



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MORRIS ACADEMY FOR COLLABORATIVE STUDIES
DBN (i.e. 01M001): 09X297
Principal: MATTHEW MAZZAROPPI
Principal Email: MMAZZAROPPI2@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: BARBARA GAMBINO

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
Matthew Mazzaroppi	*Principal or Designee	
Lauren Ardizzone	*UFT Chapter Leader or Designee	
David Farley	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Diana Genao, Ambimar More, Ralph Herrera	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Cristina Crawford	Member/ UFT	
John Paul Cardo	Member/ UFT	
Richard Noggle	Member/ UFT	
Delroy Bains	Member/ Parent	
Isabell Ramirez	Member/ Parent	
	Member/	

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

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)
x	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.

By August 2014 the graduation rate for cohort 2014 will be 55 percent.

Comprehensive Needs Assessment

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

According to an analysis of cohort data that includes credit accumulation and Regents pass rates, 38 percent of our students are on track to meet graduation requirements by August 2014. We must provide extra supports for students so that we will increase the graduation rate.

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. Saturday School Support
2. Flexible, Individualized Scheduling
3. Grade Team Initiatives
4. Cohort 2014/Teacher Mentors
5. Lead Teachers attending New Visions CCSS PDs
6. PD Scheduling
7. Department Initiatives, CTT
8. Reward Programs (STARS Breakfast)
9. Raising College Awareness (Trips, Admissions, College-going Culture)
10. Transcript Reviews with Guidance
11. Students re-taking the Regents to get a minimum score of 75
12. 12th Grade Alignment with CCSS
13. CUNY At Home in College Curriculum
14. College Now

The College Advisor and Guidance Counselors will meet with the Assistant Principal, Martin Hernandez, on a monthly basis to discuss Cohort 2014 progress towards graduation. Guidance interventions on the 12th grade team will be ongoing throughout the year and led by the 12th grade team leader with the assistance of the guidance counselors. Seniors will analyze their own progress toward graduation and complete Cohort 2014 Contracts outlining their path to graduation. Teacher mentors will support them in keeping on track for graduation. Seniors at risk will be targeted for after school tutoring, Saturday school, and small group instruction. Transcript Review appointments with seniors and parents and one-on-one meetings will be scheduled for individual conferring and goal setting.

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

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

1. Administrator, counselors, Saturday School Teachers
2. Ms. Halo, Counselors, Administrators

3. Teacher Grade teams and team leaders, Team Leader, Leader, Administrators
4. M. Hernandez, AP, Guidance Counselors, 12th grade team leader
5. Lead Teachers, Ardizzone, Flay
6. M. Mazzaroppi, Principal, Teachers College Consultant, Roberta Kang
7. Department Leaders, Department Leader, Leader, Consultant
8. Guidance Counselors, Community Associates
9. Senior Advisor, College Advisor
10. Counselors
11. Counselors, ELA Dept. Head, Math Dept. Head
12. Projects Coordinator/PD Coordinator
13. CUNY at Home Coordinator
14. College Now Liaison

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

1. **Saturday School Support:** Teacher feedback and assessments used in Saturday School courses
2. **Flexible Individualized Scheduling:** Teacher Preference Sheets, individual conferences, grade team meetings
3. **Grade Team Initiatives:** Grade Team Meetings
4. **Cohort 2014/Teacher Mentors:** Grade Team Meetings, Teacher Mentors
5. **Lead Teachers attending New Visions CCSS PDS:** Lead Instructional Support Team Meetings
6. **PD Scheduling:** Lead Instructional Support Team Meetings, Teacher Reflections and feedback
7. **Department Initiatives, CTT:** Department Meetings, Teacher Reflections
8. **Reward Programs:** Teacher Progress Reports
9. **Raising College Awareness:** Grade Team Meetings
10. **Transcript Reviews with Guidance:** Grade Team Meetings
11. **Students re-taking the Regents to get a minimum score of 75:** Grade team Meetings and Department Meetings
12. **12th Grade Alignment with CCSS:** Grade Team Meetings, Projects-based learning feedback
13. **CUNY At Home in College Curriculum :** Grade Team Meetings
14. **College Now:** Grade Team Meetings

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

1. **Saturday School Support :** November – January
2. **Flexible Individualized Scheduling :** September – January, February – June
3. **Grade Team Initiatives:** September – June
4. **Cohort 2014/Teacher Mentors :** January 2014-June 2014
5. **Lead Teachers attending New Visions CCSS PDS:** September – June
6. **PD Scheduling:** September – June
7. **Department Initiatives, CTT:** September – June
8. **Reward Programs:** Marking Periods
9. **Raising College Awareness:** September – June
10. **Transcript Reviews with Guidance:** September – June
11. **Students re-taking the Regents to get a minimum score of 75:** September - June
12. **12th Grade Alignment with CCSS:** September – June
13. **CUNY At Home in College Curriculum :** September – June
14. **College Now:** February - June

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

1. **Saturday School Support:**
Programmatic details: 11/23, 12/7, 12/14, 1 / 4, 1/11 and 1/25
Resources: Administrators, Counselors, Teachers,
2. **Flexible Individualized Scheduling:**

Programmatic Details: September – January, February - June

Resources: Programmer, Counselors, Administrator

3. Grade Team Initiatives:

Programmatic Details: September - June

Resources: Teacher, Grade Teams, Team Leader, Team Leader, Leader and Administrator

4. Cohort 2014/Teacher Mentors:

Programmatic Details: January 2014-June 2014

Resources: Assistant Principal, Guidance Counselors, 12th Grade Team Leader

5. Lead Teachers attending New Visions CCSS PDs:

Programmatic Details: September - June

Resources: Lead Teacher and Teachers College Consultant

6. PD scheduling

Programmatic Details: September - June

Resources: Principal and Teacher College Consultant

7. Department Initiatives

Programmatic Details: September – June, Bi-Monthly meetings

Resources: Department Leaders, Consultant

8. Reward Programs

Programmatic Details: Marking Periods

Resources: Counselors, Community Associates

9. Raising College Awareness

Programmatic Details: September - June

Resources: College Advisor, Senior Advisor

10. Transcript Reviews with Guidance:

Programmatic Details: September - June

Resources: Counselors

11. Students re-taking the Regents to get a minimum score of 75:

Programmatic Details: September - June

Resources: Counselors, ELA Dept. Head, Math Dept. Head

12. 12th Grade Alignment with CCSS:

Programmatic Details: September - June

Resources: Projects Coordinator/PD Coordinator

13. CUNY At Home in College Curriculum:

Programmatic Details: September - June

Resources: CUNY AT Home Coordinator

14. College Now:

Programmatic Details: February - June

Resources: College Now Liaison

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).

