



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

**DBN: (i.e. 01M001):**

**24Q311**

**School Name:**

**CORONA ARTS & SCIENCES ACADEMY**

**Principal:**

**BETH HERT**

## 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: 6-7 Grade School Number (DBN): 24Q311  
School Type: MIDDLE SCHOOL Grades Served: 6 – 8  
School Address: 45-10 94<sup>TH</sup> STREET, ELMHURST, NY 11373  
Phone Number: 718-5958701 Fax: 718-595-8703  
School Contact Person: KUJTIM DALIPOSKI Email Address: [kdaliposki@schools.nyc.gov](mailto:kdaliposki@schools.nyc.gov)  
Principal: BETH HERT  
UFT Chapter Leader: MELIDA BARBOSA  
Parents' Association President: JUANA MENDEZ  
SLT Chairperson: STEPHANIE RUIZ  
Student Representative(s): N/A

**District Information**

District: 24 Superintendent: MADELENE CHAN  
Superintendent's Office Address: 98-50 50<sup>th</sup> AVENUE, CORONA, NY 11368  
Superintendent's Email Address: [Mchan2@schools.nyc.gov](mailto:Mchan2@schools.nyc.gov)  
Phone Number: 718-592-3357 Fax: 718-592-3770

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: JOSE RUIZ  
Network Number: CFN606 Network Leader: PETRINA PALAZZO

## 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:**

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\*.

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.\*\*

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)
BETH HERT	*Principal or Designee	
MELIDA BARBOSA	*UFT Chapter Leader or Designee	
JUANA MENDEZ	*PA/PTA President or Designated Co-President	
STEPHANIE RUIZ	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	
KUJTIM DALIPOSKI	Member/ CSA	
EMELIN TAVERAS	Member/ COUNSELOR, UFT	
LUZ MARIA CORTEZ	Member/ PARENT	
ELIZABETH LAINEZ	Member/ PARENT	
ESTELA PERAL	Member/ PARENT	
LISSETTE GIRON	Member/ 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.

<b>The Six Elements of the Capacity Framework</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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 administrators value each other.

#### **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:

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

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:

**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.

**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.

**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.

**Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

**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.

### Section I:

***The mission of Corona Arts & Sciences Academy (CASA) is "...to create an academic partnership with families of our school community. With a foundation built upon literacy and the arts, our goal is to educate the whole child. We will maintain a caring and creative school that sets high expectations, encourages deep thinking, and engages all students in a rigorous learning environment that meets their individual needs."***

***In addition, our instructional philosophy is "built upon the belief that literacy is the life blood of education. In every subject and every unit, there will be a strong emphasis on both reading and writing fluency. Our goal is to foster intrinsic habits that create lifelong learners. We also strongly believe that arts & sciences enrichment activities enhance the learning experiences in a profound manner and should be taken beyond the walls of the classroom."***

***"To address the needs of the whole child, we empower our staff, students, and families to become partners and take ownership of their learning process. By providing the necessary supports, students will set their own goals, regulate and reflect upon their educational journey and develop strategies to navigate through individual roadblocks."***

***CASA is a new Queens middle school currently in its 2<sup>nd</sup> year. We are temporarily co-located with three high schools and a D-75 school at the Elmhurst Educational Campus. We are situated in a low-socio economic area of Elmhurst, Queens and comprised of a culturally diverse student population. Our new building is expected to be completed by September of 2016 with a capacity for 785 students. Currently, our student enrollment is 211 and consists of 95% Hispanic, 2% Asian and 2% White. Out of those students 21% are English Language Learners and 13% are Students with Disabilities.***

***This year CASA has an increased number of partnerships with many outside organizations. To start, we are currently working with our Community Based Organization (CBO), The Child Center of NY (CCNY), to run an after-school program Monday through Friday from 2:20 – 5:45 p.m. This program is an extension to our school day and assists students with their academic needs through developing small group collaborations within its members. The goal is to build upon our mission which is to "educate the whole child through setting high expectation, encourage thinking, and engage all students in a rigorous learning environment" using the arts and sciences in their everyday curriculum.***

***Some additional organizations that CASA has partnerships with include:***

- ***ROWNYC***
- ***New York Road Runners (Mighty Milers)***
- ***C.H.A.M.P.S***
- ***Pan American International High School (Internships)***

***As indicated in our instructional philosophy, CASA believes that the arts and sciences enrichment activities enhance the learning experience. To fulfill this belief, CASA and CCNY have partnered with many outside organizations that enrich the students' arts and sciences education:***

- ***Queens Theatre in the Park***
- ***The Museum of Moving Image (Teen Thursdays)***
- ***Materials for the Arts***
- ***The Middle School Science Initiative (Urban Advantage)***

***In addition, we have taken advantage of many of the arts and sciences initiatives offered through the Department of Education:***

- ***Middle School Arts Matter Initiative (sharing two arts teachers with Hawtree Creek Middle School)***
- ***The Shubert Foundation Broadway Junior Guild***
- ***Urban Advantage***
- ***Teen Thursdays (partnering with The Museum of the Moving Image)***

***As indicated in our mission, CASA realizes that parents are the most important partners in enhancing the education and closing the achievement gap for students. Last year, 60% of our families attended an event at our school as indicated on the NYC School Survey Report. Through multiple events and a successful partnership with parents, we are actively engaged in creating lifelong learners.***

### **Section II:**

***Even though CASA is a small school, our first two years were full of accomplishments along with challenges. During our first year CASA was determined to create a strong home-school connection. During the course of the school year, at monthly Parent Teacher Association meeting, we increased our parent participation from 8% to 49%. Another accomplishment of CASA was the ability to provide students with 3 electives in the arts and sciences that would foster their experience and appreciation. Students had the ability to choose between art, chorus, and forensics. (Connect the Arts to Literacy and our Instructional Philosophy)***

***CASA's teachers, administration, and staff are devoted to providing the best education for students. Teachers use proven strategies (i.e. Kagan strategies, differentiated instruction, cooperative learning) and the latest technology (i.e. laptop, projector, iPad, ELMO) to promote and enhance the instructional practice. Working hand and hand with teachers, administration provides in-house professional developments that are crafted to align with our instructional focus "of increase student discussion and content-area discourse in all classrooms." These learning opportunities will increase student learning and support teachers in understanding and assessing student thinking.***

***CASA's greatest challenge is size and location. We are limited to the amount that we can expand because being co-located has limited our space. In addition, our small student population is reflected in the budget and resources available. That being said, we have compensated for this by participating in the Middle School Arts Matter Initiative and have partnered with many outside organizations (i.e. NYC Center, Queens Theatre in the Park, etc...).***

### **Section III:**

***Our overall performance on the New York City Middle School Quality Snapshot reflects that we have shown progress on the New York State English and math assessments with our Lowest Performing Students. It also shows that we have created a school culture/environment where 99% of the parents are satisfied with the education that their children are receiving. In addition, 97% of the parents are satisfied with the Instructional Core of the school compared to the 89% of the citywide average. During our first year of existence (2013-2014), the New York City New School Quality Review indicated that the Corona Arts & Sciences Academy (CASA) received a "well-developed" in observing teachers using the Danielson Framework along with the analysis of learning outcomes to elevate school-wide instructional practice. In addition, we received a "proficient" on aligning assessments to curricula, maintaining a culture of mutual trust, and making strategic decisions to support the school's instructional goal. This success is a result of the school's commitment to providing exceptional instruction and the expectations that have been established to improve student achievements. However, as indicted in the Middle School Quality Snapshot, our school struggled to close the achievement gap for Students with Special Needs and was below the city and district average in meeting State standards on the NY State English assessment.***

## 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

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). 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.

