions and 8 Superintendent Suspensions. Of all of the occurrences, 35% of them took place in classrooms and 35% took place during lunch in either the lunchroom or cafeteria.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Every week the school will print an OORS report so that the data may be analyzed. At the weekly cabinet meeting further analysis will be conducted to determine if the interventions that were recommended were proven successful. Additionally at the weekly Professional Learning Team Meetings, teachers will reflect on their effectiveness of the lesson and include

evidence of student engagement.

As per the recommendations of the 2012-13 Quality Review, by September 2013, we will develop and implement an overarching school wide PBIS system that supports and sustains social and emotional developmental health thus reducing the number of Level 4 and 5 infractions as indicated in OORS.

Administrators, staff and teachers will be posted in the hallways and stairwells during transitional periods as a preventative disciplinary approach.

Teachers will escort their classes to the cafeteria at lunch time.

Administrators, the dean and school aides will be present in the cafeteria during the lunch period.

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

Principal, Assistant Principal, Dean of Students

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

As per the recommendations of the 2012-13 Quality Review, MS 101 will create a PBIS matrix of positive behaviors aligned to specific locations in the school building.

Provide ongoing professional development for staff regarding the implementation of the system and development of social and emotional developmental health. Develop a school wide incentives system for all students.

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

September 2013 – June 2014

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

Tax levy money will be used to support teacher development and collaboration through the funding of the dean position and the creation of the PBIS program.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Parent Coordinator develops and coordinates workshops and programs that meet the needs of the MS 101 parents which will lead to increased parent involvement in the school. In addition, the Parent Coordinator will work cooperatively and collaboratively with the School Leadership Team, PTA Executive Board, the Guidance Counselor and Teachers to facilitate monthly parent workshops. Topics include Math and the New Common Core Learning Standards, ELA and the New Common Core Standards, High School Articulation and Bullying. Parents will have the opportunity to come and learn how to best support their children socially and academically.

M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communication tool is our school messenger which enables parents to receive automated messages from individual teachers, staff and administrator. In addition, the MS 101 website contains critical information for parents including teacher/faculty email addresses, contact information, the school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for school activities and events for the coming week. In addition, the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with all students and families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

The Assistant Principal, in conjunction with the Parent Coordinator, will organize community events called Parents' Night Out six times a year. During Parents' Night Out, students attend organized events on Friday nights from 6pm to 9pm at school under the supervision of various teachers, administrators and staff. Some activities include

but are not limited to arts and crafts, board games and various forms of organized play.

The Assistant Principal, along with various faculty and staff will organize a Winter Holiday Show as well as a Spring Show to showcase the various clubs and activities within MS 101. Parents and families will be invited to attend.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings, students from various clubs/activities will perform at the meetings. Additionally, at periodic benchmarks, students will receive awards for attendance and academics.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By January of 2014, student attendance rates will average more than 96% for the school year.

Comprehensive Needs Assessment

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

Based on the data from 2012-13 Learning Environment Survey results the schools daily attendance rate was 94.1%. That represents a 1.4% drop in daily attendance rate from the 2011-12 school year. In addition, the schools Progress Report did not improve as the school received a C in 2011/2012 (51.3) and a C (26.0) again in the school year 2012/2013. The school received "proficient" on the Quality Review and has a state accountability status (NCLB) of "In Good Standing" for the 2012/2013 school year. On the 2012/2013 Progress Report, the school received a B (12.6 out of 25) on the Performance grade and an F (1.3 out of 60) on the Progress grade. On the Learning Environment Survey the school scored a 9.6 out of 15 including an 8.0 out of 10 for Engagement, 8.4 out of 10 on Academic Expectations and an 8.5 out of 10 on Communication.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Each week there is an attendance meeting held where students who are chronically late and/or absent are identified and an action plan is made for these students. Additionally at the weekly Grade Level Meetings teachers also identify any student who is chronically late and/or absent from school and bring it to the attention of the attendance teacher as well as the school aide in charge of attendance.

MS 101 offers a plethora of extracurricular activities to catalyze attendance. These clubs/teams include the following: band, chorus, girls' basketball, boys' basketball, debate, social action/ history club, chess team, drama club, cheerleading, yearbook committee. The Parent Coordinator serves as a liaison among administration,

teachers, staff and families to address students who have excessive absences. In addition, the Parent Coordinator aids in modifying impediments with specificity to excessive absenteeism. The Parent Coordinator works closely with the identified families to identify the root cause of chronic absenteeism and offer support when necessary.