Parents are invited to Grade, Guidance Interventions

When Students are absent or late, parents are called

When students cut class, parents are notified through a phone call home and a letter in the mail

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

Title 1 - SWP

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.

By June 2014 the attendance rate will be 80 percent.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1. Daily Parent Outreach (Letters, Phone Calls)
2. School Messenger
3. Roundtables (Project-based learning)
4. Parent Outreach by Teachers (Progress Reports)
5. Team Interventions
6. Rewards Breakfast (STARS)
7. Certificates and posting in hallway of Top Attendance Awards
8. Increased offerings for Clubs and Extracurricular activities
9. Detentions
10. ATS Cut Reports
11. Skedula Anecdotal, Lateness
12. Guidance Interventions
13. Attendance Team Weekly Meetings and Follow-up
14. Coordinating with School Safety and the Building Council

In order to meet this goal we will assign deans to the 4 school teams to support the attendance team with attendance and lateness issues. We have reduced selected Dean's schedules from 3 periods to 2 periods to focus on lateness and cutting. Teachers will discuss and implement strategies to improve attendance in grade team weekly meetings. Town Hall meetings will be held by grade teams to clarify attendance expectations and address concerns. Family orientation and orientation sessions for 9th graders (August & September Orientation) will clarify attendance-related expectations.

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

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

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

1. Attendance Coordinator and attendance team
2. Attendance coordinator and attendance team
3. Projects coordinator
4. Teaching staff
5. Grade Teams, Counselors, Deans
6. Counselors, community Associates
7. Attendance Coordinator and attendance team, counselors
8. Teacher club sponsors, Extended -Day Coordinators
9. Deans
10. Deans, Teaching Staff, Counselors
11. Counselors
12. AP Hernandez, Attendance Coordinator, Attendance Team
13. School Safety Coordinator (R. Garcia), School Safety Officers, and collaborative planning with Principals in Building Council

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

4. **Daily Parent Outreach** – Grade Team Meetings
5. **School Messenger** – Grade Team Meetings
6. **Roundtables (Projects-based learning)** – PD Feedback, Staff Survey
7. **Parent Outreach by Teachers** – Grade Team Meetings
8. **Team Interventions** – Grade Team Meetings
9. **Rewards Breakfast** – Teacher Progress Reports
10. **Certificates posted** – Grade Team Meetings
11. **Increased offerings for clubs and Extracurricular activities** – School Survey, Individual Conferences
12. **Detentions** – School Survey, Grade Team Meetings
13. **ATS Cut Reports** – Grade Team Meetings, Individual Conferences with administration
14. **Skedula Anecdotal, Lateness** – Grade Team Meetings
15. **Guidance Interventions** – Grade Team Meetings
16. **Attendance team Weekly Meetings and Follow up** – Grade Team Meetings
17. **Coordinating with School Safety and the Building Council** – School Survey, Administrative support in Grade Team Meetings

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

1. **Daily Parent Outreach:** September – June
2. **School Messenger:** September – June
3. **Roundtables:** September-June
4. **Parent Outreach by Teachers:** September – June (Marking Periods)
5. **Team Interventions:** September – June
6. **Rewards Breakfast:** Marking Periods
7. **Certificates and Postings in Hallway of Top Attendance Awards:** September – June (Marking Periods)
8. **Increased Offerings for Clubs and Extracurricular activities:** February- June
9. **Detentions:** September – June
10. **ATS Cut Reports:** September – June
11. **Guidance Interventions:** September – June
12. **Attendance Team Weekly Meetings and Follow-Up:** September – June
13. **Coordinating with School Safety and the Building Council:** September – June

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

1. **Daily Parent Outreach**
Programmatic Details: September - June
Resources: Attendance Coordinator, Attendance Team
2. **School Messenger**

Programmatic Details: September - June

Resources: Attendance Coordinator and Attendance Team

3. Roundtables

Programmatic Details: September - June

Resources : Projects Coordinator

4. Parent Outreach by Teachers

Programmatic Details: September - June

Resources: Teaching Staff

5. Team Interventions

Programmatic Details: September - June

Resources: Grade Teams, Counselors, Deans

6. Rewards Breakfast

Programmatic Details: September - June

Resources: Guidance Counselors, Community Associates

7. Certificates and Postings in Hallway of Top Attendance Awards

Programmatic Details: September – June (Marking Periods)

Resources: Attendance Coordinator and Attendance Team and Counselors

8. Increased Offerings for clubs and Extracurricular Activities:

Programmatic Details: September – June (Marking Periods)

Resources: Teacher club sponsors, Extended – day coordinators

9. Detentions

Programmatic Details: September – June (after school)

Resources: Deans

10. ATS Cut Reports

Programmatic Details: September - June

Resources: APO, Attendance Coordinator and Attendance Team

11. Skedula Anecdotal, Latness:

Programmatic Details: September – June

Resources: Deans, Teaching Staff, Counselors

12. Guidance Interventions

Programmatic Details :September - June

Resources: Counselors

13. Attendance Weekly Team Meetings and Follow-Up

Programmatic Details: September - June

Resources APO, Attendance Coordinator and Attendance Team

14. Coordinating with School Safety and the Building Council

Programmatic Details: September – June

Resources: School Safety Coordinator, School Safety Officers and Collaborative planning with principals in Building Council

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).

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

Budget and 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.										
Title 1 - SWP										

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.
.The percentage of our students in the 3 rd year earning 10 or more credits will increase by 2 percent.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to our New York City 2012-2013 Progress Report an area of struggle for us was credit accumulation with our students in the 3 rd year. Our percentage of students earning 10 or more credits in the 3 rd year was 48.5%. The percentage of students in the school's lowest 3 rd earning 10 or more credit in the 3 rd year was 27.6%. We must improve our students' credit accumulation especially in the very important lower 3 rd year of High School. We will provide extra support for these students and create systems that support them in earning credits.