In May of 2014 our school underwent a New School Quality Review (NSQR). As noted on page 3 of the NSQR report, a strength in our school as it pertains to the Capacity Framework element of “Rigorous Instruction” is as follows:

- Organizational decisions are strategic and support the school’s instructional goals through the use of data and available resources to expand teacher practice and engage students in challenging academic tasks (1.3).

In addition, the steps for improvement indicated on page 3 of the NSQR as it pertains to the Capacity Framework element of “Rigorous Instruction” are as follows:

- Refine the existing CCLS aligned curricula so that units of study across all content areas fully embed instructional shifts and are aligned to the standards, thus strengthening coherence and promoting college and career readiness in every class (1.1).
- Strengthen the alignment of instructional strategies across classrooms, so that teachers consistently provide multiple entry points and extensions resulting in the demonstration of higher-order thinking skills and meaningful work products by all students, including ELLs and SWDs (1.2).

In the spring of 2014, our school administered the NYC Learning Environment Survey. The results of the survey as it pertains to our strengths with regard to rigorous Instruction are as follows:

- As noted on page 1 of the NYC School Survey 2013-2014 Report (NYCSSR), 97% of our school’s stakeholders (students, parents, & staff) were satisfied with our Instructional Core as compared to the 89% average of all NYC middle schools.
- As noted on page 4 of the NYCSSR, 97% of parents strongly/agree that meaningful assignments are given to their child to help him/her learn and 99% are very/satisfied with the education their child received in the 2013-2014 school year.

The steps for improvement that were identified in the NYCSSR as they pertain to Rigorous Instruction are as follows:

- As noted on page 6, only 87% of students feel excited about learning.

The 2013-2014 Middle School Quality Snapshot (MSQS) indicates the following strengths with regard to Rigorous Instruction:

- As noted on page 3 of the MSQS, our school is doing an “Excellent” job of improving “All Students” and our “Lowest Performing Students” on the State English test. In addition we are doing a “Good” job of moving “All Students” on the State math test and an “Excellent” job of moving our “Lowest Performing Students.”
- With regard to “Closing the Achievement Gap” on page 4, our school is most successful with our “Lowest Performing Students (Excellent) on the State English test and our English Language Learners and Lowest Performing Students (both “Good”) on the State math test.

The steps for improvement that we identified after reviewing the MSQS with regard to Rigorous Instruction are as follows:

- As evidenced on page 3, only 14% of our students met State standards on the State English test as compared to 27% in the City and 30% in the District.
- As evidenced on page 3, only 26% of our students met State standards on the State math test as compared to 29% in the City and 36% in the District.
- As evidenced on page 3, 86% is the average pass rate for courses in math, ELA, social studies, and science as compared to the City average of 91% and District average of 94%.

On page 3 of the 2013-2014 School Quality Guide, the following strengths connected to Rigorous Instruction are noted:

- With regard to Student Progress, our school had an English Median Adjusted Growth Percentile of 68 as compared to our peer group average of 63.8 and City average of 63.4.
- Our school had a Math Median Adjusted Growth Percentile of 66.5 as compared to our peer group average of 63.7 and City average of 61.3.
- Our school had an English Median Adjusted Growth Percentile –Lowest Third of 79.5 as compared to our peer group average of 74.6 and the City average of 76.7.
- Our school had a Math Median Adjusted Growth Percentile – Lowest Third of 79 as compared to our peer group average of 72.5 and the City average of 73.1.

Also noted on page 3 of the SQG are identified steps for improvement with regard to Rigorous:

- Only 14.3% of our students scored a level 3 or 4 on the NYS ELA test as compared to our peer group average of 22.8% and the city average of 20.3%
- Only 26.3% of our students scored a level 3 or 4 on the NYS math test as compared to our peer group average of 29.9%. We exceeded the city average of 22.5%.

The baseline data collected through Teach Boost, our school’s online observation system, indicated the following with regard to Rigorous Instruction:

- 46% of teachers are effective in Domain 1 – Planning & Preparation
- 61% of teachers are effective/highly effective in Domain 3 – Instruction.
- 44% of teachers are performing at an effective/highly effective level in Domain 3b – Using Questioning & Discussion Techniques.

Based on the information and data collected above, our priority needs with regard to Rigorous instruction are as follows:

- Focus on increasing student engagement (NYCSSR)
- Focus on Domain 3b – Using Questioning & Discussion Techniques with targeted supports for our SWDs in both ELA and mathematics (MSQS).
- Focus on providing students with appropriate scaffolds and supports at their level of entry so that all students, including ELLs and SWDs, have access to rigorous, grade level curriculum (NYCSSR, MSQS, and MSQR).

**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, our teachers will show growth in Domain 3b – Using Questioning & Discussion Techniques from 44% to 55% effective/highly effective as measured by our Teach Boost data collection system and Advance.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Professional Development – Yearlong book study, delivered through 3 weeks intervals, is intended to increase content area discourse in all classrooms (Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners by Fisher, Frey, & Rothenberg). In addition, teachers will model a specific strategy from the book study (i.e. Socratic seminar, barrier game)	All pedagogical staff	November 10 – June 4, 2015	Ms. Hert, Principal and Mr. Daliposki, A.P.
Six rounds of classroom inter-visitations to support our instructional focus and modeled protocols during professional development. In addition, targeted classroom inter-visitations with a focus based on individual teacher need.	All pedagogical staff	December 2 – June 1, 2015	Ms. Hert & Instructional Cabinet members.
Interdisciplinary classroom modeling & coaching with a focus on meeting the needs of our SWDs.	Teachers performing at ineffective/developing in areas of Domain 3.	September 9 – June 26, 2015	Ms. Posey, F-Status Literacy Coach
Classroom supports for SWDs (LearnBop, Achieve3000, Max Scholar, small group instruction, scaffolds and supports) during the school day and in our Saturday Academy.	Students with Disabilities (SWDs)	October – June 2015	Content, Special Education, and AIS teachers

**Part 4 – Resources Needed**

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

**Professional Development Book Study Resources**

- Content –Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners
- Professional development time for book discussion overview and modeling of instructional strategies
- Professional Development Calendar for schedule of book study facilitation

**Inter-Visitation Resources**

- Inter-visitation plan (protocols, documents, & schedule) to support book study work with the lens of our instructional focus
- NYC Danielson Training on “Enhancing Professional Practice: Inter-Visitation Series” for Instructional Cabinet
- Turnkey of training information by Instructional Cabinet with a focus on evidence collection and coaching questions
- Schedule for targeted inter-visitation
- Documents for evidence collection and synthesis/application of information and best practices

**Interdisciplinary Classroom & Modeling Resources**

- Teach Boost observation data
- Model classroom/teachers
- Protocol for inter-visitation
- Mentoring protocol
- Common prep time for planning & debrief

**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
List below any additional funding sources that will be utilized to support achievement of the goal.									