Club organizers and coaches showcase their members throughout the school year in a plethora of ways: concerts, public debates, games and meets. Families are invited to attend these events throughout the school year. Students must maintain an excellent attendance record to participate.

As part of our PBIS initiative to recognize positive behavior, attendance percentages are prominently displayed in the corridor along with the students who have achieved 100% attendance for the month.

The Parent Coordinator serves as a liaison among administration, teachers, staff and families to address students who have excessive absences. In addition, the Parent Coordinator aids in modifying impediments with specificity to excessive absenteeism. The Parent Coordinator works closely with the identified families to identify the root cause of chronic absenteeism and offer support when necessary.

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

1. Principal, Assistant Principal; Dean; Attendance Teacher, Attendance School Aide, Guidance Counselor, Parent Coordinator

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

1. The daily and monthly attendance rates are posted on a bulletin board in the main hallway of the school.

2. Monitoring attendance of students in clubs/ activities versus students who are not.

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

1. September 2013 – June 2014

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

Tax Levy funds will be used fund a school-aide that will focus on outreach and during school hours. The school will use Tax Levy funds to procure School Messenger and Jupiter Grades to inform parents of student absences and lateness via text, phone and email.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Parent Coordinator develops and coordinates workshops and programs that meet the needs of the MS 101 parents which will lead to increased parent involvement in the school. In addition, the Parent Coordinator will work cooperatively and collaboratively with the School Leadership Team, PTA Executive Board, the Guidance Counselor and Teachers to facilitate monthly parent workshops. Topics include Math and the New Common Core Learning Standards, ELA and the New Common Core Standards, High School Articulation and Bullying. Parents will have the opportunity to come and learn how to best support their children socially and academically.

M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communication tool is our school messenger which enables parents to receive automated messages from individual teachers, staff and administrator. In addition, the MS 101 website contains critical information for parents including teacher/faculty email addresses, contact information, the school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for

school activities and events for the coming week. In addition, the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with all students and families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

The Assistant Principal, in conjunction with the Parent Coordinator, will organize community events called Parents' Night Out six times a year. During Parents' Night Out, students attend organized events on Friday nights from 6pm to 9pm at school under the supervision of various teachers, administrators and staff. Some activities include but are not limited to arts and crafts, board games and various forms of organized play.

The Assistant Principal, along with various faculty and staff will organize a Winter Holiday Show as well as a Spring Show to showcase the various clubs and activities within MS 101. Parents and families will be invited to attend.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings, students from various clubs/activities will perform at the meetings. Additionally, at periodic benchmarks, students will receive awards for attendance and academics

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

1.

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

1.

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

1.

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

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

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	During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring, diagnostic exams, station teaching, running records and guided reading groups. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. In addition, students who fail a core subject during any marking period will be invited to attend Extended Day.	As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one on-one or small group instruction.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.
Mathematics	During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring and flexible grouping in their classrooms. In addition, students who fail a core subject during any marking period will be invited to attend Extended Day.	As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction
Science	During the school day, teachers provide academic intervention by differentiating instruction through	Identified students are provided the opportunity to receive targeted and differentiated instruction based on	Identified students are provided the opportunity to receive targeted and differentiated instruction based on

	<p>progress monitoring and differentiated labs. As a Professional Assignment, some teachers have Small</p> <p>Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. In addition, students who fail a core subject during any marking period will be invited to attend Extended Day.</p>	<p>various forms of formative data for 37.5 minutes three (3) days a week.</p>	<p>various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.</p>
Social Studies	<p>During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring, compact grouping and flexible grouping. Teachers can then work more closely with targeted intervention groups. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. In addition, students who fail a core subject during any marking period will be invited to attend Extended Day.</p>	<p>As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction.</p>	<p>Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At risk services include: providing individual and group counseling, linking at-risk students to outside referral services and programs, and providing academic support through tutoring in small group or individualized instruction.</p> <p>Counselors work collaboratively with</p>	<p>Based on an analysis of patterns and trends, the Parent Coordinator in conjunction with the guidance counselor provides Parent Workshops.</p>	<p>Pupil Personnel/Academic Intervention Team meets biweekly to assess and track student progress. Follow up is providing by the guidance counselor and administration.</p>

	the School Psychologist and other related service providers to meet the needs of at-risk students.		
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**Title I Information Page (TIP)
For Schools 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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; M.S. 101, the Edward R. Byrne 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, M.S. 101, the Edward R. Byrne 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;
- 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;

