

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: America's School of Heroes	DBN: 27Q137
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: <u>75</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 4

of content area teachers: _____

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: Middle School 137 first implemented a co-teaching program during the 2011-2012 school year, and we are continuing this model for the 2014-2015 school year as well. There are six 6th grade co-teaching and/or push-in classes, six 7th grade co-teaching and/or push-in classes, and six 8th grade co-teaching and/or push-in classes, which include ICT and self-contained special education classes at each grade level. To address the needs of our students, most are placed by language proficiency level based on NYSESLAT. To date there are 165 ELL students placed in these classes. There are 60 in Grade 6, 62 in Grade 7, and 43 in Grade 8. Out of the 165 ELL students, 27 currently are identified as SIFE (Students with Interrupted Formal Education), 98 are identified as Newcomers, and 21 are identified as Long-Term ELLs. We have 45 ELL students who have been receiving services for 4-6 years. We also have 36 ELL students who are also identified as Special Education.

The NYSELAT levels of our ELL population indicate that more students are having difficulty with the listening and writing components of the test. In examining the school's NYSESLAT and NYSITELL results, we have determined that 74 students out of 165 of the school ELL population is Advanced, 30 out of 165 is Intermediate, and 61 out of 165 are beginner ELLs. We determined that students' listening and writing levels are lower than their speaking and reading levels. In order to address these results, we identified programs/strategies that would reinforce the weaker modalities and provide support and enrichment in reading and speaking in order to meet the demands of the more rigorous CCLS aligned NYSESLAT exam.

Out of 110 ELL students who sat for the ELA exam, 39 scored at level 1, 6 scored at Level 2, 0 scored at Level 3 and 0 scored at Level 4 in Grade 6. In grade 7, 33 students scored at level 1, 8 scored at Level 2, 0 scored at Level 3 and 0 students scored at level 4. In Grade 8, 22 students scored at level 1, 2 scored at Level 2, 0 scored at Level 3 and 0 scored at level 4. Out of 138 ELL students who sat for the math exam, 31 students scored at level 1, 17 students scored at level 2, 7 students scored at level 3 and 2 students scored at level 4 in Grade 6. In Grade 7, 38 students scored at level 1, 12 students scored at level 2, 1 student scored at level 3, and 0 scored at level 4. In Grade 8, 23 students scored at level 1, 5 students scored at level 2, 2 students scored at level 3 and 0 students scored at level 4.

We proudly acknowledge that MS 137 made our AYP for the 2012-2013 school year in ELA, Math and Science for our ESL subgroup on our state report card.

We have not yet received our state report card for the 2013-2014 school year, however, we are now in the process of utilizing the AMAO Estimator Tool to determine the progress of our ELL population.

As a result of this data analysis, our school goals for these areas are focusing on strengthening writing,

Part B: Direct Instruction Supplemental Program Information

vocabulary development, grammar, and responding to higher-order questions. These goals also support our school-wide instructional focus: Teachers across disciplines will engage students in high-level classroom discussions that are characterized by students responding to each other's thoughts and substantiating their own ideas with evidence. Our book study title this year is "How To Design Questions and Tasks To Assess Student Thinking" to support our instructional focus. These are areas we plan to address in our after-school ESL program.

Our ELL students will be invited to attend our ESL After-School Program. All ELL students in grade 6-8 will be invited, including students in all subgroups. This program will commence November 6, 2014 and run until May 2015 on Tuesdays from 3:30- 5:30 p.m. and Thursdays 2:30 p.m. to 4:30 p.m. for approximately 40 sessions. This program is exclusive to our ELL population. The four teachers working with the students are highly qualified and licensed in ESL. There will be four classes of approximately 20 students. The materials that will be utilized are Go Math Enrichment activities and Math Coach Progress, Focused Reading - Student Guided Practice, Quickreads, leveled literacy book sets, and Language Power - Building Language Proficiency. Additionally, Destination Reading and Earobics Reach will continue to be utilized to support literacy, vocabulary, fluency. Destination Reading was initially purchased for use during our 2011 Title I summer program and is being sustained using our laptops and iPads as we have lifetime licenses for these programs. We plan on purchasing additional mini iPads and headsets to further support these programs as well have the PD provider retrain teachers using the program. Instruction will be delivered in English with the students' native languages used as a support. We will also incorporate journaling activities and personal narratives to support the acquisition of artistic impression and academic vocabulary. Scantron Performance Series and Fountas and Pinnell will be used as an assessment tool and will be administered at least three times over the course of the school year.

Our ESL data coordinator and literacy coach will plan curriculum and facilitate the implementation of the program. The ESL coordinator and the supervisor will act as a direct link to parents, regularly monitor attendance, and remain with students until all are dismissed.

Part C: Professional Development

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: Professional development is ongoing throughout the year at MS 137 for ESL and content area teachers of our ELL students. The hours surpass the minimum requirement of 7.5 hours. After analyzing the NYSESLAT, NYSITELL and state assessment data, we have realized that intensive professional development in data analysis of summative and formative assessments are vital in planning for differentiated instruction. Additionally, teachers receive ongoing professional development through the Office of ELLs on topics such as the Common Core Learning Standards.

Professional Development workshops will be delivered to certified ELL teachers and content area teachers who work with our English Language Learners. It will be conducted by the ESL assistant principal and literacy coach. Workshops are scheduled and will focus on differentiated instruction, inquiry team strategies and use of data. Workshops will be followed by a viewing of each teacher's lesson followed by a discussion on how workshop information and strategies were introduced in the teacher's classroom. The final session will serve as a summary and closure for the work covered with teachers.

Professional Development Calendar:

September/October - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

-Analyzing NYSITELL Data/NYSESLAT Data

- Building Vocabulary for ELLs-focus on strategies to improve their reading, writing, listening and speaking skills. Tiered vocabulary

- Strategies to engage beginner ELL students.

- ELL Periodic Assessment

- Teacher Teams

November/December - Certified ELL teachers, core subject teachers of ELLs, coaches, administration

- Teacher Team implementation of differentiated Instruction/Open-Ended Questions/Depth of Knowledge

- Using Scantron Performance Series and Fountas and Pinnell results to support differentiation and utilizing appropriate resources.

-Scaffolding techniques for CCLS Performance Tasks.

Part C: Professional Development

-Close Readings for Comprehension & Language Development

January/February - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Building Vocabulary for ELLs – Tiered vocabulary

- Implementing quick writes/close readings

- Pre-assessment data (NYS ELA practice test)

March/April - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Tiered Vocabulary-NYSESLAT/ELA/Math Test Prep to differentiate the instruction of test-taking skills and strategies.

- The new NYS ELA and Math test formats

- Teacher Team Strategies

May/June - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Tiered Vocabulary

- Analyzing ELA and Math summative and formative assessment data to create goals for the next school year.

* Every Monday 100 minutes is dedicated to professional development.

- TTCP is mandated two times a week (90 minutes).

- One study group (45 minutes.)

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

Part D: Parental Engagement Activities

Begin description here: We have dedicated 2:30-3:25 on Tuesdays open for large group or one-to-one parent meetings. Twice a month, we have ESL orientation and parent workshops on best practices. The ELA department will continue to host ongoing workshops for parents. Many of these are designed to increase parental awareness of the new format of the state ELA assessment, the NYSESLAT exam and the Common Core Learning Standards. Several parents of ESL students attended these workshops where they learned strategies they can implement at home to promote literacy and academic success. This year, we are expanding these workshops to include both informational sessions and learning opportunities. We will continue to work with parents to help them understand the new learning standards and how these will correlate to college and career readiness. We will provide them with support to understand the CCLS instructional shifts in ELA/Literacy and Math. We will also help parents to understand the curriculum their children are learning as well as how student work is assessed. We will also host workshops that focus directly on writing, including the school-wide standards-based writing rubric as well as how to compose an essay. Parents will be invited to participate in our annual Career Day and attend High School night where they can discuss opportunities for their children beyond middle school. The rationale behind each of these activities is to promote family engagement in learning and encourage parents to be equal partners in their children’s education.

Parent meetings will be held approximately every six weeks and be conducted by the ESL assistant principal, literacy and math coaches, and parent coordinator. Parents will be notified of these activities by letters sent home, school messenger as well as our school website @heroesofms137.org.

We have taken a parent survey of preferred language of correspondence and will use the preferred language when sending notices. We have also identified staff and other volunteers capable of acting as translators for parents.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	27Q137
School Name:	AMERICA'S SCHOOL OF HEROES
Principal:	LAURA MASTROGIOVANNI

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 27Q137
School Type: SWP Title I Grades Served: 6-8
School Address: 109-15 98th Street, Ozone Park, NY 11417
Phone Number: 718-659-0471 Fax: 718-659-4594
School Contact Person: Laura Mastrogiovanni Email Address: Lmastro2@schools.nyc.gov
Principal: Laura Mastrogiovanni
UFT Chapter Leader: Matthew Goodman
Parents' Association President: Edith Rivera
SLT Chairperson: Gina Marrero and Frank Bennici
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd, Room 460, Ozone Park, NY 11417
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: Cluster 2 Cluster Leader: Charles Amundsen
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Mastrogiovanni	*Principal or Designee	
Matthew Goodman	*UFT Chapter Leader or Designee	
Edith Rivera	*PA/PTA President or Designated Co-President	
Karen Collins	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gina Marrero	Member (Chairperson)/ UFT (Teacher)	
Frank Bennici	Member (Chairperson)/ UFT (Teacher)	
Ivette Cirino	Member (Secretary)/ UFT (Teacher)	
Kelly Melchiorre	Member (Treasurer)/ UFT (Teacher)	
Paola Strand	Member/ PTA (Parent)	
Farzana Haque	Member/ PTA (Parent)	
Nandini Filosa	Member/ PTA (Parent)	
Keitha Goodluck	Member/ PTA (Parent)	
Elizabeth Seemungal	Member/ PTA (Parent)	
Bibi Gobin	Member/ PTA (Parent)	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

America's School of Heroes (M.S. 137) is a large, diverse, urban middle school in Ozone Park, Queens. It is made up of professionals dedicated to providing every student with the support to grow emotionally, intellectually, and socially into a contributing member of society. We are committed to instilling the importance of education, lifelong learning, and college and career readiness. M.S. 137 continues to provide its staff with a wealth of professional learning to encourage continued growth, incorporate best practices in our classrooms, and meet citywide instructional expectations.

As a school community, our greatest strengths are our professional development plan, which distributes leadership opportunities to our staff members, and the systems that are built into our program to support effective collaboration between teachers. Additionally, we have introduced several new protocols to collect, analyze, and implement findings from student assessment data using Data Driven Classroom (DDC). Our challenges include supporting our English language learners and students with disabilities in making greater progress on the New York State English Language Arts Assessment. We also strive to improve the pedagogical practices of our teachers, specifically in developing higher-order questions to promote critical thinking skills for all students.

Our instructional program is designed to meet the needs and interests of our diverse learners, providing both enrichment and support. We offer Regents classes in Algebra and Living Environment, as well as Academic Intervention Support (AIS) services and specialized classes in art and music. Technology is integrated in all classrooms and lessons support the Common Core Learning Standards instructional shifts. Our state-of-the-art library is filled with resources for all our students and staff and contains a resource center where our teacher teams meet. Our librarian/media specialist collaborates with students and staff to meet the goals of Common Core Learning Standards. To support a diverse academic program for our students, we have implemented several new elective classes. These include, but are not limited to, Government, Current Events, Creative Writing, and Real World Math. The curriculum for each of these classes is CCLS-aligned. We have also created a new advisory class for our 6th and 7th grade students to support their social and emotional development. This supports character education and college and career readiness.