## 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.

By February 2015, our teachers will show growth in Domain 3b – Using Questioning & Discussion Techniques from 44% to 49% effective/highly effective as measured by our Teach Boost data collection system and Advance.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
--	--	-----	----------	----

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Because our current TeachBoost and Advance data only shows growth from 44% to 45% in Domain 3b – Questioning and Discussion techniques, the following revisions to the action plan outlined above will include the following:

- Revise instructional focus to incorporate higher levels of questioning
- Use our Common Planning Period (CPP) to engage staff in question development to support student discussion and content-area discourse
- Making our instructional focus on increasing student discussion and content-area discourse more transparent to our students and families

## 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**

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). 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 the 2013-2014 NYC School Quality Guide, as noted on page 5, our school is exceeding the target in the following areas:

- School Culture was rated 95.7%, which exceeds the 2014-2015 metric target and is above the city average of 85.9%
- Our school attendance of 96.4% also exceeds the 2014-2015 metric target and is above the city average of 92.5%.

According to the 2013-2014 NYC School Quality Snapshot, as noted on page 4, our school has succeeded in the following areas:

- 99% of parents are satisfied with the education that their child has received compared to the city average of 94%.
- 96% of our students feel safe in the hallways, bathrooms, locker rooms, and cafeteria compared to the city average of 77%.
- 89% of students say that most students at the school treat each other with respect compared to the city average of 57%.

According to the 2013-2014 New School Quality Review, as noted on page 4, our school scored proficient in the following area:

- The school maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

According to the 2013-2014 School Survey Report:

- 86% of parents, as noted on page 9, and 97% of students, as noted on page 13, agree or strongly agree that there is an adult whom the child can trust and go to for help with a problem.
- 97% of students, as noted on page 13, agree or strongly agree that they need to work hard to get good grades and 96% of parents, as noted on page 9, feel the school has high expectations for their child.
- As noted on page 8, 95% of students agree or strongly agree that the teaching staff gives them extra help when they need it.
- As noted on page 13, 81% of students agree or strongly agree that most students respect students who get good grades.

Based on the information and data collected above, our priority needs with regard to Supportive Environment are as follows:

- Focus on increasing the respect for students who are successful academically.
- Focus on increasing parent awareness of social/emotional support that is available for their child.

### **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, students who agree or strongly agree that most students respect students who get good grades as measured by the New York City School Survey Report will increase from 81% to 85%.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
After each marking period, students will be selected for Honor Roll and High Honor Roll based on their marking period average. These students will receive awards & get public recognition at that month's Parent Teacher Association meeting.	All Students	November, 2014 to June 2015	School Administration and Counselor.
Teachers will utilize Parent Engagement time on Tuesdays to make a minimum of two positive phone calls home each week to families acknowledging students hard work and success.	All students and parents	September 2014 – June 2015	Pedagogical Staff
Students will be invited to school sponsored events based on a pre-determined set of criteria including academic performance. Criteria consists of the following: <ul style="list-style-type: none"> <li>• Wearing uniform</li> <li>• Completing all classwork and homework</li> <li>• No excessive lateness and absence</li> <li>• Exhibiting CASA's core values of Perseverance, Leadership, and Respect.</li> </ul>	All students	September 2014- June 2015	School administration and pedagogical staff
Each month grade level teachers will come to consensus regarding one student from each homeroom who will receive the "Principal's Student of the Month Award" which will be based on a pre-determined set of criteria including academic performance.	All students	September 2014 – June 2015	Principal and all pedagogical staff

**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"> <li>• Honor Roll Certificates</li> <li>• Rewards (i.e. GO Store Honors Dollar)</li> <li>• Schedule presentations at PTA meetings</li> <li>• Ink</li> <li>• Paper</li> <li>• Cardstock</li> <li>• Athletic Supplies</li> <li>• Decorations</li> </ul>

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

**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.

By February 2015, students who agree or strongly agree that students who get good grades are respected in the school will increase from 81% to 83% as measured by a school administered survey similar to the New York City School Survey.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
--	--	-----	----------	----

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

1. Each teacher will be given a chart to track the class average on their Pre-test, set up a class goal for their Post-test, and then assess if goal was met at the end of the unit. This chart will be displayed in the classroom so that all students are aware of the goal and work towards meeting it.
2. Students who improve from one marking period to the next marking period will be acknowledged by the staff with a certificate of most improved student.

## 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

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). 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 2013-2014 New School Quality Review, the following school strengths are noted on pages 3-4::

- The organizational decisions in our professional learning community are strategic. ,
- The school uses Teach Boost, an online data collection system that is aligned with the Danielson Framework for teaching to manage observations. The result is individualized data tracking for every teacher and supports accurate teacher feedback and development directly aligned to each teacher’s professional goals

According to the 2013-2014 NYC School Quality Snapshot, as noted on page 2, our school has succeeded in the following areas:

- For overall student progress, our lowest performing students in ELA scored excellent on the student progress category based on results of the 2014 NYS ELA Exam
- Our lowest performing students in ELA scored excellent on the student progress category based on results of the 2014 NYS Math Exam.

As noted on page 3 of 2013-2014 NYC School Quality Snapshot, we found that our school still has to meet certain needs based on the following data:

- We found that only 14% of our students met State standards on the State English test; the average score at this school was 2.5 out of 4.5.
- In addition, we found that 24 % of our students met State standards on the State math test; the average score at this school was 2.6 out of 4.5.
- Our students with special needs showed very little progress on the 2014 ELA and Math State exams. Data revealed that students with special needs progressed poorly when comparing scores for each student to other students with the same test score in 2013 to see how much each student has grown academically.

According to our 2013-2014 academic program, teachers were afforded the opportunity to work collaboratively in order to participate in professional development sessions to ensure both classroom and school wide success

- Teachers participate in a variety of school wide Professional Development sessions that include topics such as classroom management, differentiation, data analysis, and targeted instruction for English Language Learners and Students with Disabilities. In addition, they are engaging in a book study around the school’s instructional focus to increase classroom discussion and content area discourse which is followed up with classroom inter-visitations and debrief sessions.
- All content teachers meet weekly for Common Planning. This time is used to align instructional units with the Common Core, develop rigorous lessons rooted in best practices, and design performance tasks aligned to the CCLS while incorporating ELA strategies across content areas.
- Classroom observations, Teach Boost, and Inter-visitation Walkthroughs are utilized to provide specific feedback and next step strategies to improve strategic instruction.