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.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Daily Parent Outreach (Letters, Phone calls) 2. School Messenger 3. Roundtables (Project-based learning) 4. Parent Outreach by Teachers (Progress Reports) 5. Increased offering of Extra Academic help (Extended Day and Saturday School) 6. Guidance Interventions 7. Student Intervention Logs around grades and credit accumulation 8. Flexible Individualized Scheduling 9. Grade Team Initiatives 10. Transcript Reviews with Guidance and Principal
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Attendance Coordinator and Attendance Team 2. Attendance Coordinator and Attendance Team 3. Project Coordinator 4. Teaching Staff 5. Teacher club sponsors, Extended -Day Coordinators 6. Counselors 7. Teaching Staff 8. Programmer, Counselors, Administrators 9. Teacher Grade Teams, Team Leaders, Team Leader, Leader, Administrators 10. Counselors and Principal
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 4. Daily Parent Outreach : Grade Team Meetings 5. School messenger: Grade Team Meetings 6. Roundtables (Project-based learning): PD feedback, Staff Survey

7. **Parent Outreach by Teachers:** Grade Team Meetings
8. **Increase Offering of Extra Academic help (Extended Day and Saturday School):** Teacher feedback and assessments
9. **Guidance Interventions:** Grade Team Meetings
10. **Student Intervention Logs around grades and credit accumulation:** Scholarship Report, Individual Scholarship Report Meetings
11. **Flexible Individualized Scheduling:** Teacher preference sheets, individual conferences, grade team meetings
12. **Grade Team Initiatives:** Grade Team Meetings
13. **Transcript Reviews with Guidance and Principal:** Progress Reports

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

1. **Daily Parent Outreach:** September – June
2. **School Messenger:** September - June
3. **Roundtables:** September –June
4. **Parent Outreach by Teachers:** September – June (Marking Periods)
5. **Increased Offering of Extra Academic help (Extended Day and Saturday School):** September – June and November - January
6. **Guidance Interventions:** September - June
7. **Student Intervention Logs around grades and credit accumulation :** September – June
8. **Flexible Individualized Scheduling:** September – January and February - June
9. **Grade Team Initiatives:** September – June (Bi-Weekly Meetings)
10. **Transcript Reviews with Guidance and Principal:** September - June

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

1. **Daily Parent Outreach**
Programmatic Details: September - June
Resources: Attendance Coordinator and Attendance Team
2. **School Messenger**
Programmatic Details: September - June
Resources: Attendance Coordinator and Attendance Team
3. **Roundtables**
Programmatic Details: September - June
Resources: Projects Coordinator
4. **Parent Outreach by Teachers**
Programmatic Details: September – June (Marking Periods)
Resources: Teaching Staff
5. **Increased Offering of Extra Academic help (Extended Day and Saturday School)**
Programmatic Details: September – June and November - January
Resources: Teacher club sponsors, Extended-day Coordinators and Saturday School Teachers
6. **Guidance Interventions**
Programmatic Details: September - June
Resources: Counselors
7. **Student Intervention Logs around grades and credit accumulation**
Programmatic Details :September – June (Marking Periods)
Resources: Teaching Staff
8. **Flexible Individualized Scheduling**
Programmatic Details: September – January and February - June
Resources: Programmer, Counselors, Administrators
9. **Grade Team Initiatives**
Programmatic Details: September – June (Bi-Weekly Meetings)
Resources: Teachers, Grade Teams, Team Leader, Team Leader, Leader and Administrators
10. **Transcript Review with Guidance and Principal:**

Programmatic Details: September - June

Resources: Counselors, Principal

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).

School Messenger, Parent Association Meetings held monthly, Progress Reports per Marking Period

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

Title 1 – SWP

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.

The number of extracurricular activities offered to our students will increase by 20 percent by June 2014.

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 NYC school survey report in the past approximately 30 percent of the school community felt that our school did not offer a wide enough variety of activities to keep students interested. Our school's vision connects socio-emotional development with academics. We feel that a lack of engaging extracurricular activities also affects our credit accumulation rate as an area of struggle is indicated on the 2012-2013 Progress Report where we, in the student progress category, received a "C". Extracurricular activities can be linked to academic responsibilities to motivate students to succeed in their class and earn credits to graduate. It also helps them to develop life skills.

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.

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

1. Increased offering during lunch and extended day
2. Coordinating sports and activities with the Building Council
3. Student surveys to assess interest
4. Outside partnerships
5. Hiring a new Coordinator of Student Affairs
6. Involve Student Government
7. Prioritize as a task for the SLT
8. Reach out to parents for Extracurricular support
9. Allocate funds for per session and partnerships that increase extracurricular activities
10. Heightened School wide communication regarding extracurricular activities

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

1. Teacher club sponsors, Extended Day Coordinator,
2. Principal, Building Council
3. APO
4. Giant Thinking, Dreamyard
5. Coordinator of Student Affairs
6. Student Government, Coordinator of Student Affairs
7. SLT, Principal

8. Community Associate
9. Payroll Secretary
10. Extended Day Coordinator, Principal, Teacher club sponsor

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

4. Increased offering during lunch and extended day:
5. Coordinating sports and activities with the Building Council
6. Student surveys to assess interest
7. Outside partnerships
8. Hiring a new Coordinator of Student Affairs
9. Involve Student Government:
10. Prioritize as a task for the SLT:
11. Reach out to parents for Extracurricular support:
12. Allocate funds for per session and partnerships that increase extracurricular activities:
13. Heighted school wide communication regarding extracurricular activities:

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

1. **Increased Offering during lunch and extended day** :September - June
2. **Coordinating sports and activities with the Building Council:** September - June
3. **Student surveys to assess interest:** Delivered by DOE
4. **Outside Partnerships:** November - June
5. **Hiring a new Coordinator of Student Affairs:** October - June
6. **Involve Student Government:** October - June
7. **Prioritize as a task for the SLT:** September - June
8. **Reach out to parents for extracurricular support:** September - June
9. **Allocate funds for per session and partnerships that increase extracurricular activities:** October - June
10. **Heightened school wide communication regarding extracurricular activities:** September - June

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

1. **Increased Offering during lunch and extended day**
Programmatic Details : September - June
Resources: Teacher club sponsors, Extended Day Coordinators
2. **Coordinating sports and activities with the Building Council**
Programmatic Details: September - June
Resources: Principal, Building Council
3. **Students surveys to assess interest**
Programmatic Details : Delivered by DOE
Resources: APO
4. **Outside partnerships**
Programmatic Details: October - June
Resources: Giant Thinking, Dreamyard
5. **Hiring a new coordinator of Student Affairs**
Programmatic Details: October - June
Resources: Coordinator of Student Affairs
6. **Involve Student Government:**
Programmatic Details: October - June
Resources: Coordinator of Student Affairs, Student Government
7. **Prioritize as a task for the SLT**
Programmatic Details: September – June, monthly meetings
Resources: Principal, SLT

8. Reach out to parents for extracurricular support

Programmatic Details: September – June, monthly meetings

Resources: Community Associate

9. Allocate funds for per session and partnerships that increase extracurricular activities

Programmatic Details: October - June

Resources: Payroll Secretary

10. Heightened school wide communication regarding extracurricular activities

Programmatic Details: September - June

Resources: Principal, Teacher club sponsors, Extended Day Coordinator, Coordinator of Student Affairs

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).