To support the varied interests of our students after school, we have partnered with Millennium Development. This program enhances the community by cultivating and challenging the minds of today's youth, empowering families, encouraging and supporting the well being of active adults, and advancing their participation in all aspects of community life. This is an outside program that runs from 2:30 pm to 5:30 pm, Monday through Friday. Students receive assistance with their homework and then have an opportunity to engage in extracurricular activities of their choice. These activities include dance, drama, basketball, technology, videography, and bocce ball among others. We have also implemented an academic after-school program to support students in ELA, Math, and ESL. Students are provided with additional preparation for the Regents exams with after school programs that takes place on Wednesdays and Saturdays throughout the year. Additionally, students who were interested in taking the Specialized High School Admissions Test were invited to participate in a program that helped to prepare them for this exam.

We at M.S. 137 recognize the importance of collaboration among teachers, parents, students, and members

of the community to support a positive learning environment. To further enhance collaboration between staff members, we have continued to implement and refine Teacher Team Common Planning (TTCP). Teams meet a minimum of three times each week, inclusive of Monday's professional learning time. During these meetings, teachers create and refine lesson plans and assessments, modify curriculum to support diverse learners, analyze resulting student work, and share best practices for instruction. We have prioritized parent engagement by dedicating fifty-five minutes each Tuesday afternoon to family outreach. During this time, teachers conference with parents and guardians, make phone calls, respond to emails, and maintain their online grade book so parents have access to current scores on assessments, projects, homework, and class participation.

Last year, we were awarded a grant through the Teacher Incentive Fund. This is currently in its second year of implementation at our school. This year, we have increased the number of Peer Instructional Coaches from two to four and the number of Demonstration Teachers from two to five. We have diversified the team to include teachers of English language learners and students with disabilities. Teachers are encouraged to visit the classrooms of these teachers to view best practices as well as specific pedagogical strategies that support effective and highly effective teaching.

Our Student Government Organization (SGO) has held its annual campaigning and election cycle and its executive board members have been identified. This executive board will lead grade activities, meet with administration and their peers, and build ties with the community. To encourage a philanthropic outlook, students will visit the Ronald McDonald House, a local animal shelter, and participate in the Penny Harvest and Juvenile Diabetes Walk.

M.S. 137 has been chosen as a recipient of the School Wellness Works Grant in order to influence and inform teachers, staff, students, and families about the measures our school is taking to improve health and wellness and ensure the academic success of its students. The grant encourages the school to form a School Wellness Council (SWC) as a way to guarantee that New York City school wellness policies are implemented and refined, and that the council represents the unique perspective of the community within a school. This enables the health priorities and activities put in place to reflect the needs and interest of the community. To date, we have formed a Wellness Council that includes teachers, administration, and guidance counselors. The council is in the process of researching and integrating resources to implement into the program.

Last year, teachers and administrators strengthened the level of collaboration between teachers by implementing systems that provide teachers with the time and resources necessary to meet and share best practices. This was accomplished through the creation of Teacher Team Common Planning (TTCP) groups and building this time into the teachers' programs. We successfully carried out the requirements of Advance and provided continuous support through the observation and feedback cycle and our Teacher Effectiveness Ambassador. This year, we look forward to continuing to develop the pedagogical skills of our staff as measured by the Danielson 2013 Framework and Advance, focusing specifically on component 3b. We also want to increase the level of parent engagement and the accessibility of systems to monitor their child's progress. We are also implementing new systems to collect and analyze student assessment data throughout the year in order to inform instruction and supports for our diverse learners.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On our last Quality Review, we received a rating of Proficient on indicators 1.1, 1.2, and 2.2 (Instructional Core). Our report highlighted our strengths relative to rigorous instruction, including the curriculum’s alignment to the CCLS instructional shifts and our instructional focus, which was language development. To further support rigorous instruction across all classrooms and content areas, we have continued to refine our curriculum to meet the requirements of the Common Core Learning Standards based on the results of assessments. We have identified supplemental resources and lessons that are required to address gaps and included these on our revised curriculum maps. Teachers work in teams to develop and refine common assessments and tasks, and the resulting student work is analyzed to inform instruction. This inquiry work is supported by the Middle School 137 Cycle of Inquiry, which was developed in collaboration with administration and teacher representatives and explained to the staff during professional learning. Evidence of teachers’ continued work to refine the curriculum and identify scaffolds and supplements to support all learners is maintained in a binder for each team and includes sign-in sheets, minutes from team meetings, reflections, and samples of work products created and analyzed during team meetings. Administration meets with teams on an ongoing basis to support inquiry work and build trust and collaboration throughout the school community. Through this, it is our aim to communicate high standards in all classrooms and support student engagement in activities that promote critical thinking skills.

Although our English language learners continue to make progress on the NYSESLAT Exam, a review of the scores on New York State ELA and Math assessments revealed that our English language learners did not make adequate gains as evidenced by the rating of Fair that we received for Closing the Achievement Gap for English language learners on our Middle School Quality Snapshot. Based on these results, we have identified English language learners as a target subgroup with an emphasis on writing development, which was identified as an area of critical need based on an analysis of the 2014 New York State ELA Test Item Analysis Report.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of grade 6 English language learners continuously enrolled at our school from October 1, 2014 through June 1, 2015 will increase by one proficiency level in at least two sections (speaking, listening, reading, writing) of the NYSESLAT.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with 			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Research-based instructional programs, professional development, and systems and structures to impact change:</p> <ul style="list-style-type: none"> • The NYSESLAT and ELL Periodic Assessment modality data will be analyzed to identify proficiency levels in reading, writing, speaking, and listening to support teachers in creating learning and language objectives. • Students are assessed on an ongoing basis through Scantron Performance Series and fluency assessments such as Fountas and Pinnell. • Feedback from formal and informal observations will be provided to identify areas of strength within the school community. Teachers will conduct intervisitations to build collaboration and trust. These will inform professional learning opportunities to strengthen literacy for all ELLs, particularly in writing development. • Weekly professional learning will be provided during 100 minutes on Monday afternoons for teachers of English language learners within the school building and out of school to ensure that students are highly engaged in rigorous instruction with curriculum modifications and scaffolds to provide them with access to grade-level standards and content. 	<p>All teachers of English language learners</p>	<p>Fall 2014, February 2015</p> <p>Ongoing</p> <p>Ongoing throughout the 2014-2015 school year</p> <p>Ongoing during Monday professional learning time</p>	<p>Administration, Peer Instructional Coaches, ESL Coordinator</p>
<p>Strategies to address the needs of English language learners, students with disabilities, and other high-need student subgroups:</p> <ul style="list-style-type: none"> • ESL after-school and Academic Intervention Services (AIS) programs have been created to support student progress through reading, writing, listening, and speaking activities with an emphasis on providing scaffolds to build conceptual understanding, academic skills, and language development. • ESL teachers continuously assess the effectiveness of the curriculum and identify additional scaffolds and supports to meet the needs of all students. • To develop trust, we provide native language support and additional arts programs through partnerships with Story Studio and Studio in a school that celebrates cultural diversity. 	<p>All English language learners</p> <p>Teachers of ELLs</p> <p>ELL students</p>	<p>Fall 2014 through Spring 2015</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administration, certified ESL teachers, Parent Coordinator</p>
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> • Parents will be informed of students' fluency levels and be provided with strategies that can be implemented at home to support language acquisition and development. • ELL orientation meetings and parent meetings will be conducted to keep parents informed of our school's academic program and supports available to address the academic, social, and emotional needs of our English language learners and Special Education ELL students. • Parents will have access to student grades via PupilPath, an online grading system, and be able to communicate with their child's teachers via email. 	<p>Parents of English language learners</p>	<p>Ongoing throughout the 2014-2015 school year</p>	<p>Administration, Peer Instructional Coaches, Demonstration Teachers, teachers of English language learners, Parent Coordinator</p>

<ul style="list-style-type: none"> To develop trust between parents and the school community, teachers will utilize parent engagement time on Tuesday afternoons to communicate with parents, addressing positive aspects of student work habits and areas for improvement. The parent's preferred language of communication will be utilized. 		Tuesday afternoons	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The NYSESLAT modality report and New York State ELA and Math Item Skills Analysis will be analyzed to identify trends for English language learners.
- The Danielson 2013 Framework and Advance Special Consideration for ELLs will be utilized to provide clear and consistent feedback and next steps to support improved teacher practice and student learning outcomes.
- Resources for instruction will include NYCDOE ELL document supports, Finish Line for ELLs, Milestones, Scholastic Code X, Reader's Theater, Boardwalks online program, leveled libraries, and other CCLS-aligned resources.
- Scantron Performance Series and Fountas and Pinnell will be utilized to monitor student progress.
- Peer Instructional Coaches will support teachers in conducting and analyzing observation notes from intervisitations to the classrooms of our Demonstration Teachers. This is supported through the TIF grant.
- Administration, Peer Instructional Coaches, and Demonstration Teachers will plan and facilitate professional learning.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, c4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for the after-school program. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February, we will administer the second ELL Periodic Assessment and analyze growth between the fall and winter administration. The Fountas and Pinnell reading inventory will be administered in January for the second time to monitor progress from fall to winter. By February 2015, 65% of 6th grade English language learners will have demonstrated a 50% increase in their proficiency on ELL 5-8.2 (Students will listen, speak, read, and write in English for literary response, enjoyment, and expression) as measured by the second ELL Periodic Assessment.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Across our school community, we have worked to enhance collaboration between teachers. We have adjusted our school program to provide teachers of the same subject and grade level with two common planning periods. Over the past year, we have worked to refine the work of our teacher teams by supporting teachers in developing protocols for their meetings and norming how evidence of the team’s work is gathered. Administration provides feedback to teams of teachers on an ongoing basis and frequently visits team meetings. This has supported a coherent set of instructional practices across classrooms that support our school-wide instructional focus and challenge students to take active roles in their own learning. Students also maintain portfolios to showcase their best work, and bulletin boards are utilized to celebrate both high-quality student work and instances where students have demonstrated improvement in effort and work habits.

To ensure that students are well-known by staff members across grades, our seventh and eighth grade ELA, Math, Social Studies, and Science teachers teach sixth grade elective classes related to their content. For example, our sixth grade math elective is Real World Math. In this course, students are challenged to use mathematical concepts and reasoning to solve real-world problems. Creative Writing classes support the development of improved writing skills. We have also implemented science research and current events/government classes to generate interest and knowledge of the world around students. We have also implemented an advisory class for our sixth and seventh grade students to build skills such as effective decision making, creating goals and action plans, and resolving conflicts.

To further nurture a supportive environment for all students, we applied for and were awarded a School Wellness Works Grant to help us address the social-emotional needs of our students. We host an annual Career Day, where professionals from a variety of fields are invited to come and speak to our students and contribute to sense of excitement about college and careers. We also hold an annual “Respect For All Week” with poster contests, assemblies from our guidance counselors and deans, and classroom assignments related to this theme. This contributed to our rating of Well Developed on Quality Review Indicator 1.4.