Based on the information and data collected above, our priority need with regard to Collaborative Teachers is as follows

- Focus on planning and preparation with targeted supports for our SWDs in both ELA and Mathematics (MSQS

## 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, the number of Students with Disabilities scoring a 1 on the NYS ELA assessment will decrease from 78% to 70%.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
Teachers engage in collaborative teacher team meetings by grade and also by content one period per week. All teams are responsible for completing a Teacher Team Accountability Form (TTAF) as a way to track goal setting and progress for the team. Particular focus is being made on Students with Disabilities.	Students with Disabilities	Sep 2014- June 2015	Mr. DeMesa, Administrative Intern
Professional Development meetings are held every Monday for staff members to turnkey professional development materials and also engage in a book study aligned to our school's instructional focus.	All staff	Sep 2014- June 2015	School Administration and pedagogical staff
Six cycles of classroom inter-visitations with opportunities for debrief.	All staff	November 2014 – June 2015	School Administration and pedagogical staff
School will increase parent involvement and engagement of SWDs through the following: <ul style="list-style-type: none"> <li>Skedula – Online grading system</li> <li>Pupil Path</li> <li>Parent Engagement Tuesdays</li> <li>End of the unit celebrations</li> </ul>	All staff	October 2014 – June 2015	School administration and Instructional Cabinet

## Part 4 – Resources Needed

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

- Common planning period for teachers to meet by grade and department
- Network and DOE professional development options aligned to our instructional focus
- Teacher Team Accountability Forms (i.e. TTAF Sheets)
- Binders
- Sheet protectors
- Paper
- Ink
- Curriculum materials
- Technology (i.e. laptops & iPads) for access to data
- Inter-Visitation documents (protocols, schedule, feedback forms, etc.)

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**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.

By February 2015, 33% of SWDs will show progress towards meeting CCLS in ELA as measured by benchmark assessments on Performance Series.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
--	----------	-----	--	----

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 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

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). 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 the 2013-2014 NYC Middle School Quality Snapshot , as noted on page 3, our school has succeeded in the following areas as they relate to the Capacity Framework Element – Effective School Leadership:

- All students & CASA’s Lowest Performing Students have shown progress on the NY State English and math assessments.
- Our Lowest Performing Students are closing the achievement gap in both the NY State English and math assessments.

As noted on page 4, our school surpasses the city and district averages in the School Environment section of the survey:

- 88% of our students feel that this school offers enough variety of programs, classes, and activities. The city average is 78% and the district average is 78%.
- 99% of our parents are satisfied with the education that their child receives. The city average is 94% and the district average is 95%
- 89% of students say that most students at the school treat each other with respect. The city average is 57% and the district average is 64%.

According to the 2013-2014 NYC School Quality Guide, as noted on page 8, our school is exceeding the target in the following areas:

- School’s Lowest Third has shown student progress on both the State English and Math Median Adjusted Growth Percentile. In English, 79.5% showed growth. The city average was 60% and our peer group average was 74.6. In Math, 79.0 showed growth. The city average was 68.1% and our peer group average was 72.5%.
- School Survey indicates that our Instructional Core, School Culture, and Structures for Improvement exceed the metric targets for 2014-2015.
- Our Attendance (96.4%) also exceeds the metric targets for 2014-2015

According to the 2013-2014 New School Quality Review, as noted on page 2, our school has succeeded in the following areas:

- The school’s leadership decisions are strategic and support the school’s instructional goals through the use of data and encourage student engagement in challenging academic tasks.
- The school’s leadership provides structures that encourage student voice that directly impact students’ academic and personal behaviors.
- The use of the Teachboost, an online observation system aligned to the Danielson Framework, provides individualized data tracking and supports accurate teacher feedback.

According to TeachBoost, an online observation system aligned to the Danielson Framework, currently our teachers are assessed at the following percentages in Doman 3:

- Domain 3b - Using Questioning and Discussion Techniques: 55% of our staff is rated developing, 33% are rated

effective, and 11% are rated highly effective.

- Domain 3c – Engaging Students in Learning: 29% of the staff is rated developing, 64% of the staff is rated effective, and 7% is rated highly effective.

CASA’s Instructional Focus states that “a common goal is to increase student discussion and content-area discourse in all classrooms.” This will address these two elements of Domain 3 using professional developments that is focused on increasing classroom discourse. Some of our scheduled professional developments is as following:

- Professional Learning Community book study on Mondays: Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners by Douglas Fisher, Nancy Frey, and Carol Rothenberg.
- Network Professional Developments:
  - Promoting Student Discourse in the Math Classroom
  - Teacher Effectiveness: The Danielson Framework for Teachers
  - Constructing Deep Understanding with ELLs through Collaborative Academic Conversations
- CASA Professional Developments:
  - ELL strategies in the content area to increase accountability and conversations
  - Kagan strategies/Cooperative Learning

**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, data on TeachBoost and Advance will show a gain from 71% to 80% in rating of effective or highly-effective in 3c: Engaging Students in Learning. As a result, students who receiving a 3 or 4 on the NYS ELA assessment will increase from 14.3% to 17.3% as measured by the NYC School Quality Guide.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Using the book, Content-Area Conversation as a resource to help foster classroom discussion content area discourse.	Teacher who have a developing or an ineffective in Domain 3b	Start on 10/2014 and end on 06/2015	School Administration
Provide opportunities for all teachers to conduct inter-visitations with their colleagues and gain experience and ideas to engage students in learning.	All teachers	Start on 11/2014 and end on 06/2015	School Administration

Provide new and targeted teachers with a mentor who will work with individuals weekly, through classroom observations and meetings, to discuss in implementing new teaching strategies that will meet their professional goals.	All new teachers in the DOE	Start on 09/2014 and end on 06/2015	Mentors
N/A	N/A	N/A	N/A

**Part 4 – Resources Needed**

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

Professional Development Book Study Resources

- Content –Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners
- Professional development time for book discussion overview and modeling of instructional strategies
- Professional Development Calendar for schedule of book study facilitation

Inter-Visitation Resources

- Inter-visitation plan (protocols, documents, & schedule) to support book study work with the lens of our instructional focus
- NYC Danielson Training on “Enhancing Professional Practice: Inter-Visitation Series” for Instructional Cabinet
- Turnkey of training information by Instructional Cabinet with a focus on evidence collection and coaching questions
- Schedule for targeted inter-visitation
- Documents for evidence collection and synthesis/application of information and best practices

Interdisciplinary Classroom & Modeling Resources

- Teach Boost observation data
- Model classroom/teachers
- Protocol for inter-visitation
- Mentoring protocol
- Common prep time for planning & debrief

**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		Grants
---	----------	---	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

**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.

By February 2015, there will be a gain from 71% to 75% on Domain 3c: Engaging Students in Learning as measured by TeachBoost and Advance.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
--	---	-----	--	----

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 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

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). 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 the 2013-2014 NYC School Survey Report, our school has succeeded in the following areas:

- As noted on page 8 of the NYC School Survey Report, 98% of parents surveyed agree that CASA makes it easy for parents to attend meetings by holding them at different times of the day, providing an interpreter, or in other ways.
- As Noted on page 9 of the NYC School Survey Report, 99% of parents feel that CASA makes them feel welcome.
- As Noted on page 9 Of the NYC School Survey Report, 98% of parents surveyed agree that CASA communicates in a language that they can understand.
- As noted on page 9 OF the NYC School Survey Report, 98% of parents surveyed agree that the school is responsive to feedback.

The following data represent areas of need according to the 2013-2014 NYC School Survey Report:

- As noted on page 9 of the NYC School Survey Report, 60% of parents have been invited to an event, workshop, program, or performance during the 2013-2014 school year.
- As noted on page 14 of the NYC School Survey Report, 57% of parents attended a Parent Teacher Association meeting less than two times during the 2013-2014 school year.
- As noted on page 9 of the NYC School Survey Report, 8% of parents felt that the school did not communicate what their child needed to prepare their child for college career, and success in life after high school.