- Monthly Parent Association meetings
- School Messenger (daily calls)
- Parents are invited to attend Attendance, Guidance and Grade Team Interventions
- When students are absent or late, parents are called
- When students cut class, parents are notified through a phone call home and a letter in the mail
- Letters are mailed home to inform parents of the Clubs offered

Budget and 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	x	Grants
----------	----------	-----------	-----------	-----------	---	--------

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

Title 1 - WSP

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.

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

1.

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

1.

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

4.

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

1.

6. 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.

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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	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	During the school day and After school
Mathematics	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one Tutoring	During the school day and After school
Science	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	During the school day and After School
Social Studies	<ul style="list-style-type: none"> • Electives that include Regents prep • Saturday school • Project based work / School wide roundtables 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring 	During the school day and Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As Needed Basis	As Needed Basis	As Needed Basis

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

In working with our New Visions PSO we recruited 3 new teachers who all passed their screening procedures. We also worked to support teachers internally who attending institutions of higher education to complete their masters making them Highly Qualified and ready to move into the new teaching positions. We also regularly send teacher to Literacy and Math Professional Development session sponsored by New Visions and the DOE. We have also taken advantage of opportunities offered to us by New Visions and CPET associated with the Teachers College at Columbia University to invite professionals into our school community and train our staff in the areas of Special Education support, Common Core State Standards implementation, literacy strategies, Math instruction and staff Professional Development. Internally our PD is reviewed by our LIST (Lead Instructional Support Team) which includes 3 Administrators, 2 DOE Lead Teachers and our CPET PD consultant. This team designs PDs that address Common Core State Standards implementation and city wide academic expectations school-wide.

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).

Internally our PD is reviewed by our LIST (Lead Instructional Support Team) which includes 3 Administrators, 2 DOE Lead Teachers and our CPET PD consultant. This team designs PDs that address Common Core State Standards implementation and city wide academic expectations school-wide. Additionally, the PD series for Literacy and Math mentioned above and sponsored by New Visions are primarily for enabling all students to meet Common Core Sate Standards. We have designed our PD plan around writing with evidence and chosen strategies that align with not only Common Core State Standards but also the New York City Assessment tasks that came out in the last two years.

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.).

Funds for Students in Temporary Housing are used to supply these students with bookbags, binders and supplies as needed. Funds for Violence Prevention programs are used to fund After School tutoring, Extra help and Saturday School for our students. Additionally these funds support the integration of the arts into our Common Core aligned ELA, Social Studies, and Language curricula.

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.

The decision making process regarding use and selection of assessments, teachers and PD regarding the use of assessment for growth in several systems at MACS: Team structure, Department structure, Project-Based Learning system, and Lead Instructional Support Team structure.

MACS' staff is composed of 4 grade teams; these grade teams meet weekly to discuss student needs strategy implementation, assessment measures, and PD on how to make these measures work in classrooms. In team meetings

teachers participate in Project Shares and focus work that emphasizes the review of student work and necessary instructional adjustments, including assessments and the adaptation of PD strategies, to improve student outcomes. Similar processes are followed in department meetings as well.

The PBL system at MACS is coordinated by a Projects Committee comprised of teachers from different content areas who review projects (assessments) and inform next steps in PD development for the staff.

Supervising all of these structures is our Lead Instructional Support Team (LIS) made up of teachers, administrators, and our CPET professional development consultant. This team reviews and makes instructional decisions and systems at MACS that consider how to meet student needs in the larger setting of the school, the campus, and the DOE.

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:

- > conduct yearly Parent's Association elections for Executive Board members;

- > conduct monthly Parent's Association meetings;

- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;

- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;

- > conduct outreach activities and train parents;

- > distribute all notices in English and Spanish;

- > provide resources for family outreach to assist and inform parents, and involve them in the school community;

- > encourage parents to network with each other and to communicate with school staff;

- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs (near Principal Mazzaroppi's Office);
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > parent contact will be made through monthly calendars, letters , phone calls, emails, text alerts and Pupilpath to inform of school's instructional programs and performance standards, student assessments and summer programs.
- > Parents will receive regular invitations to Roundtable projects and Award ceremonies

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the

parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

- **To convene** an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- **To offer** a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.
- **To actively** involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- **To provide** parents with timely information about all programs.
- **To provide** performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- **To provide** high quality curriculum and instruction.
- **To deal** with communication issues between teachers and parents through:
 - parent-teacher conferences at least twice annually
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities to volunteer and participate in their child's class
 - observation of classroom activities
- **To assure** that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes and workshops.

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

- **To work** with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.
- **To share** the responsibility for improved student achievement.
- **To communicate** with his/her child's/children's teachers about their educational needs.
- **To ask** parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
- **To increase** parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:
 - attending PA Meetings
 - their involvement in parental workshops
 - participating in any school events
 - serving as a PA or SLT member
 - attending Community Based Organization meetings

III. Student Responsibilities:

- **To attend** school regularly and arrive on time
- **To complete** my homework and submit all assignments on time
- **To follow** the school rules and be responsible for my actions
- **To show** respect for myself, other people and property
- **To try to resolve** disagreements or conflicts peacefully;
- **To 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 09	Borough Bronx	School Number 297
School Name Morris Academy for Collaborative Studies		

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 Matthew Mazzaroppi	Assistant Principal Martin Hernandez
Coach Roberta Kang	Coach type here
ESL Teacher Ramon Nunez	Guidance Counselor Joanny Santana
Teacher/Subject Area Norma Cruz/Science	Parent type here
Teacher/Subject Area JP Cardo/History	Parent Coordinator Zulieka Carrion
Related Service Provider Heather Flay/Math	Other type here
Network Leader(Only if working with the LAP team) New Visions: Barbara Gambino	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	477	Total number of ELLs	82	ELLs as share of total student population (%)	17.19%
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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	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										3	3	3	3	12
Push-In										0	0	2	2	4
Total	0	3	3	5	5	16								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	30
SIFE	23	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	36