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 08	Borough Bronx	School Number 101
School Name Edward R. Byrne		

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 Jared Rosoff	Assistant Principal Shannon O'Grady
Coach Verona Williams/Math	Coach
ESL Teacher Loretta Helms	Guidance Counselor Enissa Acevedo
Teacher/Subject Area Jamie Zecca/ELA	Parent Doreen Cardillo
Teacher/Subject Area Leigh Wishney/Social Studies	Parent Coordinator Teresa Wong
Related Service Provider Sedeka Harris/Special Ed.	Other
Network Leader(Only if working with the LAP team)	Other

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.	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	486	Total number of ELLs	5	ELLs as share of total student population (%)	1.03%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							3	1						4
Push-In														0
Total	0	0	0	0	0	0	3	1	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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										0
Dual Language										0
ESL	3	0	1	1	0	0	1	0	0	5
Total	3	0	1	1	0	0	1	0	0	5

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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							2							2
Chinese							1							1
Russian														0
Bengali							1	1						2
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	4	1	0	0	0	0	0	5

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)														0

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)							1							1
Advanced (A)							3	1						4
Total	0	0	0	0	0	0	4	1	0	0	0	0	0	5

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	2	1			3
7	1				1
8					0
NYSAA Bilingual (SWD)				1	1

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	2		1						3
7			1						1
8									0
NYSAA Bilingual (SWD)	1								1

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.

The assessment tool we use to assess the early literacy skills of our ELLs is the Degree of Reading Power (DRP). This assessment tool allows us to evaluate ELL student ability in terms of the content materials they are expected to read and to compare the reading ability of ELLs to those of native English speakers in the same grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels on the NYSESLAT indicate that our ELLs perform far better in listening/speaking/reading across grades than they do in writing. We are addressing this trend by concentrating more on reading, writing and grammar in our extended morning program. Additionally, our ESL teacher provides one-on-one, targeted, supportive instruction in these areas during regular classroom instruction and outside the classroom for special classroom projects. Native language support (Spanish) is provided as needed.

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](#))

The results of the NYSESLAT indicate that our ELLs perform better in Listening/Speaking/Reading than in Writing. To address this trend, we provide targeted, intensive instruction in these area throughout the school day and during our extended day program. During the regular day instructional program, the characteristic elements of the various genres of writing (e.g., expository, descriptive, narrative, persuasive) are explained in detail as they are introduced. The teacher prints these characteristics on chart paper and displays them around the room, thereby creating a print-rich environment. Students are provided with exemplar samples of each mode of writing, and the elements are pointed out and discussed. With each writing assignment, students are provided with a pre-writing organizer or venn diagram to assist them in organizing their essay. A rubric is also used with each writing assignment so the students will clearly understand what is expected of them.

The ELA rubric is prominently displayed in the classroom, and each student has a personal copy. The components have been explained in detail, and used as teaching points; for example, how to write a thesis statement; how to use supporting details; how to vary sentence patterns, and use transition words

All students have a writer's notebook which they use for various in-class writing assignments. Additionally, they are required to read and write a response to literature for homework each day. Through their classroom writing assignments and responses to literature, the teacher continually assesses the students work and using the assessment data to drive further instruction and remediation during mini lessons. This assessment data also drives instruction in our extended day program.

MS 101 uses the "push-in" model of instruction. Since our ELL population is small, our ESL teacher is able to work one-on-one with our students, allowing her to immediately focus on areas such as conventional spelling, punctuation, paragraphing, capitalization, grammar and usage as needed. This also affords her the opportunity to use further scaffolding strategies to assure comprehension.

Finally, our instructional programs have high levels of rigor and support to ensure that all our students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-In organizational model of instruction and the Block program model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. All required services support and resources correspond to our ELL students' ages and grade levels.

The AMAO Estimator Tool allows us to analyze student achievement within the content areas; it allows us to look at the progress toward achievement of proficiency for our various ELL subgroups which in turn allows us to design appropriate programs for those students. This tool also gives us important information such as home language, grade level, years of ELL service, NYSESLAT proficiency and progress, and SIFE status. This data is used in completing compliance reports such as the LAP.

We are unable to discuss relevant data at this time since the spring 2013 NYSESLAT results are not available on the RNMR at this time.