According to the 2013-2014 School Quality Guide as noted on page 5, our school has succeeded in the following areas:

- 95.7% of stake holders surveyed were satisfied with the school culture at CASA as compared to an average 85.6% of stake holders in our peer group and city average of 85.9%.

According to the 2013-2014 New School Quality Review (NSQR), our school has succeeded in the following areas:

- As noted on page 3 of NSQR, the school’s mission, vision, and structures encourage student voice, input into decision-making and social-emotional support that directly impact students’ academic and personal behaviors, resulting in a safe and inclusive culture for all.
- As noted on page 4 of the NSQR, the school maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

As noted on page 4 of the 2013-2014 New School Quality Review (NSQR), the following data represent areas of need :

- The school has yet to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

Based on the information and data collected above , our priority need with regard to strong family and community ties is as follows:

- Focus on increasing the number of events that parents are invited to and attend.

**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 number of parents/families that will be active in our school community will move from 33% to 37% as evidenced by the number of parents attending PTA meetings, logging onto Pupil Path & Achieve 3000, and chaperoning and attending school events (ex. Parent Teacher Conferences, Parent Engagement Tuesday’s, etc.).

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Child care during PTA meetings	Parents	October 2014- June 2015	School Aides
Pupil Path workshops	Parents	October 2014- June 2015	Family Worker /Guidance Counselor
Monthly parent newsletter that includes curriculum information, home enrichment questions, important dates, students of the month, and staff highlights.	Parents	October 2014- June 2015	Family Worker
Guest speakers provided by the PTA.	Parents	October 2014- June 2015	PTA Executive Board/ Family Worker

**Part 4 – Resources Needed**

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

- Supervision for child care (i.e. school aides, teachers, etc.)
- Training for targeted staff to turnkey Pupil Path information
- Schedule of Pupil Path training workshops for families
- Teacher information parent newsletter
- Translation materials (i.e. paper, ink, etc.)
- Computers
- Interdisciplinary celebrations of student work
- Showcase events for the arts
- Paper, ink, crayons, markers, coloring books,

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Funding provided through the DOE to support the Shubert Foundation Broadway Junior Guild production this spring.

**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.

By February 2015, 35% of our parent population will be active in our school community as measured by the average of parents attending PTA meetings, school events, and amount of parents who have logged into Pupil Path.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?

**X**

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Used multiple sources (NYS ELA Assessment, Teacher observations Assessments, Report Cards, Performance Series data, Achieve3000 data) to identify students who are not meeting the standards in ELA.	Achieve3000, MaxScholar, Finish Line, Think Central	Small group instruction, Pull-Out, Push-In, one-on-one.	During the school day in small group and AIS periods, after school, and Tuesday's Parent Engagement Time. Saturday Academy will be starting in January.
<b>Mathematics</b>	Used multiple sources (NYS Math Assessment, Teacher observations and assessments, Report Cards, Performance Series, & LearnBop assessments) to identify students who are not meeting standards in math.	LearnBop, Go Math!, Finish Line, Teacher Created Materials, Carnegie Learning Series	Small Group instruction, Pull-Out, Push-In, one-on-one	During the school day in small group and AIS periods, after school, and Tuesday's Parent Engagement Time. Saturday Academy will be starting in January.
<b>Science</b>	Teacher observations and assessments, Achieve3000 Lexile level	RTI through the Inquiry process, Smart Science, Achieve3000	Small group instruction	During the school day, after school, and Tuesday's Parent Engagement Time
<b>Social Studies</b>	Teacher observations and assessments, Achieve3000 Lexile level	RTI through the Inquiry process, Achieve3000	Small group instruction	During the school day, after school, and Tuesday's Parent Engagement Time
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor reports, SIT observations,	One-on-One Counseling, Small Group Counseling, SIT Team	Crisis Intervention Team meets monthly to discuss individual students regarding attendance, behavior, concerns, and educational progress	During the school day and Tuesday's Parent Engagement Time

## Section 7: Title I Program Information

**Directions:**

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**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.

Recruitment for staff in our new middle school begins in January. Once postings are put up, staff members are interviewed by a hiring committee made up of administration, teachers, and support staff. There is a priority focus for teachers that hold multiple licenses and/or bilingual extensions to support our Dual Language Program.

Once hired, new staff engages in six half-day sessions of professional development during the summer months. Three of the sessions focus on culture building while the additional three focus on instruction and lesson planning. Teachers are partnered up with content teachers from both inside CASA and also with a neighboring school to review curriculum (i.e. curriculum maps, pacing calendars, unit assessments, performance tasks, etc.).

By September, all new staff members are assigned a mentor that they meet with on a weekly basis. Mentors visit with new teachers both during and outside of class time to provide feedback on classroom norming, lesson planning, lesson execution, student engagement, questioning and discussion, data collection and analysis, etc. In addition, teachers are assigned a Common Planning period to meet with grade level and department teams for support. When necessary, targeted inter-visitation plans are created.

The professional development plan was created by our PD team and focuses most of the content around our school's Instructional Focus for 2014-2015. With the launch of our book study, our teaching staff is also engaging in six rounds of inter-visitation to provide feedback to peers regarding the work around our PD sessions.

**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).

The professional development plan for our school was created by our PD team and focuses most of the content around our school's Instructional Focus for 2014-2015. With the launch of our book study, our teaching staff is also engaging in six rounds of inter-visitation to provide feedback to peers regarding the work around our PD sessions. In addition, there are targeted PD sessions where teaching staff are provided choice PDs that they are able to align with next steps for professional growth that have been outlined in individual observation feedback.

In addition, all staff members (teachers, administrators, and paraprofessionals) have attended professional development sessions that were targeted towards their individual needs. Such sessions have been offered by both our Support Network (CFN 606) and the Department of Education (i.e. Danielson training on Enhancing Professional

Practice). In addition, select staff members have sought out opportunities to attend Showcase School events so that they are able to bring back additional practices to share with our school community.

### **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.

Beginning in June, a “MOSL” committee is selected to make school-wide decisions for the local assessments that will be calculated into each teacher’s rating. It is this committee that also determines the baseline and benchmark assessments that we will administer throughout the course of the school year. This committee meets no less than four times from June – September. Following each meeting, members are responsible for sharing information and obtaining feedback from their colleagues to make an informed decision.

The Instructional Cabinet, made up of some members of the MOSL Committee in addition to other staff, provide feedback and assessment information in order to make decisions regarding professional development and the improvement of instruction.

#### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$118,035	X	11, 12, 15, 18, 22, & 25
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$11,200	X	11, 12, & 25
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$1,459,484	X	11, 12, 15, 18, 22, & 25

**<sup>1</sup>Explanation/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:

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.

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.

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

**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).

**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.

**Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

**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.

**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.

**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:

**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.

**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.

**IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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. **Corona Arts & Sciences Academy**, 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. **CASA** 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 1<sup>st</sup> 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

CASA, 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 1<sup>st</sup> 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.