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	26	10		20	9		36	4		82
Total	26	10	0	20	9	0	36	4	0	82

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										30	23	9	12	74
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1			1	2
Haitian														0
French										2		1		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	0	0	0	0	0	0	0	0	34	24	11	13	82

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)										10	1	2	2	15

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)										14	7	6	5	32
Advanced (A)										11	15	3	6	35
Total	0	0	0	0	0	0	0	0	0	35	23	11	13	82

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15	0	2	0
Integrated Algebra	31	3	7	1
Geometry	6	0	1	0
Algebra 2/Trigonometry	2	0	0	0
Math				
Biology				
Chemistry				
Earth Science	7	0	1	0
Living Environment	27	5	14	0
Physics	0	0	0	0
Global History and Geography	19	1	5	1
US History and Government	18	2	2	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

During the week of November 11th, 2013 all English teachers administered the Scan-tron reading test to all students in the school. This data will provide teachers with an approximate grade level for each student. This data shows that nearly all ELLs are reading at least three grade levels below their current grade. This data is used in our instructional plan when grouping students, assigning projects, assigning text to read and to set the curriculum pacing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across all grades and all proficiency levels the ELLS display the same pattern: their Listening and Speaking Scores on the NYSESLAT are much higher than their Reading and Writing Scores. None of ESL students tested the at the proficient level for the Reading/Writing Modalities. The majority of our students are testing in the Intermediate and Advanced range for all four modalities. the pattern across all grade levels appears to lend itself to the bell shaped curve.
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 patterns across the modalities have resulted in a greater emphasis on reading and writing in all ESL classes, specifically the intermediate and advanced classes. None of our ESL students tested at the proficient level for the Reading/Writing Modalities. Most of the students are testing intermediate and advanced in all four modalities.

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. Across all grades and all proficiency levels the ELLS display the same pattern: their Listening and Speaking Scores on the NYSESLAT are much higher than their Reading and Writing Scores. Checking for understanding with low-stakes assessments are really the most important and useful of student data and to support the growth of students through the Periodic Assessments. Using exit slips, brief quizzes the thumbs up/thumbs down methods sare a few of the ways to gather information on where students are and where we need to go next. Summative assessments, such as a literary analysis essay or an end-of-unit science exam, allow us to measure the growth of individual and whole-group learning. If a large number of students don't do well on a high-stakes assessment, we need to reflect back on the teaching and make necessary adjustments in the future.

Taking a look at previous standardized test scores for your current students is also beneficial in several ways. F results with students individually and set some obtainable, realistic goals for them to work towards before the next test. It reveals which students performed above grade level, at grade level and below grade level. This could help inform how you choose student groups, create seating charts, and differentiate for individuals.

b. The school leadership and teachers use the results from the ELL Periodic Assesmmnt when planning school initiatives, CEP goals, curriculum maps, assessments and lessons. Every year, when the NYSESLAT data is communicated to the school the ESL teachers meet to discuss data patterns, students' proficiency levels and student strengths and weaknesses. The ESL teachers then analyze the data for the number of students who test out of ESL services and for those who moved up one proficiency level. If the majority of the students are making gains the program is concerned to be successful and changes are made to further increase student acheivement. If the data shows an unsuccessful program the ESL teachers will meet with administrators to discuss implementation changes, class changes and focus areas.

c. The school is learning that the students needs are focused around writing and reading and that lessons/units are focused on developing students' skills to successfully test out of ESL and perform at a proficient level on the State Exams. After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After lunch tutoring began October 1, 2013, and will run through June 2014. Struggling students are mandated to attend Saturday and/or lunch tutoring in order to make up for deficient skills. All students are welcome to attend Saturday school if they feel that they can benefit from

the extra help and instruction.

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?

All staff are in the process of learning different literacy strategies that can be implemented across the content areas including the For and Against Organizer, Accountable Talk and Summarizing Teachers attend Professional Development workshops on each individual strategy and then turnkey the strategies into their lessons. Teachers analyze student work and performance to adjust for student needs. Teachers write a reflection on each strategy and its implementation in the classroom. The ESL teachers also team teach content classes and meet on a weekly basis and communicate daily via email.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Every year, when the NYSESLAT data is communicated to the school the ESL teachers meet to discuss data patterns, students' proficiency levels and student strengths and weaknesses. The ESL teachers then analyze the data for the number of students who test out of ESL services and for those who moved up one proficiency level. If the majority of the students are making gains the program is concerned to be successful and changes are made to further increase student achievement. If the data shows an unsuccessful program the ESL teachers will meet with administrators to discuss implementation changes, class changes and focus areas.

Part IV: ELL Identification Process

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

- 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](#).)
 - When a new student arrives at our school for his/her first day, one of the following guidance counselors, Joanny Santana, will meet with the student and the family. If there is any question as to their ELL status, the counselors will immediately consult with one of Heather Flay, the ESL coordinator and who is ESL certified. The ESL coordinator will pass this information onto Ramon Nunez or Katya Isayev, the ESL teachers, and they will administer the Home Language Identification Survey. Also, the teacher will informally test the student's reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the HLIS, we administer the LAB-R test within ten days of the student's arrival with the student(s) in the ESL resource room. When appropriate the Spanish LAB will be administered for Spanish-speaking ELLs. The ESL teachers, Ramon Nunez or Katya Isayev are responsible for administering the LAB-R and the Spanish Lab.
- 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.

Fortunately, one of our guidance counselors, Joanny Santana, one ESL teacher (Ramon Nunez) and our parent coordinator (Zulieka Carrion) are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, guidance counselors and the ESL department together inform the parents of our program (freestanding ESL) and what the other choices are (Dual Language and Bilingual Education). On the first day, one of the ESL teachers (Ramon Nunez or Katya Isayev) show the video from the Office of English Language Learners. They provide parents and students with

the Program Choice letter following the viewing of the video. The second day of the child's attendance in school one of the ESL teachers, Ramon Nunez or Katya Isayev, will administer the LAB-R test. When they score the test on day three, if it is determined that the student is indeed an ELL, they will both give the student an Entitlement of ELL Services letter and also mail one home on day four. The ESL coordinator keeps a list of parents who requested a different program. If/when a new program becomes available a letter will be mailed home by Heather Flay, ESL coordinator, to inform parents of the new program.

3. 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](#)].)

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

4. 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.