Our greatest strength relative to creating a supportive environment is the level of collaboration and communication among staff members. We have implemented systems to provide teachers with the time and resources required to plan together, analyze student work, and refine lessons to support all learners. We have also implemented programs to ensure that students feel safe and supported, including Respect for All Week, assemblies, and Career Day.

This year, our instructional focus is “Teachers across disciplines will engage students in high-level classroom discussions that are characterized by students responding to each other’s thoughts and substantiating their own ideas with evidence.” This focus was selected to challenge students to become more engaged in their classes and build higher-order thinking skills to support college and career readiness. After reviewing teacher performance data from Advance, we identified that putting additional focus on component 3b, Using Questioning and Discussion Techniques, would not only support our teachers’ pedagogical growth, but also increase student engagement in learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will design and pose higher order questions to promote student thinking and deep discussion as measured by Charlotte Danielson's Framework for Teaching as evidenced by 80% of teachers rated effective or highly effective in component 3b in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and systems and structures to impact change:</p> <ul style="list-style-type: none"> • Administration will analyze Advance data from the 2013-2014 academic school year to identify teachers who were rated developing or ineffective. • Ongoing professional learning during 100 minutes on Monday afternoons will be conducted to develop and share best practices related to the art and science of questioning and engaging students in classroom discussions. Learning opportunities will include team planning to develop trust and collaboration between teachers, a book club with <u>How to Design Questions and Tasks to Assess Student Thinking</u> by Susan M. Brookhart, and guided lesson development/revision. • To support trust and collaboration between teachers, Peer Instructional Coaches and Demonstration Teachers will model best practices related to questioning and discussion techniques by inviting teachers to visit their classrooms and engaging in feedback conversations following the classroom visits. • Rigorous performance tasks will be developed and revised. These will include specific speaking components and promote active questioning by students. Literature circles and Socratic Seminars will be utilized to promote discussion and engagement. • Question stems and discussion frames will be utilized as scaffolds in all content areas to embed our instructional focus throughout the school community. These will be identified by administration, coaches and teachers and shared during professional learning and teacher team meetings. 	<p>All staff, focusing specifically on teachers rated Developing or Ineffective in component 3b.</p> <p>Teacher teams</p>	<p>Ongoing throughout the 2014-2015 school year.</p>	<p>Administration and the School Development Committee discuss professional learning opportunities. These are then planned and facilitated by Administration, Peer Instructional Coaches, and Demonstration Teachers. Advance data is analyzed by administration on an ongoing basis.</p>
<p>Strategies to address the needs of English language learners, students with disabilities, and other high-need student subgroups:</p> <ul style="list-style-type: none"> • Supporting documents and other scaffolds will be created and implemented to support English language learners and students with disabilities. • To support trust and collaboration, ESL and ICT Demonstration Teachers will model best practices for questioning and engaging students in discussion, and Peer Instructional Coaches will 	<p>Teachers of English language learners and students</p>	<p>Ongoing throughout the 2014-2015 school year</p>	<p>Administration, Peer Instructional Coaches, Demonstration Teachers, IEP Teacher</p>

<p>support teachers in implementing these in their own lessons.</p> <ul style="list-style-type: none"> Special Considerations for English language learners and Students with Disabilities will be utilized as a resource to support teachers in meeting the needs of student subgroups. 	with disabilities		
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> To support transparency and trust, curriculum and instructional resources will be shared with parents during workshops along with strategies to support learning at home. Teachers will utilize parent engagement time on Tuesday afternoons to communicate with parents, addressing positive aspects of student work habits and areas for improvement, particularly student participation in discussions. Parents will have access to student grades via PupilPath, an online grading system, and be able to communicate with their child's teachers via email. 	Parents	<p>Ongoing throughout the 2014-2015 school year.</p> <p>Tuesday afternoons</p>	Administration, Peer Instructional Coaches, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of Peer Instructional Coaches and Demonstration Teachers for facilitating classroom intervisitations and conducting peer feedback sessions.
- Use of teacher teams, with support from coaches and administration, in developing, sharing, and refining strategies and techniques for developing higher-order questions and implementing methods for promoting discussion between students.
- The Danielson Framework and Advance for teacher evaluation data.
- Professional learning book, How to Design Questions and Tasks to Assess Student Thinking by Susan M. Brookhart.
- Scheduling for intervisitations
- Special Considerations for English Language Learners and Students with Disabilities

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, c4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for the after-school program. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Analysis of Advance ratings will occur throughout each observation cycle, approximately every six to eight weeks, to monitor progress toward reaching our goal. By February 2015, all teachers will receive actionable feedback specific in questioning and discussion resulting in at least 70% of teachers receiving a rating of effective or highly effective in component 3b as evidenced in Advance.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Since the 2013-2014 school year, we have participated in the Teacher Incentive Fund. This program provides teachers with an opportunity to assume meaningful leadership positions within the school community through the creation of Peer Instructional Coaches and Demonstration Teachers. Peer Instructional Coaches serve as instructional supports to the staff, offering professional learning, mentoring, and support in lesson planning. Demonstration Teachers open their classrooms to the staff and model best practices and targeted instructional strategies. This year, we expanded this program and now have four Peer Instructional Coaches and five Demonstration Teachers. This team has developed a weekly newsletter to inform the staff of instructional practices and routines that are occurring in their classrooms and the specific periods when these practices can be viewed. Teachers have started visiting the classrooms of this team with greater frequency and often engage in feedback conversations that demonstrate a high level of trust and commitment amongst our staff.

Over the past year, we have also worked tirelessly to refine the practices of our teacher teams, refocusing their work on the inquiry process and utilizing information revealed from this inquiry to refine our curriculum. We have developed a rubric through which teacher team work is viewed and created supporting documents to promote a clear understanding of the inquiry process. We have developed the Middle School 137 Cycle of Inquiry and created a graphic organizer to guide teachers through this work. Administration and Peer Instructional Coaches visit teacher teams to provide guidance and feedback.

On our last Quality Review, we received ratings of Proficient on most indicators. The reviewer identified indicator 4.2 (Teacher teams and leadership development) as an area on which we should focus additional attention. To support growth in this area, we have expanded our participation in the Teacher Incentive Fund (TIF) program to provide a greater number of teachers with the opportunity to assume meaningful leadership roles in the school by serving as Peer Instructional Coaches and Demonstration Teachers. We have also focused greater attention on our teacher teams. Teachers meet with their teams a minimum of three times each week. In order to support the development of protocols for successful team meetings and infuse the cycle of inquiry in each team’s work, we identified that looking at student work and developing assessments is an area of critical need. This was further confirmed following a review of the results from the Measures of Student Learning Assessments administered last year. On the Social Studies Pre-Assessment, greater than 50% of students scored below 50%. While students did make substantial progress from the pre-assessment to the post-assessment, we believe that by further developing teachers’ knowledge of the Looking at Student Work Protocol and analyzing student progress on specific writing traits, we will show even greater gains.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teacher teams will become proficient in utilizing the Looking at Student Work protocol to identify trends and collaboratively develop and refine lessons to promote academic progress for all students irrespective of subgroup identification as evidenced by a 50% increase in the scores on the Social Studies MoSL from the baseline to the end of year assessment.

<p>access for all learners.</p> <ul style="list-style-type: none"> • MoSL assignments and associated lessons will include support documents for diverse learners, including glossaries and sentence starters. • Datafolios will reflect student subgroups, including ELL status and IEP modifications for students with disabilities. • To develop trust between students, they will participate in peer-assessment and editing. 	Teachers of ELLs and Students with Disabilities	2015 school year.	Coaches, Demonstration Teachers
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> • Rubrics will be shared with parents during workshops to build trust and understanding of how student work is assessed and its impact on student grades. Students will be provided with rubrics to take home. The rubric will be explained to enable parents to work with their children at home. • Parents will have access to student grades via PupilPath, an online grading system, and be able to communicate with their child’s teachers via email. • Teachers will utilize parent engagement time on Tuesday afternoons to communicate with parents, addressing positive aspects of student work habits and areas for improvement. 	All parents	Ongoing throughout the 2014-2015 school year Tuesday afternoons	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Looking at Student Work Protocol Forms and the Middle School 137 cycle of inquiry graphic organizer to focus the work of teacher teams. • Peer Instructional Coaches and Administration facilitate professional development on the Looking at Student Work protocol, the cycle of inquiry, and utilizing data to inform instruction. • Measures of Student Learning Baseline assessments will be utilized as a model to inform classroom activities and the creation of common assessments. • MoSL rubric to assess student work. • Common data analysis forms will be utilized to promote consistency.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, c4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for the after-school program. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of teacher teams will receive feedback on their use of the Looking at Student Work protocol to support the development of activities and assessments that address areas of critical need resulting in a minimum of 35% increase in student scores on the 7th Grade Social Studies MoSL assessment from the baseline to the mid-year benchmark.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The administrative cabinet meets frequently throughout the week to share what is occurring throughout the school community, discuss initiatives, monitor progress toward meeting school goals, and share trends that are observed relating to teacher practice and student achievement. The principal actively monitors progress in conducting observations and providing feedback to teachers, and assesses the impact of this feedback on student learning. One of our greatest strengths relative to effective school leadership is our school professional learning plan. Professional learning is discussed at cabinet and includes strategies for differentiating professional learning opportunities and meeting the needs of departments and individual teachers based on data from Advance and results of student assessments. Topics for upcoming professional learning sessions are shared and refined with the School-Based Staff Development Committee. Data is shared and aligned with decisions involving curriculum and budget. In part because of our effective school leadership, we received an overall rating of Proficient on our last Quality Review.