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?
 - a. The patterns across proficiencies and grades indicate that our ELLs perform better on the NYSESLAT than on the ELA; most of our ELLs scored at level 1 on the ELA. The trend is the same in math with most of our students scoring at level 1. None of our students take the State tests in their native language.
 - b. The school leadership and teachers use the results of the ELL Periodic Assessments to inform their instruction in both the regular day and extended day programs.
 - c. As previously indicated, the school is learning that our ELLs perform better in speaking/listening/reading than they do in writing. We provide native language support through the use of bilingual dictionaries, pairing high- and low-performance students with the same native language, and utilizing the expertise of staff members with the same native language.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
MS101 has a Free-Standing ESL program only, however we do take in consideration our students' second language development by providing native language support through bilingual dictionaries.
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?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL program through their performance on both formal assessments such as the NYSESLAT and other State tests such as ELA, Math and Social Studies, and informal assessments such as performance-based classroom assessments. Examples of classroom assessments include oral reports, class presentations, demonstrations, written assignments, and writing journals. It is our intention to use the AMAO Estimator Tool when it becomes available to analyze data pertinent to ELL performance in determining whether we meet our AYP for ELLs. To use this tool, we need the RNMR report from ATS, however, this report is not yet available. For the 2012-13 school year, we only had a total of 3 ELLs. Two of these students passed the NYSESLAT and 1 scored at the Advanced level.

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](#).)
Out student population, including ELLs, are placed in our school through the Middle School Choice Program; hence they are already in the NYCDOE system when they arrive. For the rare student who is new to the NYCDOE school system such as students

from NYC private/parochial schools or out-of-state schools, the ELL Identification process is completed within the first 10 days of enrollment.

To identify all incoming students who may be ELLs, we follow the ELL Identification Process as outlined by CR Part 154 . The parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted by the principal or the ESL teacher in English. If the parent does not speak or understand English, the interview is conducted in the native language by a staff member who speaks the language. The student is then administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is given the Spanish version of the LAB-R. Since we only offer a free-standing ESL program, the student is scheduled for the appropriate number of ESL classes in accordance with his/her proficiency level, i.e, beginning, intermediate or advanced. If the parent requests a bilingual placement for the student, we refer the parent to 1 Fordham Plaza for placement.

In the spring, the NYSESLAT is administered to all ELL students. Those students who score below proficiency continue receiving ESL. Continued Entitlement letters are mailed to their parents informing them of this fact. Students who score at or above proficiency are no longer entitled to services, and their parents are notified by mail. The name of the pedagogue who administers the HLIS, LAB-R and Spanish LAB when required is our ESL teacher, Dr. Loretta Helms.

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.

The parents of all newly enrolled ELLs, if any, are invited to our Parent Orientation Meeting at the beginning of the school year to inform them of their children's eligibility for ELL service, the various ELL programs available throughout the city, the ELL program offered at our school and to give them an opportunity to complete the Parent Survey and Program Selection Form. The Principal and our Parent Coordinator explain the three ELL programs available city-wide. In the event that a parent of a potential ELL is not present at our Parent Orientation meeting at the beginning of the school year, we contact the parent and ask her to report to the school at which time we provide an orientation one-on-one. The parent is provided with an orientation packet, including the HLIS, Parents' Preferred Language Form, and the Parent Survey and Program Selection form. This process takes place within the first 10 days of school and on a rolling basis throughout the year when/if new students register. In the rare event that we register an ELL student new to the NYCDOE school system, the completed HLIS, the Parents' Preferred Language form, and the Parent Survey and Program Selection form are placed in the students' file. Again, the person responsible for completing the school's section of the HLIS and filing both the HLIS, the Parents' Preferred Language form, and the Home Language Survey and Selection form is our ESL teacher, Dr. Loretta Helms.

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](#)].)

During the first ten days of school, our ESL teacher uses data from the NYSESLAT results to mail to parents continued entitlement letters for those students who did not reach proficiency and non-entitlement letters for those students who did reach proficiency. A copy of all parent letters are maintained in the ELL Administrator's Compliance binder which is kept in the Principal's office.

As previously noted, if the parent of an ELL is not present at our initial Parent Orientation Meeting in the beginning of the school year, we contact the parent and ask her to come to the school for a one-on-one orientation. During this meeting we ask the parent to complete the Parents' Preferred Language form, the HLIS, and the Parent Survey and Program Selection form. Our ESL teacher ensures that these forms are stored in the student's file.

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.