At the time, all students are placed in the ESL program as that is the only program the school offers. As stated in question number 3 our ESL coordinator, Heather Flay, puts together all entitlement, placement and continued entitlement letters. Copies of these letters are maintained in room 200 in a binder. The letters are then handed off to Zulieka Carrion or Yessenia Hernandez to be mailed out. Since all parents request ESL programming their parent choice is exercised. Once students are identified as an ESL student the guidance and the ESL teacher meet with the students to explain the classes and how many minutes of support he or she will receive. A conference with the parents to explain program placement and the rationale. The parents receive an entitlement letter by Heather Flay. The assistant principal enters student information in ELPC on ATS in 20 days.

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.

The NYSESLAT is administered by Ramon Nunez or Katya Isayev. A component spreadsheet is developed with the four testing sections and dates for when each student will be administered the exam. Students receive invitations to come to the library and/or the ESL resource room to complete the components of the exam. If a child is absent there are make-up days for students missing components. Once the scores are available the ESL coordinator, Heather Flay, and the assistant principal, Martin Hernandez, review the test scores via ATS to determine eligibility. The ESL department reviews the results of the NYSESLAT on ATS to help us program students correctly and to align student schedules with state mandates for ELLs. We also group students according to their reading, writing, and listening skills based on the test and in school assessment.

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.  In our surveys, we have found that almost all parents have opted for the Freestanding ESL program offered at MACS. The apparent trend is all parents are selecting ESL. Therefore, using the parent choice letter and interviews as data, we are meeting the requests and needs of the parents and the students and that is backed by our graduation rate of our ELL population.

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])?

Currently we have 82 ELLs; they range in skill levels from beginner to advanced. All but 7 come from Spanish-speaking households. Based on the results of the spring 2013 NYSESLAT Exam most of the ESL students at MACS scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have four teams that serve ELLs: a the 9th grade team, the 10th grade team, the 11th grade team, and the 12th grade team. Most ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. At times a few ESL students will come in with Regents and/or high school credit. For these students their minutes are met through freestanding ESL classes. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively. Students are also programmed for a freestanding ESL class in the afternoon based on their NYSESLAT scores.

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

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

Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the

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

Principle Two: Academic Rigor

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

Principle Three: Use of Two Languages

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

Principle Four: Explicit ESL and ELA Instruction

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

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

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

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

2. 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)?

Our ESL teachers are assigned to work with content teachers of our ELL blocks in order to provide ESL support. The CTT

model works ensures that all advanced ELLs are receiving the mandated number of minutes per week (5 classes/week times 52 minute periods = 260 minutes of CTT with a licensed ESL teacher for advanced students). Intermediate students are programmed for a freestanding ESL class every day in addition to the CTT model used for content classes (260 CTT minutes plus an additional 260 minutes for 5 classes/week ESL class = 520 minutes a week for intermediate students). Beginner students are pulled out of English classes and taught basic skills by an ESL teacher, receive a self contained ESL class and CTT model support in content classrooms (260 CTT minutes plus 260 freestanding ESL class plus 260 ELA (5 classes/week) pull-out classes equals 780 minutes a week for beginner students). We also use bilingual paraprofessionals to support the students with their content specific questions and needs.

3. 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.

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

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

In math and science classes, all instruction is in English. Students written work can be in English or their native language. Assessments are provided in English and Spanish but students. Practices aligned with the Common Core Standards like summarizing, vocabulary projects, three reads, KWL, Frayer Model and List, Group, Label are used in class. Also, specifically for the math class, students work on deltamath.com to sharpen basic math skills they may be deficient in.

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language students can receive their assessments in their native language and a bilingual teacher in the school will grade any written component in the students' native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In each ESL class (beginner, intermediate and advanced) each unit incorporates the four modalities. Teachers design lessons, activities and projects that incorporate the modalities. For example, a student may be required to read a text about a famous baseball player, watch a video and take notes about the baseball player, write a short biography about the player and then present his or her work to other staff members.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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?

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

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

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

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

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

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

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?

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

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

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	1		
Math:	0		
Science:	0		

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

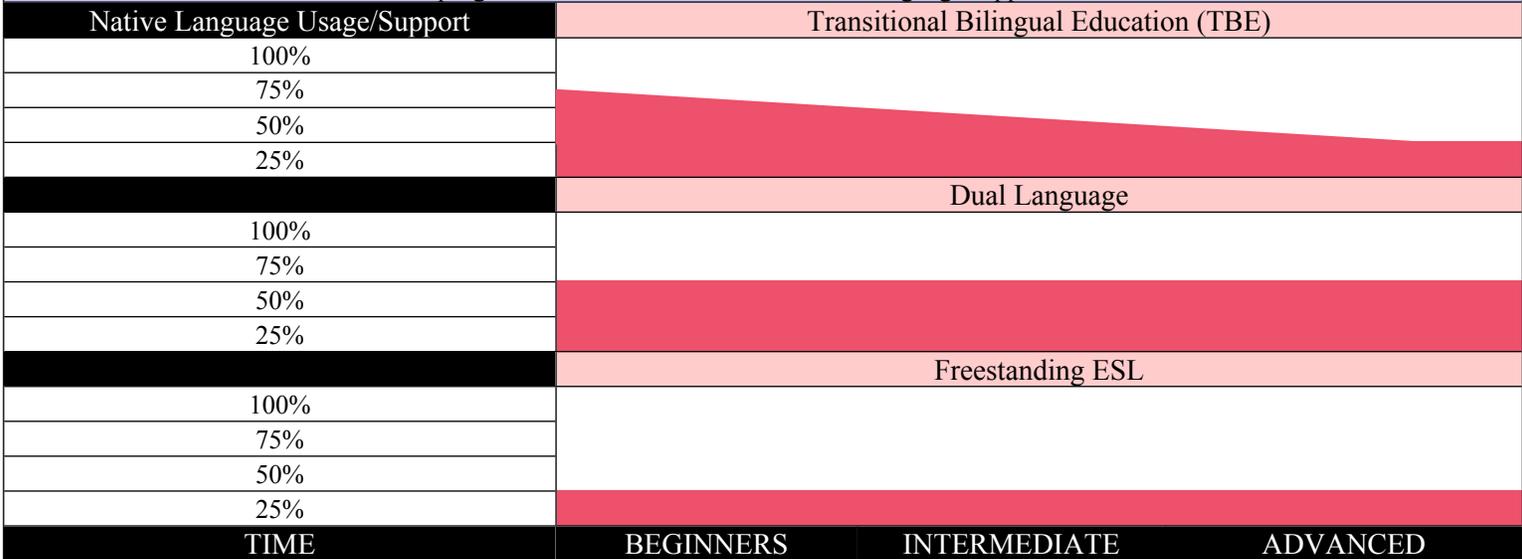
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We provide a variety of intervention services.