During the 2013-2014 school year, we successfully implemented the requirements of Advance. This year, we recognized the need to refine our practices for analyzing Advance rating data to support improved teacher practice and student learning outcomes. In order to further support the development and delivery of instructional supports to drive student achievement, we identified component 3c, Engaging Student in Learning, as an area of focus. By meeting this goal, we expect to continue to demonstrate growth in the percentage of students rated proficient on the New York State ELA and Math exams. From 2013 to 2014, we had a 4.4% increase in the number of students attaining a level 3 or 4 on the 7th grade New York State ELA Exam and a 4% increase in the number of students attaining a level 3 or 4 on the 8th grade New York State ELA Exam.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 80% of teachers rated effective or highly effective for component 3c, Engaging Students in Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

<p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<p>Research-based instructional programs, professional development, and systems and structures to impact change:</p> <ul style="list-style-type: none"> Peer Instructional Coaches and Demonstration Teachers will turn-key network professional learning on Engaging Students in Learning, our network’s instructional focus, on Monday afternoons. Professional learning will be differentiated for groups of teachers. Teachers will view ARIS Learning Opportunities that are related to component 3c to adapt and refine instructional strategies and routines that encourage high levels of student engagement. To build trust and collaboration between teachers, teachers will visit the classrooms of other teachers to observe effective scaffolding techniques to address the needs of our diverse student population, including English language learners and students with disabilities. Administration will analyze Advance ratings to identify teachers who were rated developing or ineffective last year or who are not yet rated effective this year to provide additional support, including mentoring, differentiated professional learning, and classroom visits. 	<p>All teachers, focusing particularly on those rated Developing or Ineffective for component 3c during the 2013-2014 and 2014-2015 school years.</p>	<p>Ongoing throughout the 2014-2015 school year.</p>	<p>Administration, Peer Instructional Coaches, Demonstration Teachers, School Development Committee</p>
<p>Strategies to address the needs of English language learners, students with disabilities, and other high-need student subgroups:</p> <ul style="list-style-type: none"> To build trust and collaboration, ESL and ICT Demonstration Teachers will model best practices for engaging students in learning, and Peer Instructional Coaches will support teachers in implementing these in their own lessons. Special Considerations for English Language Learners and Students with Disabilities will be utilized as a resource to support teachers in meeting the needs of student subgroups. Scaffolds for classroom activities will be planned and implemented to ensure equal access for all learners. 	<p>Teachers of English language learners and students with disabilities</p>	<p>Ongoing throughout the 2014-2015 school year.</p>	<p>Administration, Peer Instructional Coaches, Demonstration Teachers</p>
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> To support transparency and trust, curriculum and instructional resources will be shared with parents during workshops along with strategies to support learning at home. Teachers will utilize parent engagement time on Tuesday afternoons to communicate with parents, addressing positive aspects of student work habits and areas for improvement, particularly student participation in classroom lessons. Parents will have access to student grades via PupilPath, an online grading system, and be able to communicate with their child’s teachers via email. 	<p>Parents and families</p>	<p>Ongoing throughout the 2014-2015 school year.</p>	<p>Administration, Peer Instructional Coaches, Demonstration Teachers, Classroom Teachers, Parent Coordinator</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Peer Instructional Coaches and Demonstration Teachers turn-key network professional learning
- Learning Opportunities currently found on ARIS
- Advance teacher rating data for the 2013-2014 and 2014-2015 school years
- School intervisitation schedule and common intervisitation form to promote consistency in recording observations and sharing feedback and next steps from classroom visits
- Special Considerations for Teachers of English Language Learners and Students With Disabilities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, c4e) will be utilized to support professional development for teachers, the purchase of resources, and funding for the after-school program. Funding will also be utilized to support our continued participation in the Teacher Incentive Fund.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Analysis of Advance ratings will occur throughout each observation cycle, approximately every six to eight weeks, to monitor progress toward reaching our goal. By February 2015, all teachers will receive actionable feedback specific to engaging student in learning resulting in at least 70% of teachers receiving a rating of effective or highly effective in component 3c as evidenced in Advance.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to our most recent School Survey Report, parents demonstrated satisfaction above 90% for each of the three main categories: Instructional Core, Systems for Improvement, and School Culture. Above 90% of parents who responded indicated that they are satisfied with the quality of their child’s education and their satisfaction when they contact the school.

Our strengths relative to building and maintaining strong family-community ties include our ability to build partnerships with families and communities. We host frequent parent workshops, including those designed to promote parent understanding of the standards and our school’s instructional program. We host an annual Career Day where representatives from the local community and the students’ families present information about their careers. We have also received several grants, including the Arts Space Grant and the School Wellness Works Grant. We have developed partnerships with organizations such as Studio in a School and Story Studio to further promote the arts.

In conversations with parents who frequently utilize PupilPath, our online grading system, they have expressed satisfaction with their ability to view student grades and current averages for all courses throughout the marking period, not just at report card time and when progress reports are mailed home. Parents are also able to monitor that student work has been submitted and communicate with each of their child’s teachers when concerns arise. Our effective use of this system to communicate with parents was mentioned on our most recent Quality Review Report. Because of this feedback, we felt it would be beneficial to promote the use of this system across the entire school community. At the beginning of this school year, approximately 65% of parents had created parent accounts.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the engagement of parents as active partners in the school community will increase as evidenced by a 50% increase in parent use of PupilPath to view student grades and communicate with teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			

38. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and systems and structures to impact change: <ul style="list-style-type: none"> PupilPath will be utilized as a main online support to provide parents and guardians with access to their child’s grades and the ability to communicate directly with their child’s teachers via email. The school programmer will maintain an updated log of parents who have not yet created accounts, and the Parent Coordinator will continue to reach out to these parents. To support trust between families and the school community, computer labs will be open for parents to use to register their accounts and personnel will be available to provide support. 	Parents and guardians	Ongoing throughout the 2014-2015 school year	School programmer, Parent Coordinator, Administration
Strategies to address the needs of English language learners, students with disabilities, and other high-need student subgroups: <ul style="list-style-type: none"> To promote trust, students, including those in high-need subgroups, will be provided with student log-in information for PupilPath, enabling them to view grades and communicate with their teachers. Students will also be able to track their progress in class over time and develop an understanding of factors that improve their grades. 	Students, including those in high-need subgroups	Ongoing throughout the 2014-2015 school year	School programmer, Parent Coordinator, Administration
Strategies to increase parent involvement and engagement: <ul style="list-style-type: none"> Parents and guardians will be provided with access to computer labs during parent conferences to set up their PupilPath accounts. Staff will offer instruction on how to utilize the system. The Parent Coordinator organizes workshops for parents to maintain a strong link between parents and the school and to build trust amongst all stakeholders. Teachers utilize Tuesday afternoons to contact parents and provide positive feedback and/or discuss areas to be addressed. 	Parents and guardians	During all Parent-Teacher Conferences Ongoing throughout the 2014-2015 school year	Parent Coordinator, School Leadership Team, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School access to Skedula/PupilPath, an online gradebook, communication, and assessment system
- The school programmer will maintain a log of parents who have not yet set up their accounts
- The Parent Coordinator will serve as a link between school and home, inviting parents to workshops and providing information about how to set up accounts to have access to their child’s grades
- Computer labs will be available to parents to set up accounts and learn about Skedula

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Conceptual consolidation for use of multiple funding sources (e.g. TL, Title I, Title III, c4e) will be utilized to support professional development for teachers and the purchase of resources.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 80% of parents will have activated and utilized their Skedula accounts to view student grades and communicate with their child's teachers.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students are identified based on their performance level on the previous year's state assessment, growth percentiles, classroom grades, and teacher recommendation.	Interactive writing, guided reading, guided writing, interactive web-based programs, vocabulary instruction, use of mentor texts in writing, NBC Learn, and other digital resources	Small-group pull out program, small group instruction	During the school day, after-school program
Mathematics	Students are identified based on their performance level on the previous year's state assessment, growth percentiles, classroom grades, and teacher recommendation.	Modeled and interactive problem solving, mathematics vocabulary, discovery-based mathematics, graphic organizers, addressing prerequisite skills, NBC Learn, and other digital resources, Regents support for students after school	Small-group pull out program, small group instruction	During the school day, after-school program
Science	Students are identified based on classroom grades and teacher	Hands on inquiry, labs, use of scientific texts	Cooperative learning program, UA,	During the school day. Periodic off site

	recommendation.	to build content knowledge, demonstrations, NBC Learn, and other digital resources, Regents support for students after school	Science Fair, Exit Projects	events
Social Studies	Students are identified based on classroom grades and teacher recommendation.	Interactive writing, rigorous non-fiction analysis, use of primary sources for forming and supporting arguments, NBC Learn, and other digital resources	Small group activities, small group instruction.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified based on their Individualized Education Plan.	Behavioral Intervention Programs, at-risk counseling.	One to one, small group and individual sessions	During the school day, after school programs.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

Administrative staff regularly recruits highly qualified teachers. Upon being hired, new teachers are assigned a building-based mentor and a "buddy teacher." These staff members are used as instructional supports for the new teachers to assist in planning, understanding school procedures, and to address other questions as they arise. Mentoring interactions are logged using the NYCDOE Mentor Tracking System (MTS). They also receive ongoing professional learning through departmental study groups facilitated by assistant principals and coaches, as well as mentoring and professional learning through an outside consultant from Brienza Academic Advantage. Professional learning has focused on implementing the Common Core Learning Standards and Citywide Instructional Expectations, the 2013 Danielson Framework for Effective Teaching, understanding the instructional shifts in Literacy and Math, Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrix, and curriculum mapping. Additional supports are provided based on teachers' individual strengths and areas of challenge. All teachers intervisit other classrooms and submit reflections on best practices. Teachers complete the ARIS self-assessment periodically throughout the year. Teachers are assigned to teacher teams to analyze student work, share best practices, and align assignments and assessments with class data. Teacher teams meet three times each week.

The administration and pupil personnel secretary will work closely with the network HR point person to ensure that HQT meet all required documentation and assessment deadlines.

2b. 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).

A School Development Committee consisting of administration, coaches, and teachers from every department meets periodically to discuss building, departmental, and individual professional learning needs. The Citywide Instructional Expectations, curriculum, and conversations and feedback from teachers inform the choice of focus, topics and delivery.

This year, professional learning has included implementing the CCLS-aligned curriculum in all subject areas, focusing on strategies to engage all learners, including English language learners and Students With Disabilities as well as other identified subgroups. This includes analyzing city-approved resources such as Go Math! and Scholastic Code X and identifying supplemental resources to support diverse learners. We have also implemented professional learning to develop a coherent set of instructional practices around our instructional focus: Teachers across disciplines will engage students in high-level classroom discussions that are characterized by students responding to each other's thoughts and substantiating their own ideas with evidence. We have also purchased and plan professional learning utilizing How to Design Questions and Tasks to Assess Student Thinking by Susan M. Brookhart. In this book, she addresses the needs of all content area teachers in developing open-ended questions and supporting classroom discussions. Focus by Mike Schmoker will be shared with the School Development Committee and administration. Data is collected, analyzed, and disseminated to the staff on an ongoing basis. Teachers of different content areas are provided with support in utilizing this data to inform instruction. Professional learning is facilitated by administration, Peer Instructional Coaches, and Demonstration Teachers.

School-based professional learning is supplemented by professional learning provided by outside consultants such as Brienza and our network. Staff who attend network professional development turn-key information to their colleagues in small-group meetings. Feedback forms are utilized to inform future professional development topics and delivery.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

At the end of last school year, teachers again volunteered to serve as members of the Measures of Student Learning selection committee. This team received training on Advance and the selection of assessment measures. The principal, testing coordinator, and coaches also served on this committee. Options for local measures of student learning were discussed, assessments were selected, and approved by the principal. These options were indicated in Advance, and included performance assessments for ELA, Math, Social Studies and Science for all grade levels.

Teachers received professional development on MoSL selections for the state and local measures and how the results of these assessments will be calculated in their ratings for the year. All teachers received professional development on the rubrics and scoring procedures for these assessments and participated in evaluating student work. During teacher team common planning, teacher teams dissected the rubrics, discussed implications for instruction and assessment in their classrooms, and analyzed student results to identify strengths and areas of challenge. Classroom assessments are informed both by the design of the performance assessments and student results.