Since our school currently has only five ELLs, we only have a Free-Standing ESL Program. At our Parent Orientation Meeting, we explain that we do not have enough students with the same language to form a bilingual program. If a parent requests a bilingual placement for her child, she is directed to the Office of Student Enrollment at 1 Fordham Plaza in the Bronx. During our initial Parent Orientation Meeting and thereafter in consulting and communicating with parents, we utilize the expertise of staff members who speak Spanish, Chinese, Bengali and any other language where translation is needed. Currently, the only other languages other than English identified by our parents are Bengali and Chinese; both of these languages are identified by the

NYCDOE as having translated documents. Should the need arise, we will utilize the services of the NYCDOE Translation and Interpretation Unit.

Whenever we have a newly identified ELL, our ESL teacher updates the ELPC screen in ATS with the relevant data pertaining to that student.

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.

To ensure that all ELLs take the NYSESLAT each spring, our ESL teacher, Dr. Loretta Helms, generates the RLER ATS report which identifies those students who are eligible to take the test. A schedule for the administration of the NYSESLAT and scoring of the Writing sub-test is generated. The test is given over a period of 3 days, a day for the speaking, another day for the Listening and Reading, and a final day for the Writing. Parents of all eligible students are notified by mail in English and Spanish of the dates the NYSESLAT will be administered to ensure that all students are present. A week prior to the administration of the NYSESLAT, our ESL teacher conducts a simulated NYSESLAT administration using New York State NYSESLAT samplers.

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. [①](#)
After reviewing the Parent Survey and Program Selection forms for the past five years, we have noted that the trend in program choices is our Free-Standing ESL Program. Additionally for the past five years, we have never had more than five ELLs registered. Should a parent require a bilingual placement for her child, we will refer her to the Office of Student Enrollment.

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])?
 - a. Currently our ELLs are serviced primarily through the Push-In organizational model since research shows that this is the most effective mode of instruction (e.g, as opposed to Pull-Out).
 - b. The program model is Block. Our ESL instructor services small, grade level clusters of ELLs within the ELA, Social Studies and Science classes. The ESL instructor works in collaboration with the content area teachers to provide language acquisition and vocabulary support within the classroom setting. The language of instruction is English; however, our ESL teacher uses native language support (Spanish) whenever possible to make the content comprehensible.
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)?

To ensure that the mandated number of instructional minutes are provided according to proficiency levels of our students, we follow CR Part 154 guidelines. Specifically, students at the beginning level are programmed for 3 units of instruction or 360 minutes of ESL per week; immediate students are programmed for 2 units of instruction or 360 minutes; and advanced students are programmed for 1 unit of ESL instruction and 1 unit of ELA instruction or 180 minutes each. Native language support is provided through the use of bilingual dictionaries, the buddy system, and the expertise of staff members who speak the pertinent native languages.
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.

Research has shown that instructional programs with high levels of rigor and support result in higher achievement for ELLs, thus our students use the same level of instructional materials as our non-ELLs. All content areas classes are taught in English using scaffolding strategies to make content comprehensible for our ELLs. Native language support is provided through the use of bilingual dictionaries, bilingual glossaries and the buddy system.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Since we do not have neither a Dual Language nor a Transitional Bilingual Program, our students are not evaluated in their native languages throughout the year; however, upon admission if a Spanish speaking student falls below the cut-off score on the R-LAB, she is administered the Spanish LAB to determine her proficiency level in that language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every spring our ELLs are appropriately evaluated in all four modalities of English acquisition formally through the NYSESLAT. Throughout the school year we use various activities to evaluate our ELLs as follows: Listening activities include listening to taped stories; and listening to teachers as they do Read-Alouds; listening/viewing short videos. Speaking activities include presenting oral reports to the class; storytelling; debating; and brainstorming. Reading activities include reading with partners; silent reading of just-right books; and oral reading of novels. Writing activities include writing in journals; writing class paragraphs and essays and group writing projects.
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).

For all our ELL subgroups , including SIFE, newcomers, 4-6 ELLs, LTAs and former ELLs we differentiate our instruction following the

guidelines of three bodies of research: Brain-based Research on Learning, Learning Styles and Multiple Intelligences and Authentic Assessment. Specifically we plan instruction around five basic steps:

Step 1: Get to Know the Student - We survey the student's past performance records to determine his/her capabilities.

Step 2: Use Various Teaching Strategies: - We use Direct Instruction, Inquiry-based Learning, Cooperative Learning and Information Processing Strategies such as reciprocal teaching, graphic organizing, scaffolding and KWL.

Step 3: Use a Variety of Instructional Activities - We create activities that vary in level of complexity and degree of abstract thinking required.