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

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

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

Prior to the implementation of the hybrid push-in/pull-out model the NYSESLAT test out rate approximately two out of eighty students. After three years of the hybrid model, approximately fifteen out of eighty students test out of ESL services. Also, noting the number ELLs in each grade level, the number of ELL students in each grade level decreases from ninth to twelfth grade demonstrating that the students acquire the necessary language skills to test proficient as they progress through the program.

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

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

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

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

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

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

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

In math and science classes, all instruction is in English. Students written work can be in English or their native language. Assessments are provided in English and Spanish but students. Practices aligned with the Common Core Standards like summarizing, vocabulary projects, three reads, KWL, Frayer Model and List, Group, Label are used in class. Also, specifically for the math class, students work on deltamath.com to sharpen basic math skills they may be deficient in.

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

One of the content teachers, the US history teacher, is planning on having tutoring sessions geared specifically for ESL students. The program will meet Wednesday and Thursday during 8th period and Thursday after school.

The purpose of this activity is to provide support for ELL students in U.S. History and Global Studies reviewing the content. They will discuss key terms and concepts. The activity is also designed to help student's writing in Social Studies by reviewing sentence starters for transitions, rewriting a thesis statements and general essay organization. This activity will be open only to those students who's Social Studies class ends with a Regents because the content is focused on Regents material.

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

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

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

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

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

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

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

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

Students are pulled-out of their English not only by grade level but also by their age range. Resources specifically designed for ESL students like the Penguin Book Series were purchased to use as mature reading materials for the beginner and intermediate classes. One ESL teacher is designated to work with the ninth and tenth grade students, therefore cycling with them for two years and another ESI teacher is designated to work the eleventh and twelfth grade students, there for cycling

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.

The school holds an orientation for new students a few days before the first day of school. Students meet their teachers, visit classrooms and receive their student planners. The students and their families visit each content area teacher learning the

expectations of each class, the clubs and activities of the school and where the gym, bathrooms and cafeteria are located. ELL students participate in numerous activities including Robotics, Chess Club, Computer Blogging Club, Dance Club, Japanese Club and the Sports Club.

18. What language electives are offered to ELLs?

Students can take Spanish electives.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

.Our four fulltime ESL teachers are fully certified in TESOL. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. One ELA teacher has also attended QTEL workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions. All staff attend Professional Development workshops every Monday afternoon. The focus of these workshops is literacy across the content areas. Included in all workshops, are discussions on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, guidance counselors, paraprofessionals and administrators. This semester's PD dates are every Monday of the week. PD session dates for Spring 2013 semester are to be determined. The professional development workshops are led by our assistant principal Hoek Choi. Each month a literacy strategy is presented to the staff and then the staff must use the strategy in their classroom and reflect on it. The AP keep a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. At the end of the workshops the hours are totaled by Roberta Kang, coach, and she produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content content specific and can be used in a classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

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

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

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

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. Parent involvement in our school of parents of ELLS is high. Parents are involved in a number of different activities and systems they included but are not limited to:

Parent Association - we presently have 8 parent members with at least half of the parent members of this team being parents of ELL students. Agendas for these meetings range from going over school's Progress Report to our school's Quality Review issues, budgetary decisions, interviewing of teachers, college planning, Income Tax Returns, BBQs, and Parent Retreats.

Parent Retreats are once or twice a year depending on budget. In 2012-2013 there was one Parent Retreat. The core value of parent retreats is increasing parent involvement as well picking themes for the coming year. Our theme for the 2012-2014 school year is College and Career Readiness with a special focus on Common Core Learning Standards.

New Visions is partnering with us with a focus on 9th and 10th graders for College and Career Readiness. New Visions assist students and parents in completing FAFSA (federal grant aid) for college. New Visions also provide monies for college trips for these students through grants and in the spring of 2013 we are planning ESL classes for our parents that do not speak English on Saturdays.

2. CBOs involved with the school and our ESL population include:

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

Arts Connection - provides resources and representatives to work along with students. .

3. Yessenia Hernandez surveys our parents by phone, over the summer we sent our surveys to parents and at Parent Association Meetings asking them what topics they will like to focus on. For example, for this school year, 2013-2014, parents decided on College and Career Readiness as the main topic. We have now implemented that request of these parents and their children so they (both parent and child) have a better understanding of the college and career needs for the 21st century. All letters and materials are translated.

4. Parental involvement activities are as follows:

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

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

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

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

All translation services are provided through our Zulieka Carrion or Jessienia Hernandez at these events.

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X297 School Name: Morris Academy for Collaborative St

Cluster: 5 Network: 562 - New Vision

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.

Every year the school requires every student to fill out emergency cards and indicate on the card the preferred language of communication for parents both written and oral. Emergency cards are kept on file in the main office with the language information.

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

Currently the school's primary need is a Spanish translation with 20% families speaking only Spanish at home. The secondary translation need is French with two families. One of the families is also speaks English at home. We also have one family that only speaks Arabic in the home and a handful of families who speak African regional dialects; most of which have no written form. The parents who speak an African Regional dialects also speak English. The findings were reported to the school community via a memo.

Part B: Strategies and Activities

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

All school memos, documents or newsletters that are sent out to parents are translated to Spanish by our bilingual community associate and guidance counselor, translated versions are attached to the back of the English version and sent out at the same time. For French and Arabic we rely on Google Translate and resources from the DOE.

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

For the parents who need Spanish translation orally the parent coordinator or bilingual community associates sit in on meetings, conferences and other events where translation is necessary. For those parents who speak French we do have three staff members, including the parent coordinator, can translate for the school during meetings and conferences. We also use a school messenger system that automatically calls the homes of students with important school information. This is a multilingual software program. We do not need a translator for the Arabic speaking family because they speak and understand English.

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

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

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

C. Provide parents with direct cell phone numbers of the bilingual administration, Hoek Choi and Martin Hernandez, and bilingual parent

coordinator, and Zulieka Carrion. These cell phone numbers are given to parents at the orientation.

D. More than 20% of our students' parents speak Spanish as their primary language. All mailings, phone calls and memos sent to parents are translated into Spanish.