Teachers have also received professional development on protocols for looking at student work. This is completed during teacher team meetings to provide focus for the team’s work of creating assessments and tasks, identifying multiple entry points to support our diverse learners, and analyzing resources to meet student needs. Completed protocol forms are reviewed periodically by administration and the school’s main data inquiry team.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$956,424	X	11,14,18,21,24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$20,712	X	11,14,18,21,24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$8,750,847	X	11,14,18,21,24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Middle School 137 America's School of Heroes, 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 the school and the families. The 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 the school community. Middle School 137 will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Middle School 137 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 137
School Name America's School of Heroes		

B. Language Allocation Policy Team Composition [i](#) 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 Laura Mastrogiovanni	Assistant Principal Elizabeth Orsini Fox
Coach Elaine Cleary	Coach Gina Marrero
ESL Teacher Manal Moussa	Guidance Counselor Christine Chioffe
Teacher/Subject Area Diane Marzigliano/ELA	Parent Diane Ferrer
Teacher/Subject Area Lorraine Guichard/Math	Parent Coordinator Lois Avellino Bruno
Related Service Provider Stacey Blazejewski	Other Michael Roll/ESL Teacher
Network Leader(Only if working with the LAP team)	Other Michael Potwardski

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	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)	1922	Total number of ELLs	170	ELLs as share of total student population (%)	8.84%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							2	2	2					6
Push-In							4	4	4					12
Total	0	0	0	0	0	0	6	6	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	170	Newcomers (ELLs receiving service 0-3 years)	101	ELL Students with Disabilities	27
SIFE	42	ELLs receiving service 4-6 years	70	Long-Term (completed 6+ years)	0

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	101	42	6	69	3	21	0	0	0	170

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	101	42	6	69	3	21	0	0	0	170
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							34	23	36					93
Chinese							1	0	1					2
Russian							2	2	0					4
Bengali							2	1	5					8
Urdu							5	1	3					9
Arabic							3	6	1					10
Haitian							0	0	0					0
French							0	0	2					2
Korean							0	0	0					0
Punjabi							11	9	14					34
Polish							0	0	0					0
Albanian							0	0	0					0
Other							3	3	2					8
TOTAL	0	0	0	0	0	0	61	45	64	0	0	0	0	170

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)							13	20	21					54
Intermediate(I)							11	7	17					35
Advanced (A)							37	18	26					81
Total	0	0	0	0	0	0	61	45	64	0	0	0	0	170

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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	31	11	2	0	44
7	19	3	0	0	22
8	41	3	0	0	44
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	38	0	11	0	5	0	0	0	54
7	12	16	2	4	0	0	0	0	34
8	19	24	4	3	0	0	0	0	50
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	3	29	5	26	1	9	0	84
8									0

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

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

- 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.
Several tools are utilized to assess the early literacy skills of our ELLs. These include Fountas and Pinnell, Scantron Performance Series, the RAI (Reading for Analysis and Instruction) exam, as well as teacher conferences and short writing tasks administered early in the school year. The results of these assessments revealed that students struggle with decoding words in English. The writing tasks

revealed that overall, the students struggle with adhering to conventions of standard written English. These observations are supported by the NYSESLAT data.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In examining the LAB-R and NYSESLAT results we have determined that 81 of our 170 ELL students are advanced, 35 are intermediate, and 54 are beginners. The data across proficiency levels and grades reveal that students at higher proficiency levels tend to achieve higher scores on other indicators.
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](#))

In recent years the NYSELAT levels have indicated that more students are having difficulty with the reading and writing components on the test. As the RLER report is not available on ATS, we are unable to analyze the NYSESLAT modalities for the current school year. However, local measures of performance support the trend observed in NYSESLAT results across modalities in previous years. In order to address these results, we identified programs that would reinforce the weaker modalities and support the others.

We analyzed our 2013 state ELA and Math results. Our ELL students did not make a substantial amount of progress in ELA/math and in closing the achievement gap. However, even with the change in the scale score and greater number of questions, and full alignment with the Common Core Learning Standards, a large number of students, including ELLs, did make some gains. This is evidenced in their growth percentiles and with the amount of ELLs that moved from beginner and intermediate to advanced on the NYSESLAT Exam.

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?

Out of the ELLs who took the Grade 4 NYS Science test, 14 scored Level 1, 34 scored Level 2, 28 scored Level 3, and 9 scored Level

4. Of the 9 students who received native language translation of the test, 3 scored level 1, 5 scored level 2, and 1 scored level 3 and 0 level 4.

55 of our 6th grade students took the NYS Math exam, of whom 38 scored level 1, 12 scored level 2 and 5 scored level 3.

34 of our 7th grade ELLs took the NYS Math Exam. 6 of the 26 who scored level 1 and 4 of 6 who scored level 2 received native language translations. There were no ELLs who scored level 3 or level 4.

50 8th grade ELLs took the NYS Math Exam. 24 of 43 who scored level 1 and 3 out of 7 who scored level 2 received native language translations. There were no ELLs who scored level 3 or level 4.

The school leadership and teachers dissect the data during departmental meetings, as well as data inquiry and teacher team meetings, identifying critical areas of need, areas of challenge and strengths. This data is disaggregated to all teachers that service our ELLs. The ELL Periodic Assessment tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. It is challenging to compare this to the listening component of the NYSESLAT, which we used to determine our need of rigorous tasks to support critical thinking. The data gathered from this assessment is used as a common indicator of student growth and is used to create differentiated lesson plans addressing individual student needs.

Native language support is provided for our ELL students. Our free-standing ESL program allows beginner ESL students to communicate in their native language, though the native language is not used as an instructional tool. The native language is allowed in order to promote a risk-free environment that is conducive to student language acquisition. The teachers have high expectations for all ELL students. Students receive explicit content standards-based instruction. Content instruction is modified for the ELLs when necessary. We do not provide transitional bilingual education or Dual Language programs.

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](#).)

The school has implemented a co-teaching program for the 2013-2014 school year. There are six 6th grade co-teaching and/or push-in classes, seven 7th grade co-teaching and/or push-in classes, and six 8th grade co-teaching and/or push-in classes, which include ICT and self-contained classes at each grade level. To address the needs of our students, most are placed by language proficiency level based on NYSESLAT. There are 170 ELL students placed in these classes. There are 61 in Grade 6, 45 in Grade 7,

and 64 in Grade 8. Out of the 170 ELL students, 111 are also identified as SIFE (Students with Interrupted Formal Education), 101 are identified as Newcomers, and 0 are identified as Long-Term ELLs. We have 70 ELL students who have been receiving services for 4-6 years.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We use RLAT report to determine students' NYSESLAT levels, ELL Periodic Assessment results, NYS ELA and Math test scores, and other data from ARIS to determine the students' strengths and areas of challenge. We use an item skills analysis report and the four modalities of the NYSESLAT and ELL Periodic Assessment to set goals for our diverse learners. ELL learners are serviced by NYS certified ESL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ESL and content teachers and administrators. Study groups discuss ESL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ESL teachers receive district training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ESL/ELL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction. We have developed a CCLS team that provides ongoing professional development to all teachers to support them in using the aforementioned data resources to inform instruction.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ESL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ESL teachers also collaborate with one another and content-area teachers on inquiry teams.

For the upcoming school year, we will use a new anthology from Scholastic, Code-x in conjunction with the anthology from person. We continue using Miletones, which is a scripted ESL curriculum. It comes with student textbooks, workbooks, and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the NYS ELA assessment.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

The current LAP is a result of collaborative inquiry and planning for instruction. The team revisits the LAP quarterly to make certain that the plan still addresses the needs of the ELLs in the building. The team gauges the effectiveness of the plan by analyzing content benchmark standardized exams, NYSESLAT, ELA, Periodic Assessments, ESL student evaluations, school wide assessments, and classroom alternative assessments, i.e. portfolios. Teacher instruction is also reviewed and supplemented to support the LAP in every aspect of instructional practice. We analyzed our 2013 state ELA and Math results. Our ELL students did not make a substantial amount of progress in ELA/math and in closing the achievement gap. However, even with the change in the scale score and greater number of questions, and full alignment with the Common Core Learning Standards, a large number of students, including ELLs, did make some gains. This is evidenced in their growth percentiles and with the amount of ELLs that moved from beginner and intermediate to advanced on the NYSESLAT Exam. Evaluation of the strategies suggested in the LAP will continue to be a part of the school review process. The language allocation policy will be disseminated to the entire school community to encourage a discussion of its effectiveness.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

ELL Identification Process

As part of our registration process, we have outlined a specific procedure to follow when it is believed that a student may be an ELL. One of our certified, highly-qualified ESL teachers (Ms. Manal Moussa and Mr. Michael Roll) conduct the initial screening when we have a new admit at MS 137 to fulfill the 10 day requirement. Parents of all first time entrants to the NYC Public School System are required to complete the Home Language Identification (HLIS) Survey. If the home language is English, the student is appropriately placed in a general education class. If the (HLIS) form indicates a language other than English, then one of our ESL teachers or another pedagogue fluent in the student's native language conducts an informal interview in the native language and in English. We have identified languages other than English spoken by our pedagogues to meet the needs of our diverse population. If the student does not speak a language other than English, the student enters the general education program. If the student speaks a language other than English or little to no English, then the ESL teacher informs parents that their child will be tested using the Language Assessment Battery-Revised and explains the purpose of exam. Within the first ten days of admission, the initial assessment is administered in the form of the Language Assessment Battery-Revised. The Spanish LAB is administered for Spanish-speaking ELLs. If the student scores at the proficient level on the LAB-R, then the student is identified as a non-LEP student and enters the general education program. If the student scores at the Beginning, Intermediate, or Advanced level, then the student is identified an ELL and entered into ATS as LEP. Within 10 days of screening, parents are invited to attend a Parent Orientation in which they watch a video describing the three educational programs for ELLs. After the video, we provide ample time for questions and answers. We provide oral and written translation for those parents who do not speak English. At these meetings, parents are required to complete and sign the Parent Surveys and Program Selection Form. We encourage parents to sign the form at the meeting to ensure 100% participation. For those parents who are unable or do not attend the ELL orientation, our Parent Coordinator arranges for a time that is most convenient for the parent. Parent is given an opportunity within the first 10 days of enrollment, to come into the school for the orientation and to complete the Parent Survey and Selection Form. Students are placed according to parent choice and LAB-R level, then parent choice information is entered on the ELPC screen within the first 20 days of enrollment. If a student is already identified as an ELL, we use their NYSESLAT levels, NYS ELA and Math test scores, and other data from ARIS to place the students accordingly into one of our ESL classes.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of newly identified ELL students are provided with ongoing orientation workshops beginning with the date of admittance. During these workshops, parents are provided with information about our curriculum and the school's English language instruction. We provide parents with an ELL parent brochure, provided by the NYC department of education's website. This brochure is provided to parents in their Native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. Entitlement letters are translated into different languages and given to the ELL parents prior to the parent orientation meeting, which is conducted by one of our certified ESL teachers (Ms. Manal Moussa and Mr. Michael Roll). The ESL teachers explain each of the three programs: Transisitional Bilingual Education, Dual Language, and Freestanding ESL. Parents also watch the orientation video in their native language. Parents receive program selection forms in the language of their choice and can be assisted in filling out these forms by our certified ESL teachers. Forms are stored and maintained in student cumulative record files and in our compliance binder.
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 [\[see tool kit\]](#).)
Entitlement letters are sent home by the ESL coordinator, Ms. Manal Moussa. In order to ensure the Entitlement Letters are received, one of the ESL teachers calls the parent asking them to expect the entitlement letter and briefly explains the entitlement status. We keep a list of the students who have tested into ESL. The Parent Survey and Program Selection forms are distributed at the initial parent orientation after watching the video. To ensure we receive the selection forms we ask parents to sign the selection form during the meeting, unless parent request otherwise. For those parents who do not attend the ELL orientation, one of the ESL teachers calls home and requests another preferred meeting time. When parent attends, they are then required to sign at this time. These forms are collected at the end of the meeting, photocopied, and maintained in the compliance binder. Continuation of Entitlement letters are distributed each year that a student remains an ELL. If a student is admitted from another DOE school and is an ELL, they also receive a letter. The Continuation of Entitlement letters are placed in our compliance binder as well. Our compliance binder is securely kept in the Assisstant Principal's office.
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.
A majority of our parents select a free-standing ESL program for their children. Parent choice is honored and students are placed in

our ESL program accordingly. Placement letters are sent home and a copy is maintained in the compliance binder. Parent choice is entered on the ELPC screen within 20 days of admission and a copy is placed in the compliance binder. In the case that a parent chooses a TBE or dual-language program, we have set up a protocol in accordance with state mandates. A log is kept for all parents who choose this option along with the language requested, which is maintained in the school to support our outreach process. It is also submitted to Office of Enrollment and Office of ELLs and updated when necessary. As we do not currently have bilingual or dual-language programs, parents who select those options are given the choice of enrolling their students in a school that does offer these choices or remaining at MS 137. They are advised and assisted in the appropriate procedure when seeking out a program other than free-standing ESL. In the event that we receive enough requests for a Transitional Bilingual Education or Dual Language program, our outreach process is to contact all parents who have previously selected these options to see if they are still interested in enrolling their child in one of these programs. If they still prefer one of these program options, we will open the course accordingly.