Step 4: Use Alternate Ways to Evaluate Student Progress - To allow our students to demonstrate authentic learning, we use various assessment techniques including rubrics, performance-based assessment, open-ended assessment, and knowledge mapping. Additionally, we attempt to offer students a choice of projects that reflect a variety of learning styles and interests.

The instructional and management strategies we use to differentiate instruction include: jigsaws, varied texts, literature circles, small-group instruction, group investigation, independent study, 4MAT(Why, What, How, IF), varied journal prompts, scaffolding, and reciprocal teaching.

Where our program allows, we make an effort to provide two additional years of ESL instruction to our former ELLs. Each year we make a list of former ELLs for staff members to ensure that they receive test accommodations on all formal and informal assessments.

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?

We have only two ELL-SWDs this year. One student is placed in a self-contained special needs class along with a classroom teacher and a paraprofessional. The students in this class use the same content area instructional materials as our non-ELLs. Our ESL teacher pushes in to the class and services the ELL-SWD on a one-on-one basis, using scaffolding strategies to make the content comprehensible. The classroom teacher also uses a variety of supplemental instructional materials to help accelerate English language development. The second ELL-SWD is placed in a general education class which allows him to be with non-ELL peers throughout the school day and to receive the same level of instruction as they receive. The classroom teacher uses a variety of differentiated activities and scaffolding strategies, and the ESL teacher pushes into the class to provide one-on-one instruction for this student.

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?

As described above, one of our ELL-SWDs is placed in a general education class with non-disabled students to ensure that he achieves his IEP goals and attain English proficiency; therefore he is exposed to the same content area instructional materials as the other students in that class. The second ELL-SWD is placed in a self-contained special needs class of 10 students, the classroom teacher, a paraprofessional. This student spends time with non-disabled peers during physical education, lunch and school-wide events such as assemblies.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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.

In addition to our regular instructional day program, MS101 provides data-driven, intensive instruction in ELA ESL, math, science, and social studies through our intervention program offered before school. Again, this 37-1/2 minute program runs from Tuesday through Thursday. All subject area teachers give a pre- and post- unit assessment per unit of study. This data is collected, recorded, and analyzed daily, weekly, and monthly. Information from the data analysis is used weekly at our Professional Learning Team meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction through process monitoring, station teaching and Guided Reading groups. As a professional assignment, some teachers have small group instruction, whereby they use a push-in/pull-out model in order to provide one-on-one or small group instruction.

At-risk services include providing individual and group counseling, linking at-risk students to outside referral services and programs, and providing academic support through tutoring in small group or individualized instruction. Pupil Personnel/Academic Intervention Team meets biweekly to assess and track student progress. Based on analysis of patterns and trends, the Parent Coordinator in conjunction with the counselors provide parent workshops. Counselors work collaboratively with the school psychologist, the Leadership Learning Support Organization and outside agencies to provide in-school services.

All ELL subgroups are invited and encouraged to participate in our extended day program. During the regular day program, our SETSS, speech, and ESL teachers provide mandated services to our special needs and ESL students. For all programs, instruction is in English with native language support as needed. Specifically, we utilize bilingual dictionaries, staff members and students who speak Spanish, Bengali or Chinese.

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

Most of our current ELLs scored at level 1 or 2 in both math and ELA this past Spring because these state tests were aligned with the Common Core Learning Standards, and our students (along with students across New York State) had not received instruction that was aligned to these standards. This school year, our staff will receive continuous professional development in these standards, so we anticipate better results going forward. Our ELLs performed much better on the NYSESLAT, with two-thirds reaching proficiency. Since 100% scored at the proficiency level the last school year, we attribute the lower passing rate to the changes made to the test.

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

We are not currently considering any new programs for the upcoming school year. Although our current ELL population is five, we have a much larger group of incoming six-grade former ELLs this school year. In order to be able to effectively service both these populations, we have grouped them in the same classroom.

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

We do not anticipate discontinuing any of our current programs/services for ELLs.

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

Our instructional programs have high levels of rigor and support to ensure all our students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-in organizational model of instruction and the Block program model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. Our school is connected to the community-based organization, Kips Bay Boys and Girls Club. This organization provides home-work assistance, tutoring, and various sports activities for our students. Additionally, in the Spring our school offers test readiness classes after school in math and ELA to ensure that our students perform well.