<b>Part A: School Information</b>	
Name of School: Corona Arts & Sciences Academy	DBN: 24Q311
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 46
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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: \_\_\_\_\_

Rational: For 2014-2015 school year our Title III program will serve 46 current English Language Learners. The program was designed to complement the bilingual and push-in ESL services that our ELLs are receiving during the school week. The program will utilize a Science and Arts focus to improve the reading, writing, listening and speaking of our ELLs and thereby enhancing their academic achievement. Q311 is currently researching texts which are aligned to our focus. The school's ESL coordinator, Principal and Assistant Principal will be overseeing the program and its' implementation. In addition, they will monitor student attendance and progress. Title III program will run simultaneously with our CASA Saturday Academy therefore, the above mentioned will be at no cost to Title III.

Subgroups and grade levels of students to be served: For the 2014-2015 schools year our Title III program will serve 46 ELLs of which 22 are in the 6th grade and 24 are in the 7th grade. The subgroups include Newcomer ELLs and ELLs with IEPs who are reading significantly below grade level. Within the program, instruction will be differentiated according to students' current ESL levels and specific language needs.

Schedule and Duration: For the 2014-2015 school year our Title III program will run for 12 Saturdays from 9:30 am to 12:30 pm. For the 2014-2015 school year our Title III program will begin Saturday, January 24, 2015 through and including Saturday, April 9, 2015.

Language of Instruction: For the 2014-2015 school year the language of instruction for our Title III program will be English.

Number of teachers and Certifications: For the 2014-2015 school year our Title III program will be taught by 2 certified ESL teachers and 2 Common Branch or content teachers. ESL teachers will plan alongside Common Branch teachers to develop lessons that provide students in the program with language support necessary to become college and career ready. We will follow a collaborative team teaching model of language instruction and each team teaching pair will consist of one certified ESL teacher and one certified Common Branch or content teachers. Grouping will be a combination of heterogenous grouping to allow for interaction with ELLs of varied language levels and homogenous grouping to allow for targeted instruction based on student's needs.

Types of Materials: For the 2014-2015 school year our Title III program will utilize a variety of instructional materials such as, Continental Press's New York ELLs, MaxScholar, Achieve 3000 and other

### Part B: Direct Instruction Supplemental Program Information

authentic texts that will provide students with real-life opportunities for language use. In addition, we are looking into programs to provide Reader's Theatre and STEM opportunities. The above mentioned instructional materials are at no cost to Title III program with the exception of Continental Press's New York ELLs. Materials will be used based on teacher assessment of student needs informed by a variety of data sources such as, ELA and Math benchmark scores, DRA scores, data collected during team teaching inquiry sessions and day to day assessment of student progress. Utilizing the above mentioned information Title III instruction will focus on improving and enhancing the acquisition of the English Language, as well as facilitating the learning in core subject areas for CASA's ELL population.

### 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:

Rational: For the 2014-2015 school year MSQ311 will provide all of our teachers who provide instruction to current ELLs and former ELLs with high quality professional development. This will be infused with best practices for working with ELLs. This will be accomplished through a combination of in-house, DOE, and network sponsored workshops. These workshops are not funded by Title III monies. The focus of these workshops will be language acquisition, ESL methodologies, and content based ESL instruction.

Teacher to receive training: ALL

Schedule and Duration: Varied

September 16 & 23, 2014 "Who are our ELLs?" - All staff

November 21, 2014 and December 19, 2014 and January 23, 2014 Constructing Deep Understanding of ELLs through Collaborative Academic Conversations Series. - ELL coordinator & ESL teachers

School-Wide Book Club: Content-Area Conversations, How to Plan Discussion-Based Lessons for Diverse Language Learners by Fisher, Frey, & Rothenberg - All staff

Topics to be covered: Best ELL Practices and Content Area Discourse

Name of Providers: Network 606 & school staff

### Part D: Parental Engagement Activities

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

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

Begin description here:

Rational: CASA is committed to creating a solid home-to-school connection for our ELL families. This will be achieved by inviting parents not only our school but our classrooms. The goal is to have parents

#### Part D: Parental Engagement Activities

involved in every aspect of the school community. Since, parental engagement is a key ingredient for student success faculty and staff will work closely to design activities that are both engaging and interactive.

Schedule and Duration:

Topic: Title III Info Session

Rationale: During this information session parents will be introduced to and receive a general overview of our Title III Saturday Academy: teachers, instructional approach, goals of the program and materials that will be utilized during the program.

Date: 1/15/15

Time: 6:00pm to 7:00pm

Name of Provider: Ms. Joanna Fessarar

Audience: 6th and 7th grade parents of current ELLs

Topic: Title III "Reading is the Key to Success" parent workshop

Rationale: During this workshop parents will learn the about the role of literacy in their children's lives and how the time spent reading at home can impact their child's academic progress. In addition, parents will go home with specific strategies that they can use to support their child's literacy development.

Date: 02/12/15

Time: 6:00pm to 7:00pm

Name of Provider: Ms. Barbosa

Audience: 6th and 7th grade parents of current ELLs

Topic: 2014-2015 Title III Celebration

Rationale: Parents will be invited to take part in a celebration in honor of student achievement during the 2014-2015 title III program.

Date: 5/22/15

**Part D: Parental Engagement Activities**

Time: 6:00pm to 7:00pm

Name of Provider: 2014-2015 Title III Program Instructional Staff

Audience: 6th and 7th grade parents of current ELLs

Parent Notification of these activities: Parents will be notified of these activities through bilingual flyers, school door postings, School Messenger calls from the Family Worker. We will work closely with bilingual staff to ensure that appropriate translation services are provided at all meetings and workshops.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____



**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>311</b>
School Name <b>Corona Arts and Sciences Academy</b>		

### 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 <b>Beth Hert</b>	Assistant Principal <b>N/A</b>
Coach <b>Kujtim Daliposki</b>	Coach <b>Emelin Taveras</b>
ESL Teacher <b>Melida A. Barbosa</b>	Guidance Counselor
Teacher/Subject Area <b>Adriana Baiata/Science</b>	Parent <b>Maria Cortez</b>
Teacher/Subject Area <b>Sergio De Mesa / ELA</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>N/A</b>	Other <b>Stephanie Ruiz, Family Worker</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>Emelin Taveras, Advisory Cnslr</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>98</b>	Total number of ELLs	<b>44</b>	ELLs as share of total student population (%)	<b>44.90%</b>
--	-----------	----------------------	-----------	---	---------------

# 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	1	0	0	0	0	0	0	1
<b>Freestanding ESL</b>														
Push-in	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Pull-out	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	4

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	0	0	0	0	0	0	0	0	0
Dual Language	9	0	0	9	0	0	1	0	0	19
ESL	10	1	1	12	0	4	3	0	2	25

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		
<b>Total</b>	<b>19</b>	<b>1</b>	<b>1</b>	<b>21</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>44</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	19	14	0	0	0	0	19	14
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>19</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>14</b>											

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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>14</u>
	Other: <u>    </u>

**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							24							24
Chinese							2							2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>

## 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)							15							15
Intermediate(I)							1							1
Advanced (A)							29							29
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	15	15	0	0	30
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24	0	6	0	5	0	0	0	35
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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.  
In addition to 2013 NYSESLAT data, MSQ311 is also utilizing data collected from our MOSL assessment selections, Scantron Performance Series, and Achieve 3000, a computer based literacy program, which provides students with a baseline assessment in either English or their native language. Student progress is assessed and lexile levels are calculated. Native language support is

provided when necessary based on the baseline assessments. The data sets show that our students are in need of writing skills such as the ability to cite textual evidence and following specific English language conventions (i.e. run-on sentences, subject-verb agreement, transitions and structions). Utilizing data sources, teachers will determine which component (decoding, fluency or reading comprehension) they will use to plan and differentiate their instruction accordingly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As a brand new middle school currently serving only grade 6, our NYSESLAT data has shown that our ELL students are performing lower in the writing section than any other tested modality. Out of the 44 ELL students currently on our roster, the 6 Beginner ELLs are showing trends of performing higher in listening and reading than speaking and writing. There is only 1 Intermediate ELL student so obtaining trend data is not feasible at this time. Our 28 Advanced ELLs are showing increased proficiency for the speaking and listening modalities.