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.

All ELLs are administered the NYSESLAT each year. ELL students are monitored by our two certified ESL teachers, the testing coordinator, administration, and coaches. Prior to the NYSESLAT, an RLAT is run from ATS to ensure that all students who are identified as ESL are tested accordingly. This is further verified by Ms. Dina Marone, our testing coordinator and our two certified ESL teachers (Ms. Manal Moussa and Mr. Michael Roll). All four components of the NYSESLAT are administered. Attendance records for each day of testing are maintained to ensure that any students who are absent are tested immediately upon their return. For the speaking component, our two certified ESL teachers schedule students and maintain a spreadsheet to ensure that all students are tested.

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. 
For the past few years the trend in program choices that parents have requested has strongly suggested a preference for a free-standing ESL program. Only two parents have requested bilingual programs in the past 2 years, 1 for Spanish and 1 for Punjabi. We have not received a request for a dual language program. Thus , our program model is closely aligned with parent requests.

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])?

All ELL students receive ESL services using either a collaborative co-teaching or push-in model. All general education ELL students are grouped by grade level and then further broken down into homogenous groups based on NYSESLAT proficiency level. Flexible scheduling is implemented to ensure that students receive the mandated numbers of ESL periods without losing content instruction. In addition they receive at least 8-10 periods per week of ELA instruction from a certified Common Branches, Language Arts or Special Education teacher in their grade level class.

The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. We are in compliance with these requirements. Students receive explicit instruction using a collaborative co-teaching model. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced students are provided with at least 180 minutes of ESL instruction a week. Students do not receive formal Native Language Instruction.

M.S. 137 implements the New York State ESL Standards in students' academic language development program and regular content area classes as well as the Common Core Learning Standards. The ESL Standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the SIOP model in our ESL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from SIOP's model. The ESL Toolkit is utilized to support our ESL program.

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)?

All ELL students receive ESL services using either a collaborative co-teaching or push-in model. All general education ELL students are grouped by grade level and then further broken down into homogenous groups based on NYSESLAT proficiency level. Flexible scheduling is implemented to ensure that students receive the mandated numbers of ESL periods without losing content instruction. In addition they receive at least 8-10 periods per week of ELA instruction from a certified Common Branches, Language Arts or Special Education teacher in their grade level class. The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. We are in compliance with these requirements. Students receive explicit instruction using a collaborative co-teaching model. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced students are provided with at least 180 minutes of ESL instruction a week. Students do not receive formal Native Language Instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Currently, the MS 137 curriculum model ensures that students are exposed to all core-subjects while receiving their mandated ESL services. Our educational program incorporates challenging content and well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the languages of instruction. Our ELLs are actively engaged in standards-based curriculum. All teachers of ELLs are well-versed in ESL standards in addition to their content area standards to promote language and literacy development using Common Core Learning Standards.

Students have been placed in classes based on NYSESLAT performance levels. Beginners and intermediate level students are placed in a co-teaching class. Instruction is delivered in English with appropriate native language support when necessary to improve basic comprehension of vocabulary and directions as well as to activate students' prior knowledge to help them make connections with the new content being delivered.

Native language support is provided for our ELL students. Our ESL model allows beginner ESL students to communicate in their native language, though the native language is not used as an instructional tool. The native language is allowed to promote a risk-free environment that is conducive to student language. The teachers have high expectations for all ELL students. Students receive explicit content standards-based instruction. Content instruction is modified for the ELLs when necessary. We do not provide transitional bilingual education or Dual Language programs.

ELL learners are serviced by NYS certified ESL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ESL and content teachers and administrators. Study groups discuss ESL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ESL teachers receive district training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ESL/ELL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction. We have developed a CCLS team that provides ongoing professional development to all teachers.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ESL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ESL teachers also collaborate with one another and content-area teachers on inquiry teams.

For the upcoming school year, we will use Code-X , I Ready, We will continue using Milestones, which is a scripted curriculum. It comes with student textbooks, workbooks, and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the NYS ELA assessment. We will also continue using Earobics and destination Reading.

Our former ELLs are identified using ARIS to ensure that teachers continue supporting them with appropriate scaffolding where needed. Students continue to receive testing accommodations for two years after reaching proficiency on the NYSESLAT. They are also invited to take part in after school programs that support them in social, emotional, and intellectual development. These programs are funded through Century 21, SAYA, and M.S. 137 Title I funding.

ELL students are afforded equal access to all school programs. ELL students are identified in ARIS and placed in appropriate morning program classes. The parent coordinator actively reaches out to parents of ELL students to encourage the students to participate in all after school programs. We also have a dedicated ESL after-school program that all ELL students are invited to participate in. MS 137 also hosts a yearly Cultural Extravaganza which ELL students are always part of to help the school celebrate our diverse cultures. The rationale and goal behind this is to support the students social, emotional, and intellectual development, as well as improve learning outcomes and foster engagement in the school community. The smaller student to teacher ratio provided in after school programs gives the students a more focused support and greater opportunity for remediation, which supports their engagement with grade-level appropriate texts during the school day.

Our ELL students take part in several after school programs and supplemental services supported through Title III funding. We have an academic intervention after school program specified for ELL Students. The students in this program are grouped by proficiency and serviced by an ESL certified teacher. In addition to their regular ESL hours, students will be pulled by a reading specialist who focuses on first-time test takers to provide support and instruction of skills necessary to succeed on the ELA assessment.

MS 137 utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content accessible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. Access History is used by Beginners, Intermediates, and Advanced students. In Math, manipulatives and hands-on activities are used by all subgroups of ELLs. We offer an extended day program and after school programs for all our ELL students. We are also implementing Milestones, which ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach will provide language-acquisition and content knowledge crucial for academic success.

Technology is used to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. Teachers use teacher-student created visual aids, such as charts, pictures, and graphic representations, creating a print-rich environment to provide students with alternative and supportive ways to comprehend content.

Additionally, many of the content area teachers use SMART boards, which help ELLs to visualize and comprehend the content. LCD projectors are also used to display PowerPoint presentations. Newcomers are encouraged to write in their native language so that the teachers get a clearer understanding of their level of comprehension and ability in their native language. This is then translated into English using Google translation tools. All student writing is valued and used as an entry point to motivate student engagement and participation. ELL classes have been scheduled in the computer labs to support the use of Destination Reading and Earobics computer programs designed to improve speaking, listening, reading and writing abilities. We have also designated a computer cart with laptops and iPads for our ELL classes to use (from Title I grant).

Content area instructional materials are utilized in the education of our ELL students as well. We use Access History, SRA Kits in ELA, manipulatives in Math, and glossaries in all content areas. This is used in conjunction with the language support materials to give our ELL students access to content knowledge as they acquire English skills.

All materials utilized by our ELL students are high interest, but tailored to their reading level and include age appropriate content. Additionally, native language libraries have been provided through the Office of ELLs and NYC DOE.

Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate in this. We also complete an inventory of materials to ensure that they are available. Our ESL teachers also meet prior to the beginning of the school year to identify potential ELLs.

Spanish is offered as a language elective for all students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
During the home language identification process, students are interviewed in English and their home language when necessary to assess their level of comprehension. Once eligibility is established, Spanish speaking students are administered the Spanish LAB-R as an initial evaluation of their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ELL Periodic Assessment administered twice a year tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. To prepare for the NYSESLAT we use the ELL Periodic Assessment to design data driven instruction in the four modalities of English. All ELLs are administered the NYSESLAT each year. We analyze the data, find trends across the four modalities, set goals based on trends, and form groups for the upcoming school year. ELL students are monitored by our certified ESL teachers and are evaluated in all four modalities of English language acquisition using formal and informal assessments. They use standardized exams, periodic assessments, ESL student evaluations, and local measures of performance on oral presentation and portfolios throughout the year. We use the NYSESLAT assessment as a teaching tool to formulate questions and classroom activities in all four modalities.
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).

Instructional Plan for ELL Subgroups:

SIFE

First, SIFE students are tracked and placed in classes receiving extra AIS support with a lower student to teacher ratio. Students are encouraged to attend the extended day morning program and ESL after school program.

- Cooperative learning: struggling learners are paired with advanced learners in an effort to supplement their instructional achievement gaps.
- Activating prior knowledge: integrating skills and prior goals from IEPs in order to build on and address new skills.
- Visual prompting: using graphics and pictures to aid in comprehension and understanding of content.
- Role-playing: students perform for one another and the experience can give them the confidence as well as boost their language prowess.
- Reader's Theatre: gives students the chance to practice and develop positive attitudes toward reading.
- Assisted Reading: supportive "side-by-side" activity in which the teacher and student read aloud simultaneously from the same materials (aka Neurological Impress). Immediate feedback on academic language is provided, with an ultimate goal of fluent, silent reading.
- Native Language Instruction: allow students to reflect and communicate in their native language and then translate for

teachers to assess content acquisition.

4-6 Year ELLs

The school will continue to implement the New York State ESL Standards in students' academic language development program and regular content area classes. The ESL Standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the Walqui and SIOP models in our ESL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from Walqui's and SIOP's models.

- Long term ELLs – Receive testing accommodations and specific instruction to NYSESLAT modalities that are hindering them from passing the NYSESLAT. Test sophistication strategies are reinforced daily.
 - Cooperative learning: students will be grouped heterogeneously in order to provide them with leadership and learning opportunities, depending on the student level in the group.
 - Reciprocal teaching: questioning, clarifying, predicting and summarizing are modeled to students and they are then encouraged to implement these comprehension strategies on their own, while reinforcing their decoding skills.
 - Question Answer Relationship: provides students the opportunity to relate material in the text to their background knowledge.
 - Elaboration strategies: engage students in thinking and reasoning strategies that they have been exposed to previously and are expected to master.
 - Real-world relevance and application: students will be coached to use problem solving and reasoning to relate actual experiences to academic learning.
 - Self-management of learning: provide motivation, tools, and skills to improve students' abilities to manage their learning needs.