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

The instructional materials used to support ELLs are the same as the content educational materials used for non-ELLs. Because we use the Push-In model, our ELLs have use of the same technology as our non-ELLs. Every classroom has two desk-top computers. Additionally, we have 4 lap top carts, each holding 30 lap tops. All of our classes have use of these lap tops. The specific instructional materials used are as follows:

ENGLISH LANGUAGE ARTS - NYS Expeditionary Learning Curriculum
MATH - Connected Mathematics Project 3 (CMP3), Pearson
SCIENCE - Glencoe Science: Life Science
SOCIAL STUDIES - Harcourt Horizons: World History

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Our school offers a free-standing ESL program only. Native language support is delivered through bilingual dictionaries and the buddy system.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services such as counseling, SETTS, speech, and ESL as well as educational resources such as bilingual dictionaries, language development program for ELLs, and content area instructional resources correspond to our ELLs' ages and grade level.
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.
Prior to the beginning of the new school year, usually in August, we offer an orientation and school tour to all incoming students and their parents, ELLs included. Staff members who are present provide an overview of the subjects they teach. We discuss ways the parents can assist their children in the transition from elementary to middle school. Parent brochures explaining the various ELL programs are available for parents of ELLs. We have not as yet had any new ELLs enroll throughout the school year, therefore we have not planned any specific activities.
18. What language electives are offered to ELLs?
The only language elective offered to ELLs in our school is Spanish.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. 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)?

N/A

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.

1. All ELL personnel, including subject area teachers, teachers of ELLs, school secretaries and guidance counselors will participate in both on-and off-site professional development throughout the school year. The training will include the Common Core Language Learning Standards (CCLS), ESL Standards, technology, and high impact differentiated and academic language development strategies. The specific professional development workshops scheduled for the first semester of this school year follows:

October 2013	Introduction to Danielson's Framework for Teaching, Mr. Jared Rosoff, Principal & Anne O'Grady, AP
November 2013	Danielson's Framework: Domain 2 Classroom Environment, Mr. Jared Rosoff, Principal & Anne O'Grady, AP
December 2013	Danielson's Framework: Domain 3 Instruction, Mr. Jared Rosoff, Principal & Anne O'Grady, AP
January 2013	Danielson's Framework: Domain 4 Professional Responsibility, Jared Rosoff, Principal & Anne O'Grady, AP

For the second semester of this school year, we will focus on aligning instruction with the CCLS.

2. We anticipate having outside professional developers with expertise in the implementation of the CCLSs to provide workshops to all staff members throughout the school year.

3. Our staff networks with our Pupil Personnel Committee, Professional Learning Teams, Parent Coordinator and guidance counselor to assist ELLs as they transition from middle to high school. The guidance counselor arranges workshops for parents and students on how to choose the right high school; the admission criteria of the various high schools; and high school expectations. The guidance counselor also invites representatives from various high schools to come in to speak to our eighth graders, and holds a high school fair at the school. Our students are encouraged to make high school visits with their parents.

4. The ESL teacher keeps a running record of hours of ELL training received for all staff members as they participate in on- and off-site professional development throughout the school year (specific topics are listed in #1 above). After staff members have completed the mandated number of hours (7.5 for regular education teachers, 10 for special education teachers), a certificate of completion is issued. The original goes to the staff member, and copies of placed in the staff members file and one in the main office.

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?
 1. Our parents, including parents of ELLs, are involved in our school through our Parents Association and School Leadership Team. Our Parent Coordinator accompanies a group of parents to at least one ESL workshop a year. The workshops are provided by the Office of English Language Learners, NYCDOE. We make a concerted effort to have translators available in the languages spoken by the parents of our ELLs at all conferences. Finally, our goal is to ensure that our school tone is welcoming to all of our parents.
 2. The Mosholu Montefiore Community Center ELL Program offers a variety of services for ELL students in grades 6-12 and their parents. These services include ESL and Civics classes for parents and their students; legal services referrals; and workshops for parents to help them assist their children with homework. Services are provided in both English and Spanish.
 3. We evaluate the needs of our parents through feedback from parent surveys distributed by our Parent Coordinator; feedback from parent representatives on our School Leadership Team, and individual feedback through our Parent Conferences and individual calls and visits to our school.
 4. Based on feedback received by our Parent Coordinator, at least one workshop for parents is provided every month. The workshops are usually in math and ELA, designed to instruct parents in strategies and coach parents on how to assist their children with their homework.

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.