E. N/A .

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The teachers involved in the after-school and Saturday tutoring are all content and/or ESL certified. The teachers who taught these programs for the Fall semester were Mr. Ramirez, Ms. Cruz, Ms. Holzer and Ms. Tobia were the certified content teachers involved in the tutoring programs. Mr. Nunez and Ms. Flay are the certified ESL teachers who provided additional support to the students and the content teachers. The same teachers will be involved in the after-school tutoring program and teaching Saturday School.

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

After school tutoring began September 25, 2012, and will run through June 2013 with Mr. Nunez and Ms. Flay. After school tutoring was offered every Tuesday from 3:05pm - 4:05 pm in the ESL Resource room. The dates of the after-school tutoring sessions for the Fall semester were 9/25, 10/2, 10/9, 10/16, 10/23, 11/5, 11/13, 11/20, 11/27, 12/4 and 12/11. For the Spring semester after-school tutoring sessions will be held on 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28, 6/4, and 6/11.

All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction. Saturday school runs from 9:15 am to 12:15 pm (please note: teachers are compensated for 3 hours of teaching + 1 hour of prep). For the Fall semester the dates Saturday school was in session were 11/17, 12/1, 12/8, 12/15, 1/5, 1/12, and 1/19. For the Spring semester Saturday school be in session from 9:15 am to 12:15 pm on 3/3, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/1, 6/8 and 6/15. Mr. Nunez will be an additional Saturday School support ONLY for the additional 14 hours for the sessions prior to the start of Regents Exams on 1/19 for 4 hours, on 6/8 for five hours and on 6/15 for five hours.

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: Our four fulltime ESL teachers are fully certified in TESOL. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. One ELA teacher has also attended QTEL workshops. In addition, an on-going collaboration with the AUSSIE grant curriculum specialists provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions. All staff attend Professional Development workshops every other Monday. The focus of these workshops is writing strategies and the Common Core Standards. Included in all workshops are discussions on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, guidance counselors, paraprofessionals and administrators. This semester's PD dates are 10/8, 10/22, 11/5, 11/19, 12/3, 12/17, 1/7 and 1/21. PD session dates for Spring 2013 semester are to be determined but the current plan is to have them on the second and fourth Mondays of the month. The professional development workshops are led by Mathhew Mazaroppi, AP of instruction who before becoming AP was the English teacher for ELL students. Each month Mr. Mazaroppi introduces a new strategy that can be incorporated into all content areas to support the new Common Core Standards. The strategies support ELL students. Teachers attending the workshops sign-in and they are assigned a specific workshop to attend. Mr. Mazaroppi maintains a binder of the sign-in sheets with the lessons taught to the staff and handouts that were given out to staff. He also keeps a binder of the staff reflections they complete after they have implemented the strategy. At the end of the workshops the hours are totaled by Mr. Mazaroppi and he produces certificates for the teachers as proof they completed the 7.5 hours of training (usually teachers complete 12 hours). Strategies are not content content specific and can be used in an classroom. The workshop teacher provides the staff with examples as to how the strategies can be used.

As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development

Part C: Professional Development

opportunities include everything from inter-visitations to conferences for example a several of teachers attended the National Conference of Teachers of English (NCTE). All staff attend Professional Development workshops bi-monthly Monday workshops. The focus of these workshops is writing strategies and the Common Core Standards. Included in all workshops, are discussions and reflections on how to effectively differentiate instruction for ELLs. These sessions include ESL teachers, subject area teachers, Special Education teachers, and administrators. The ESL coordinator also sends out informative emails to the staff about ELL services, translation services, instructional strategies, etc.

In addition, teachers have received professional development from the AUSSIE ELL Grant on how to infuse literacy throughout the curriculum and the importance of bi-literacy in the successful academic development of ELLs. Based on this PD, teachers are conducting inter-visitations to assist each other in better infusing literacy throughout the curriculum to better meet the needs of ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

The School Leadership Team (SLT) - we presently have 10 parent members with at least half of the parent members of this team being parents of ELL students. Agendas for these meetings range from going over school's Progress Report to our school's Quality Review issues, budgetary decisions, interviewing of teachers, college planning, Income Tax Returns, BBQs, and Parent Retreats.

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

We have already had one parent workshop in October which focused on the SATs. Per parent input, we have hired an additional math teacher for our 9th graders who are getting a second math course with a focus on SAT math as an elective course. They are also receiving double periods of instruction in ELA.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p>\$7,408.88</p>	<p>Direct Instruction Summary:</p> <p>148 hours x \$50.06 = \$7,408.88</p> <p>After -school tutoring: \$2,703.24 (54 hours x \$50.06 = \$2,703.24)</p> <p>Two certified ESL teachers, Ms. Flay and Mr. Nunez, working 27 sessions each earning 50.06 per hour. The dates of the one hour after-school tutoring sessions for the Fall semester are 9/25, 10/2,10/9, 10/16,10/23, 11/5, 11/13, 11/20, 11/27,12/4 and 12/11. For the Spring semester after-school tutoring sessions will be held on 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28, 6/4, and 6/11.</p> <p>Saturday School: \$4,705.64 (94 hours)</p> <p>One certified ESL teacher, Ms. Flay, working 20 four hour sessions at \$50.06 per hour (20 sessions x 4 hours x \$50.06 = \$4004.80) .</p> <p>An additional ESL teacher, Mr. Nunez, will be brought in the Saturdays before Regents Exams begin (1/19 (4 hrs), 6/8(5 hrs) and 6/15 (5 hrs) for an additional 14 hours of support (14 hours x \$50.06 =</p>

Part E: Budget

		<p>\$700.84)</p> <p>Saturday school runs from 9:15 am to 12:15 pm (3 hours of teaching + 1 hour for lesson planning). For the Fall semester the dates Saturday school was in session were 11/17, 12/1, 12/8, 12/15, 1/5, 1/12, and 1/19. For the Spring semester Saturday school be in session from 9:15 am to 12:15 pm on 3/3, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/1, 6/8 and 6/15.</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>\$2,000</p>	<p><u>Consultant, Roberta Kang from Teachers College, works with teachers and administrators as well as the LIS team 2 days a week on development of curriculum enhancements and organizing the professional development series. She also works on designing periodic assessment to measure the growth of the ELL students. She completes the data from the four assessments, analyzes it and shares the results with the grade level teams. The results are geared to toward inform the instruction and adjust the professional development.</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$791.12</p>	<p><u>Dictionaries (Spanish, Arabic and French)</u></p> <p><u>Computer software</u></p> <p><u>Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment regents review books for ELL students.</u></p> <p><u>Supplemental Regents Review</u></p>

Part E: Budget

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