 - Newcomers – Students are tracked as newcomers for 3 years and receive testing accommodations specific to their admit date. Before the beginning of the school, materials and programs are in place to differentiate instructions and better assist newly enrolled ELL students.
 - Assessment of level: LAB-R exam is given, as well as benchmark, diagnostic content exams in order to assess English Language proficiency levels and content specific grade levels. These results are conducive to the specific instructional plan created for the students.
 - Cooperative learning: students will be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This will allow students to communicate in their native language while helping them to learn social language, and then transition into academic language.
 - Audio/Visual center: use of media to integrate curriculum in all academic areas. This gives the students visual context clues and aids, while reinforcing their listening skills.
 - Visual prompting: teachers use teacher-student created visual aids, such as charts, pictures, graphical representations, creating a print-rich environment, and providing students with alternative and supportive ways of content comprehension.
- Native Language Instruction: allows students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.

Our first time test takers are identified and tracked through our AIS program. These students receive small group instruction two to three days a week. These students are invited to participate in our after school ESL program, which provides test preparation.

- Special Education ELLs – Students are supported with the Wilson Reading Program. All special Education teachers are trained in Wilson to offer this support. Students receive proper testing accommodations.
 - Individual Educational Plan (IEP): students identified as special needs will receive ESL services as mandated by their IEP.
 - ESL mandated short and long term goals: ESL goals are aligned with NYS ELA, ESL, and CCLS standards as well as the LAP.

Transitional ELLs – Students who reached proficiency level on the NYSESLAT are identified using ARIS, R-LAT, and teachers differentiate instruction according to their needs. ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills, using fiction and non fiction reading selections. They practice different writing genres, such and personal narrative, fictional narrative, persuasive writing, and poetry. Students continue to receive all testing modifications.

They receive extended time during testing. During state ELA tests, they will get third reading of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

- o Academic support: Aligned with classroom content curricula
- o Transition: Use ESL teachers pushing into identified, non-ESL designated classes to provide transitional services to decertified students. Proficient students receive ongoing support. They are receiving their entitled testing accommodations.

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?

Teachers of ELL-SWDs are using Access, Milestones and Code X with their students. For progress monitoring we will be implementing IReady to focus on monitoring these subgroups progress. This web-based literacy program addresses content, reading skills, fluency, word recognition, and comprehension for individual students. IRead differentiates based on the students' reading levels, while moving them to more rigorous, grade-level appropriate instruction through the year. The programs both incorporate audio components with visual stimuli to reinforce language and content acquisition. These classes have been programmed into our school's computer labs to facilitate the use of these programs. Through this use of flexible scheduling, we ensure that these programs are meaningful and continuous for all students.

As part of our normal school culture to support least restrictive environments, we will identify ELL SWDs whom we can mainstream into other classes for their ESL services.

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?

ELL SWD receive ESL services using either a push-in model. Teachers of ELL-SWDs are using Destination Reading and Earobics Reach with their students. These web-based literacy programs address content, reading skills, fluency, word recognition, and comprehension. Earobics Reach differentiates based on the students' reading levels, while Destination Reading exposes them to more rigorous, grade-level appropriate instruction. The programs both incorporate audio components with visual stimuli to reinforce language and content acquisition. Through this use of flexible scheduling, we ensure that these programs will help our ELL-SWD achieve their IEP goals and attain English proficiency.

As part of our normal school culture to support least restrictive environments, we will identify ELL SWDs whom we can mainstream into other classes for their ESL services.

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:	ELL		
Social Studies:			
Math:			
Science:			

Courses Taught in Languages Other than English ⓘ

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

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

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

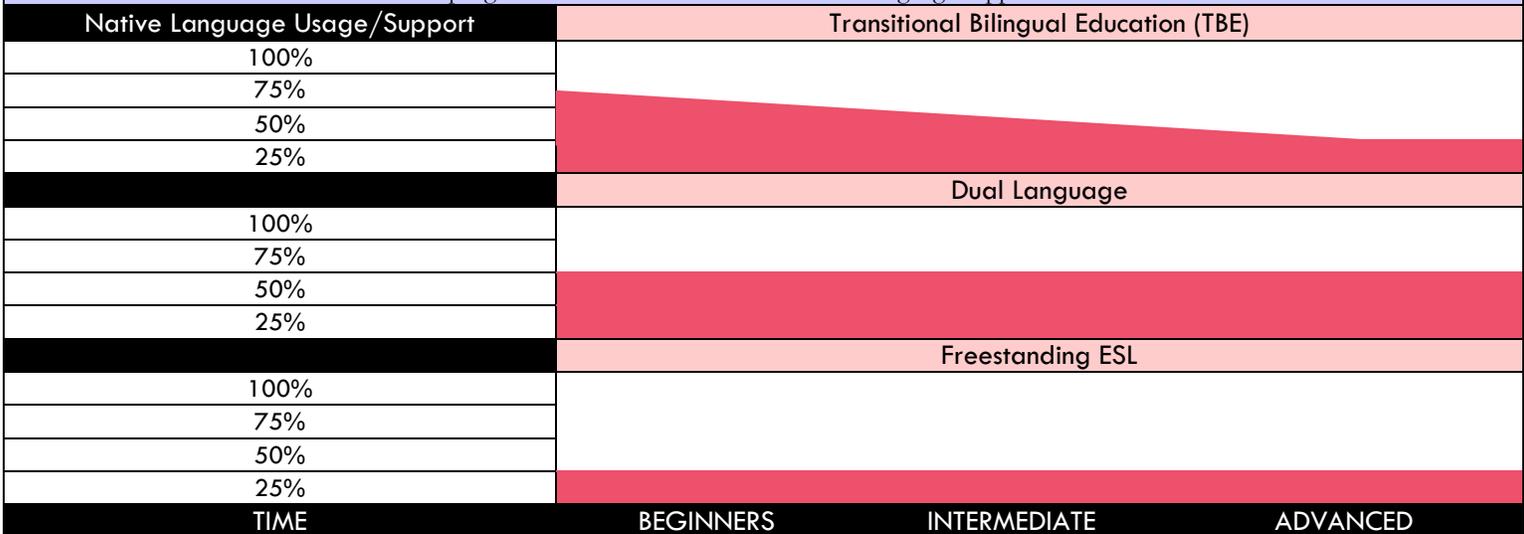
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

M.S. 137 implements the New York State ESL Standards in students' academic language development program and regular content area classes as well as the Common Core Learning Standards. Content teachers build English language development into their instruction. Teachers modify complexity in content so that students understand and can participate in classroom activities. Teachers do not rely solely on themselves as the sources of knowledge and learning, but encourage interaction among students and involve more proficient and less proficient students and involve paraprofessionals when applicable. The teachers encourage authentic and meaningful communication and interaction about course content amongst students, and between themselves and students.

Information is presented in varied ways. Teachers place the information in a context that is more comprehensible to the students using multiple media. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content comprehensible for our ELL students. Teachers incorporate visual reviews with lists and charts, paraphrase points where appropriate, and encourage students to provide oral summaries. In Social Studies and Science, the teachers utilize the Access ESL books, which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We offer an extended day program and after-school programs for all our ELL students. This year, we are continuing to implement a research-based learning program called Milestones as well as a new literature anthology from Pearson. Milestones ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach provides language-acquisition and content knowledge crucial for academic success. The Pearson literature anthology includes online and print resources to help teachers differentiate instruction for their ELL students. We are continuing to implement Destination Reading, which we began during our Title I ESL summer program and are sustaining throughout this school year using the laptops we purchased from the grant funding as well as our computer labs and iPads. For our ESL-SWD students, we are also using Earobics Reach, which is designed to improve fluency, word recognition, and comprehension. Some classes also utilize English Now! for the beginner students to support them in writing development. Student success is recognized overtly and frequently.

ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills using fiction and non-fiction reading selections. They practice writing in different genres, such as personal narrative, fictional narrative, argumentative writing, and poetry. Students continue to receive all testing modifications. They receive extended time during testing. After school programs are offered to our transitional students to support and reinforce their reading, writing, listening, and speaking skills.

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

Our educational program incorporates challenging content as well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the language of instruction. Students have shown improvement. The majority of our students have shown progress. Out of 170 students, 81 are Advanced.

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

For the upcoming school year, we will be using IR Ready to track individual student progress more frequently throughout the school year. We will continue to incorporate technology in our ESL classrooms. SMART boards and iPads are used to meet students' needs and to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. We will continue Earobics to improve fluency and word recognition. Also, we will continue to use Destination Reading to assess address specific student needs. This current data will be used to drive and differentiate instruction for specific skills.

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

We will discontinue the ESL services for previously X-coded students. They will continue to receive AIS and on going support.

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

ELL students are offered equal access to all school programs. ELL students are identified in ARIS and placed in appropriate morning program classes. They are also receiving AIS as a supplemental support, targeting students with low growth percentiles in ELA and math. The parent coordinator actively reaches out to parents of ELL students to participate in our after-school programs. They are invited to take part in after school programs that support them in social, emotional, and intellectual development. These programs are funded through Century 21, SAYA, and M.S. 137 Title I funding. Additionally, we offer an ESL after-school program that all ELL

students are invited to participate in. M.S. 137 also hosts a yearly cultural extravaganza, which ELL students are always a part of, to help the school celebrate our diverse cultures. The students in after-school academic programs are grouped by proficiency level and serviced by an ESL certified teacher. In addition to their mandated ESL hours, students are pulled by a reading specialist who focuses on first time test takers to provide support and instruction of skills necessary to succeed on the ELA/math and NYESLATassessment.

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

M.S. 137 utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies and Science, the teachers utilize the Access ESL books, which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We offer an extended day program and after- school programs for all our ELL students. This year, we are continuing to implement a research-based learning program called Milestones as well as a new literature anthology from Scholastic in conjunction with our existing anthology from Pearson. Milestones ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach provides language-acquisition and content knowledge crucial for academic success. The Pearson literature anthology includes online and print resources to help teachers differentiate instruction for their ELL students. We are continuing to implement Destination Reading, which we began during our Title I ESL summer program and are sustaining throughout this school year using the laptops we purchased from the grant funding as well as our computer labs and iPads. We believe in the continued integration of technology within our curriculum. We will continue to incorporate technology in our ESL classrooms. LCD projectors are used to display PowerPoint presentations. SMART boards and iPads are used to meet students' needs and to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. For our ESL-SWD students, we are also using Earobics, which is designed to improve fluency, word recognition, and comprehension. Some classes also utilize English Now! for the beginner students to support them in writing development. Student success is recognized overtly and frequently. ELL classes have access to the computer labs to support the use of Destination Reading and Earobics computer programs designed to improve speaking, listening, reading and writing abilities. We have also designated a computer cart with laptops and iPads for our ELL classes to use (from Title I grant).

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

In our free-standing ESL program all instruction is given in English. However, students' native languages are supported with bilingual dictionaries and content based native language glossaries. A selection of native language independent reading books are also available to promote native language literacy.