N/A

Part VI: LAP Assurances

School Name: Edward R. Byrne

School DBN: 08X11

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jared Rosoff	Principal		12/5/13
Shannon O'Grady	Assistant Principal		12/5/13
Teresa Wong	Parent Coordinator		12/5/13
Loretta Helms	ESL Teacher		12/5/13
Doreen Cardillo	Parent		12/5/13
Jamie Zecca/ELA	Teacher/Subject Area		12/5/13
Leigh Wishney/Social Studies	Teacher/Subject Area		12/5/13
Verona Williams	Coach		12/5/13
	Coach		
Enissa Acevedo	Guidance Counselor		12/5/13
	Network Leader		
Sedeka Harris	Other <u>SETTS</u>		12/5/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 8x101 School Name: Edward R. Byrne School

Cluster: 6 Network: CFN608

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.

The data used to assess our school's written translation and oral interpretation needs was taken from the Demographics and Accountability section of our Comprehensive Educational Plan, the initial screening process, which includes completing the Home Language Identification Surveys (HLIS), the Parents' Preferred Language Form, and the RLER which lists the home language of our students. M.S. 101 analyzed the HLIS and determined that the major language that is spoken in the homes of our ELL population is English with a second language of Spanish. This information is recorded and maintained in ATS, on all emergency cards and HLISs which are kept in the Main Office. There are a total of five parents of ELLs; two speak Spanish, two speak Bengali, and one speaks a Chinese dialect. We have used the services of the Translation and Interpretation Unit of the NYCDOE in the past when one of our Bengali students was tested by the school psychologist. We will continue to utilize their services in the future should the need arise.

All written correspondence, including entitlement, continued entitlement and non-entitlement letters, to our ELL parents is in both English and Spanish. At all parent meetings we have staff members available who provide translation services for our parents.

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.

As indicated above, the major findings of our school's written translation and oral interpretation needs indicate that English is the major language spoken in the homes of our ELLs with Spanish being the second language spoken. The school community was informed of these findings at our first school-wide professional development in September 2013. At this meeting the Chancellor's Regulations on Translations and Oral Interpretations were discussed. A survey was made of the staff members who speak Spanish, and we discussed how they can be a resource for both our ELLs and their parents. Hence, when oral translations needs arise, there are always faculty and staff available to assist the parents before, during and after school. Title I Interpretation and Translation money is used for faculty and staff per-session.

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.

We utilize the English language learner resources posted on the NYCDOE website such as parent brochures and parent notifications that are available in several languages. For other critical information regarding their children's education, we will utilize the services of the Translation and Intrepretation Unit for translation. We will also use staff members who speak any of the languages spoken by our students for wriiten translations.

To ensure timely provision of translated documents to parents, we will determine within 30 days of all students' enrollment the primary home language and whether parents require translation and intrepretation assistance. We will ascertain this information by providing the parents of newly enrolled ELLs the Parents' Preferred Language Form. We will maintain in ATS and the student emergency card the primary language of each parent. We will pay our teachers per session and our school aides overtime to translate school-specific written documents or interpret oral communication.

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

Our school will provide oral interpretation services through our two Teachers of Spanish on staff, Bilingual Guidance Counselor, and bilingual office school aides. There is a morning staff member and an afternoon staff member available to assist parents. Hence, there is always someone available to verbally communicate with parents in their native language. Should the need arrive for translation of low incidence languages, we will utilize the services of the Translation and Intrepretation Unit. Title I Translation and Interpretation monies are used to pay faculty and staff overtime so that there is always someone at the school to communicate with parents in their native language.

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>.

In accordance with the Chancellor's Regulations A-663, we will continue to take the following steps regarding parental notification:

Determine within 30 days of all students' enrollment the primary home language and whether parents require translation and interpretation assistance.

Maintain in ATS and the student emergency card the primary language of each parent.

Provide translation and interpretation services to all parents who require this service.

Our school's CEP will address our language assistance needs.

Utilize the services of the Translation and Interpretation Unit for critical communications to parents regarding their child's education.

Provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information.

Provide each parent whose primary language is a covered language with a copy of the Bill of Parents Rights and Regulations.

Post near the main office a sign in each of the covered languages, indicating the availability of interpretation services.

Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office because of language barriers. Teachers will receive per session to translate written or interpret oral communication. School Aides will receive overtime to translate written or interpret oral communication. Having someone in the building before, during or after school for translation and interpretation services is essential. The Parent Coordinator is always available to assist parents and provide them with the resources that they may need. She is also available to acquire translation support from the Translation and Interpretation Unit at the Department Of Education.