The majority of new admits for this school year were from Spanish speaking countries. The majority of these students were tested but unable to answer any parts of the test. When the LAB-R was administered, 7 out of 10 students were unable to answer any parts of the test. However, they performed above 70 percentile in the Spanish Lab-R.

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 [AMAQ tool](#))

RNMR is not available as of 1/28/14

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns identified across our ELL population indicates that students are showing difficulty with writing as evidenced by the 2013 NYSESLAT and MOSL baseline assessments. Once available, we will analyze the results of the ELL periodic assessment to further our instructional decisions.

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](#).)

We are a middle school in our first year only teaching 6<sup>th</sup> grade during the 2013-2014 school year. This questions does not apply to us.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers throughtout the building are continually assessing students to identify where scaffolds are necessary and/or accommodating their instruction accordingly. In addition to classroom level scaffolds and individual student conferences, we are implementing the use of computer based programs such as Achieve 3000, which scaffolds the learning of English with Spanish support. In addition, the program identifies individual student lexile levels and matches text accordingly.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

MSQ311 is following the 50-50 Dual Language Program. 14 out of 33 students are English proficient. Among these students, 1 is a level 1 in ELA, 4 are level 2 and 7 are level 3. Our goal at Q311 is to foster our student's ability to become biliterate, bicultural and bilingual. Students in our dual language program are administered classroom level assessments in both English and Spanish. Classroom level data is collected to assess proficiency in both languages. Based on the data collected, our English proficient students have a good command of the second language, in this case, Spanish but can benefit from consistent exposure to reading, writing and listening of the target language to improve reading comprehension and expository writing skills.

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

As a brand new school, we do not currently have historical data. Moving forward, we will evaluate the success of our new programs for ELLs by analyzing NYSESLAT and NYS Assessment data for growth trends in modalities and targeted skills respectively.

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](#).)  
MSQ311 follows the mandated protocols to place ELLs within 10 days of registration. The bilingual staff comprised of a School Aide (Regla Pineda), Family Worker (Stephanie Ruiz), Advisory Counselor (Emelin Taveras), and ESL Coordinator (Melida A. Barbosa) assist parents in the enrollement process. At enrollment, the Home Language Identification survey (HLIS) is administered to determine LAB-R eligibility. If the Home Langage is identified to be other than English, the LAB-R is administered within the 10 day time period by a licensed ESL teacher - Ms. Melida A. Barbosa. For Spanish speaking students, the Spanish LAB-R is also administered. If the student scores below proficiency on the English LAB-R, he or she is identified as an ELL. In addition, during this process, parents will participate in a Parent Orientation during which they are informed of the three educational programs offered by the DOE (TBE, Dual Language or Free-Standing ESL). The parents then selects the program of choice. If the parents chooses a program not currently offered at our school, the ELL coordinator will explain the programs currently in place as well as inform the parent that they also have the right to register at an alternate school that has the chosen program.
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.  
We utilize the DOE Parent Orientation Video within the 10 day period of the student being admitted into the NYC school system. The video explains to parents the three educational programs in their home language. After viewing the video, bilingual staff assist parents with answers to any questions that arise. Once it is clear that parents understand all program choices and all questions have been answered, they complete the "Parent Survey" and "Program Selection" form. Eligible students are administered the LAB-R to determine level of English language proficiency and then are placed into the program selected by their parents. If parents choose a program not currently running in our school (i.e. TBE) that also has insufficient parental requests, they will be offered the option of transferring their child to a school that is currently running that bilingual program or placing his/her child into free standing ESL or dual language.  
  
Other opportunities for receiving information on ELL programs are available during PTA meetings, "Back to School Night," and parent-teacher conferences. In addition, our school's Family Worker and ELL Coordinator continue to reach out to parents to ensure that communication is maintained. As our school is growing, we are also planning to conduct future open house sessions where our Dual Language and ESL programs are highlighted.  
The goal is to ensure that ELL students and their parents understand that they have the choice of free-standing ESL, Dual language, or Transitional Bilingual program options. In addition, our goal is to ensure that the parents of the students are both informed and fully confident in the class placement decision-making process.
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 [\[see tool kit\]](#).)  
Once a student is identified as having a home language other than English, parent choice letters are issued by ELL Coordinator (Melida A. Barbosa). Once the parent decides on their program of choice, the student is placed in the requested bilingual (dual language) or ESL program and letters are sent home via mail. All returned Program Selection forms are securely stored in our ESL file located in the school's main 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.  
When a student comes to Q311 for initial registration, Melida Barbosa, certified ESL teacher who speaks Spanish, administers the HLIS to the parents. Subsequently, she will conduct the informal oral interview with the student in English and in the native language as well as the Lab-R if student Home Langauge is identified as other than English. If the student is identified as an ELL, his/her parent will have a parent orientation. Parents then select the program of their choice and MSQ311 honors the parental choice as long as the program is offered. If parents choose a program not currently running in our school (i.e. TBE) that also has insufficient parental requests, they will be offered the option of transferring their child to a school that is currently running that bilingual program or placing his/her child into free standing ESL or dual language. Placement letters will then be distributed and copies will be kept secure and on file in the ESL cabinet located in our school's main office. The ELPC screen will be updated in ATS within 20 school days. Currently, our student population is largely Spanish speaking therefore parents have access to interpreters at all times

during the process. For the 2 chinese family and 1 Bengli family we are working hard to ensure that we have written materials in their language and interpreters available whenever necessary.

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.

Students identified as eligible (ELLs) to take the NYSESLAT exam will be scheduled for each of the sections required. This will be done in accordance with the NYC testing calendar which is open this year for NYSESLAT from April 9 - May 16, 2014. ATS reports (i.e. RLAT and RESI) to determine NYSESLAT eligibility will be utilized by applicable staff. A testing schedule will be created by Ms. Hert, the school's Principal and Mr. Daliposki, the Testing Coordinator, to ensure that all sections are administered to all students and testing modifications for SWDs are adhered to. All parts of the assessment will be administered by Ms. Barbosa, the ELL Coordinator. Make-up sessions will also be scheduled for students who missed any/all parts of the assessment. The results of this assessment will be used to place students according to the level of proficiency they achieve. The speaking modality is administered individually by a licensed ESL Teacher, Melida A. Barbosa. A rubric is used to determine their scores. The listening, reading, and writing modalities are administered according to their grade in a group setting. The ELLs with special needs are tested based on IEP criteria. The scoring of the writing modality is done at the school by licensed ESL teachers using the writing rubric provided. Teachers are not allowed to score their own students.