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

Required services, support and resources correspond to the ages and grade levels of our ELLs in that all materials utilized are high interest, but tailored to their reading level and include age appropriate content. Furthermore, all materials ELL students are exposed to in content area classes are aligned with the Common Core Learning Standards specified for each grade.

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.

Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate. We also complete an inventory of materials to ensure that they are available. Our ESL teachers also meet prior to the beginning of the school year to identify potential ELLs.

18. What language electives are offered to ELLs?

Spanish language instruction is offered to all of our students.

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)?

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.

Professional development is ongoing throughout the year at MS 137 for all ESL and content area teachers of our ELL population. This includes guidance counselors, paraprofessionals, secretaries, parent coordinator, administrators, coaches, psychologists and speech therapists. The hours surpass the minimum of 7.5 hours. They are currently receiving high quality staff and curriculum development through internal and external providers. Our CFN (210) and the Office of ELLs provides monthly professional development, and selected staff members turn-key to build capacity. We are focusing on the CCLS, instructional shifts, UDL, differentiated instruction and collaborative data inquiry and teacher team practice in our study groups. Webb's Depth of Knowledge and the Cognitive Rigor Matrix are utilized to ensure strategic and extended thinking activities. All members of the school community will be attending meetings and workshops offered for ESL through our CFN 210. Teachers will also be encouraged to attend professional development available from the Office of ELLs. Study groups and book talks are offered at MS 137. Professional development on using ELL and differentiating instruction resources are offered periodically, and all ELL personnel are committed and contribute to these PDs regularly.

The resources utilized are: Differentiating Instruction by Carol Tomlinson, Learning to Learn in a Second Language, Scaffolding Language, and Scaffolding Learning by Pauline Gibbons as well as Teaching Second Language Learners in the Mainstream Classroom, and Bringing Words to Life by Dr. Isabel Beck. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice of identifying and implementing different ESL strategies with ELL students. All teachers of ELLs meet for one common planning period four times a week. For common planning periods, teachers share out ELL best practices, discuss individual student progress, and plan for interdisciplinary instruction.

Our school provides support for the staff to assist ELLs as they transition from one school level to another through open school night, Career Day, assemblies, and support from the guidance counselor. Presenters from area high schools come and explain the various programs that are available at their schools. The parent coordinator and guidance counselor support parents in completing the high school application. Career Day takes place each year and supports the importance of college and career readiness and the importance of a strong high school education.

A professional development binder is maintained containing all of our ESL professional development logs that include teacher signatures and agendas. The ELL training of all staff exceeds the minimum of 7.5 hours for the school year. Also, the school has a record of all intervisitations amongst the staff so as to compile feedback that may be used for future professional development. Additionally, an outside professional development specialist, Joe Cantara, mentors new teachers and includes a minimum of 7.5 hours of ELL training.

Our ESL Professional Development Monthly Calendar is as follows:

September

- Teacher Effectiveness Ambassador
- Scholastic Code X (Instructional Routines)
- NYC DOE Talent Coach (Norming and Calibration)
- Performance of a Lifetime (Promoting Teamwork and Collaboration)
- Advance Training for Staff (Measures of Student Learning, Measures of Teacher Practice, Initial Planning Conferences)
- ESL/ELA Curriculum Mapping
- iLearn
- CEP
- LAP Plan
- Quality Review
- Math: Introduction to Connected Mathematics Program 3/ Navigating Through Math Dashboard
- Technology – SMART Board and iPad training.
- ESL Principles
- Network ESL PD

October:

- CEP
- LAP Plan
- Quality Review
- Teacher Effectiveness Ambassador
- Talent Coach (Norming and Calibration)
- iLearn
- Peer Instructional Coach Introduction
- School-Wide Instructional Focus
- Scholastic Code X – Planning for Unit 1 and Curriculum Map (ESL Strategies)Revision
- UDL/RTI – Planning for Success
- MOSL
- Literacy in the Content Areas
- Math: Looking at CFN 210's Curriculum Maps/ Navigating Through Math Dashboard/ Exam View Test Generator
- Technology – SMART Board and iPad training.
- ESL Principles
- LAP Training
- Network ESL PD

November:

- Scholastic Code X (Network PD)
- CEP
- LAP Plan
- Quality Review
- Teacher Effectiveness Ambassador
- Talent Coach (Norming and Calibration)
- iLearn
- Demonstration Teacher Introduction
- Strategies for Incorporating Texts in Social Studies
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Lesson Sharing CCLS Lesson Plan Template/ Lesson Planning Using SchoolNet – Baseline Results
- Technology – SMART Board and iPad training.
- ESL Principles
- Network ESL PD

December:

- Scholastic Code X (Network PD)
- CEP
- LAP Plan
- Teacher Effectiveness Ambassador
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- ESL Modality Analysis
- Math: Teachability/ Math XL
- ESL Principles
- Academic Language Development for ELLs in CCLS
- BESIS Training
- Network ESL PD

January:

- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Teachability/ Math XL
- ESL Principles
- Academic Language Development for ELLs in CCLS
- NYSITELL Training
- Network ESL PD

February:

- Scholastic Code X (Network PD)

- Teacher Effectiveness Ambassador
- Test Sophistication
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Lesson Planning SchoolNet – Benchmark Results/ Scoring with the Mathematics Holistic Rubrics
- ESL Principles
- Network ESL PD
- Breaking Apart the NYSESLAT
- NYSITELL Training

March:

- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- NYS ELA and Math Assessment Procedures
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Looking at Student Work/ Identification of Areas of Challenge for Test Prep
- ESL Principles
- Network ESL PD
- Breaking apart the NYSESLAT

April:

- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Preparation for the NYS 2014 Math Assessment
- ESL Principles
- Network ESL PD
- Breaking Apart the NYESLAT

May:

- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Breaking Apart the NYS 2014 Math Assessment
- ESL Principles
- Network ESL PD
- NYSESLAT Proctoring Review for Assessment
- NYSESLAT Scoring Training

June:

- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- Scholastic Code X Year-End Review/Revise Curriculum Maps
- Math: Revisiting/Revising Curriculum Maps
- ESL Principles
- Network ESL PD

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?

Parents are invited to attend workshops with the ELL teachers. Parent Orientation meetings are ongoing throughout the year to support our enrollment. To evaluate the needs of our ELL parents, an oral interview is conducted at the end of the meeting to ascertain topics for future parent meetings and to inform them of school expectations. Translators are available to facilitate this process. The ESL Toolkit is utilized to support any needs in our ESL department. The ESL Assistant Principals, ELL service providers, literacy and math coaches and parent coordinator conduct presentations guiding parents through the process of assessing their child's progress, especially using the ARIS Parent Link, and teaching them about the programs utilized by our ELLs. Additionally, we have published a monthly parent newsletter titled "The Hero" to keep parents abreast of current and upcoming information. In addition, all resources are available on our school website. Strategies and support are offered and provided in collaboration with administration, coaches, and the parent coordinator.

We are able to evaluate the needs of our parents through parent surveys, and meetings. In addition, parents are encouraged to provide input when completing the NYC DOE's annual parent survey. At the beginning of every school year, our Parent Coordinator sends out a survey asking parents what types of workshops they would be interested in, what they would like to learn about in order to assist their children and what are some concerns that they might have about middle school. The collected information is used to schedule meeting, workshops and other activities based on parents' concerns and needs. While we do not partner with a specific CBO, to provide parent workshops we facilitate workshops for parents on a monthly basis. Translators are available at all meetings with our parent coordinator.

Our main objective is to increase parental involvement, and strengthen the relationship between home and school. Outside of the main office is a sign from the translation unit identifying many languages to make our parents feel welcome and to inform them that translation services are available for them. We invite all of our parents to school events and activities. We ensure to provide invitation in the native language. We invite parents on the cultural excursions along with the students. We take part in various trips in New York City, such as visiting Ellis Island, the Metropolitan Museum of Art, etc. to promote cultural literacy and instill core knowledge. This year our goal is to host more frequent workshops for parents to help them understand the Common Core Learning Standards.

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:

Part VI: LAP Assurances

School Name: <u>M.S.137</u>		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Mastrogiovanni	Principal		1/27/14
Elizabeth D. Orsini-Fox	Assistant Principal		1/27/14
Lois Avellino Bruno	Parent Coordinator		1/27/14
Manal Moussa	ESL Teacher		1/27/14
Diane Ferrer	Parent		1/27/14
Diane Marzigliano	Teacher/Subject Area		1/27/14
Stacy Blazejewski	Teacher/Subject Area		1/27/14
Gina Marrero	Coach		1/27/14
Elaine Cleary	Coach		1/27/14

Christine Chioffe	Guidance Counselor		1/27/14
	Network Leader		1/27/14
Michael Potwardski	Other <u>Assistant Principal</u>		1/27/14
Lorraine Guichard	Other <u>Math Teacher</u>		1/27/14
Michael Roll	Other <u>ESL Teacher</u>		1/27/14
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q137

School Name: M.S. 137Q

Cluster: 2

Network: 210

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.

As was described in previous sections, MS 137 has a very diverse population. Many of our parents are non-English speakers even if they have resided in the country for many years and their children are English proficient. It is well established that parental involvement impacts positively on a child's academic development. In order to communicate effectively with parents, we use several different methods to determine the language needs. These methods include:

- a. Parent Entry Survey – Home Language Survey is completed by parents with a certified ESL teacher or administration to support parents in identifying the primary language spoken by each parent. Translators are available when we determine whether the parent requires language assistance to communicate effectively. Forms in languages other than English are available. The pupil secretary enters the home language in ATS and the emergency cards indicate the home language of the family.
- b. NYSESLAT scores to identify high need language areas
- c. Teacher evaluations from Parent Teacher Conferences
- d. Teacher evaluations from student input and contact home
- e. A master list identifying faculty translators in all languages of our diverse community. This document is reviewed and updated periodically.

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.

From the information we collected we found that we have a need for several different language translations: Spanish, Punjabi, Bengali, Russian, Urdu and Arabic, and Hindi. New York City provides translated materials regarding Chancellor's notices. We have a need for both oral and written translated services. The written services are required for testing and letters home. The oral translation is useful for Parent-Teacher Conferences and meetings. These translations have supported parental involvement.

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.

The school will translate all notices home that pertain to children's academic and social needs. If a letter is not able to be translated, the school will notify the child of the need for translation. In the case that this does not work, the school will place a call to the parent to relay the information in the notice verbally through the use of a translator. Translation services are currently provided by staff and parent volunteers. In the case that a language is not able to be translated, then translation will be provided by DOE Translation and Interpretation Unit. As per Chancellor's Regulations, "When the Translation and Interpretation Unit, a school, or a central or regional office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document."

Our building attempted to provide translated information for these constituents through the use of in-house translators. When in-house translation is not possible, we resort to non-staff translators or the DOE Translation and Interpretation Unit for services. The delivery of these services is determined by logistics, so they may be delivered by phone or in person.

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.

We first attempt to provide translated information to these constituents through the use of in-house translators. When in-house translation is not possible, we resort to non-staff translators or the DOE Translation and Interpretation Unit for services. The delivery of these services is determined by logistics, so they may be delivered by phone or in person.

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

The school will assess within the first 30 days of student enrollment the primary language and translation needs of the parents. This will be accomplished using the methods described above. Parents will be notified that translation and interpretation services are available to them upon request.