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.   
The school will monitor parent choice using the ELPC report in ATS.

## 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])?

Q311 currently runs classes designated as English as a Second Language (ESL) and Dual Language programs in accordance with CR Part 154 and Title III guidelines for general and special education English Language Learners (ELLs) in order to support the development of English proficiency and literacy in an academic context. Both of these programs run from September through June. Certified ESL teachers and teachers currently working towards ESL certification are delivering services. All students at the beginner and intermediate levels of English proficiency receive the mandated eight periods (360 minutes) of ESL instruction a week in a self-contained model. In addition, although students at the advanced level are required to receive only four periods (180 minutes) of ESL instruction, our students are being overserved with eight periods (360 minutes) of ESL instruction (three periods through the push-in model and five periods departmentalized) .

Instruction for ELLs has been aligned with the Common Core State Standards, and delivery of ESL services is provided through a combination of a push-in, co-teaching model, and self-contained ESL classes in mathematics, science, and social studies. ELLs in our dual language class free-standing ESL classes are provided with four or five periods of self-contained, content-infused, ESL instruction in addition to four or three periods of ESL push-in services during English Language Arts (ELA) or Social Studies. ESL teachers support their content area co-teachers by helping to facilitate the infusion of vocabulary and comprehension skills, as well as incorporating ESL strategies into content instruction. During content area co-teaching periods, ESL educators teach processing and literacy skills in order to help make content comprehensible to ELLs.

During the self-contained ESL periods of instruction, ESL teachers provide focused content and standard based instruction in the development of language and literacy. ESL teachers are incorporating programs procured through the ELLs Dual Language grant and other funding sources, into the ESL curriculum, specifically: ACHIEVE 3000, Learn Bop, Continental Press Publications, and focused Dual Language Professional Development from Center for Integrated Teacher Education (CITE).

Balanced Literacy within the workshop model provides the structure and grouping to facilitate instruction and practice in a small-group setting. Through teacher-student conferences progress, is analyzed, charted, and individualized. Instruction is data-driven; literacy connects the concepts. Services also include ESL support and differentiated instruction during the work period through the Writer's Workshop during the designated literacy period. Assessing and conferring will result in progress made and instruction required. ESL strategies and classroom structures include daily source book writing, vocabulary building activities, leveled libraries, and the use of technology. In order to ensure that ELL students meet the Common Core State Standards, the ESL programs is developed with each students specific goals and needs in mind. This approach targets a variety of language levels and affords smaller learning environments. Additional support is provided through Title III after school 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)?

ESL teachers deliver 360 minutes of ESL instruction per week to all beginner and intermediate level ELL students. All advanced ELL students are provided the minimum 180 minutes of ELL instruction per week but are over served with 360 minutes of ELL instruction. The students in the Dual Language program receive 180 minutes of Native Language Arts instruction per week. All students, regardless of class designation, receive 360 minutes of ELA.

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.

Our ELL students currently enrolled in Free-Standing ESL are receiving all instruction in English. All instructional materials in Free-Standing ESL classes are in English however, Native language support is provided to facilitate comprehension. In addition, resources such as, glossaries and dictionaries are always available.

ELL students in our Dual Language program are following a 50-50 model, receiving instruction equally in both English and Spanish. In our Dual Language program, Science and Social Studies are currently being taught using the 50-50 model alternating days between English and Spanish texts (Eastern Hemisphere and NY Science). We are utilizing texts in the two languages to teach

content sequentially while assuring comprehension and retention. Teachers are using realia, visuals and other recourses such as glossaries and dictionaries to ensure that input is always comprehensible while at the same time maintaining its rigor. Teachers are currently receiving professional development on how to align all instruction to meet the demands of the CCLS. They have been trained to use the CCLS to plan, deliver, provide interventions and assess to ensure that ELLs are receiving rigorous instruction aligned to the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students will be assessed in their native language through teacher created assessments, Spanish LAB-R, and the ELE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Teachers constantly assess ELLs in all four modalities. Teachers assess speaking in terms of specific tasks to determine pronunciation, intonation, fluency etc. Teachers assess listening through read aloud, peer to peer work and whole class discussions. Students are asked to read 25 books based on their Lexile level and also complete CCLS tasks based on unit themes. Teachers use baseline writing assessment data as well as data from the NYC Performance Assessment and Achieve 3000 to provide required interventions. Teachers design assessments that include multiple choice questions, open-ended questions, data based questions, essay writing etc. to ensure that students will have become grade-level proficient in all four modalities. Informal assessments are done on an on-going basis and formal assessments are administered at the beginning of a unit to identify areas of instructional need and at the end of a unit to assess content knowledge gained. Midpoint assessments are also administered by teachers however, their number and frequency are determined by student progress during each unit.
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).

Screening for LEP/ELL SIFE takes place at the point of entry to NYC DOE schools. This includes the Home Language Identification Survey (HLIS), Language Assessment Battery-Revised (LAB-R), and the Oral Interview Questionnaire. However, we have designed a plan for SIFE students that will support their educational needs and progress while simultaneously maintaining high expectations of this population. At the beginning of the school year the ESL coordinator in conjunction with various instructional team members will monitor incoming students to ensure that students are assessed for possible SIFE designation. The following step will be followed to ensure that students are appropriately placed: writing samples in English and their native language will be collected and analyzed, teachers will refer students that they believe may have had interrupted formal education, academic records will be reviewed to determine whether student wer identified as SIFE, on-going informal assessments will be done by all teachers, and as needed, student's and/or parents will be interviewed to gather information that will allow MSQ311 to provide the student with instruction he or she requires.

b) As is with all students, parental involvement and communication is key to student success. For newcomer students a strong home-to-school connection is critical due to the fact that they are not only navigating a new school system but an entirely new culture simultaneously. Therefore, MSQ311 has designed an instructional program for this population that focuses on creating a solid home-to-to-school relationship while simultaneously holding students to high expetations. Our newcomer ELLs are supported through the use of scaffolding, differentiation and countless other ESL strategies. However, they are expected to improve and show progress as all CASA students are. In our classrooms, students are grouped based on quantitative data collected from content specific pre-assessments. Newcomer ELLs are provided with pre-assessments in their native language to assess their content knowledge versus their language ability in the content area. During the work period, tiered activities are used on an on-going basis to target the varied language proficiency needs of each student. In addition, Extended Day ELA and MATH is provided and is programmed according to English proficiency levels. Lessons are designed with the needs of all our ELLs in mind therefore the necessary scaffolding and differentiation is included for our newcomer ELLs. In addition, modified texts and native language support (i.e. bilingual glossaries) is provided when necessary in all content areas.

c) The instructional plan for these students has high expectations at its core. These students will continue to receive the ESL infused instruction that is differentiated and scaffolded to their level while allowing for high expectations. This population of students as with all MSQ311 students are expected to perform at age and grade level. With high expectations comes meaningful grouping, data driven instruction and meaningful content that will tap into each students needs and interests. In addition, this population will benefit from AIS and extended day programs to further support their language learning.

d) The instructional plan for these students addresses their specific needs as long-term ELLs. At MSQ311 our goal is to move these students to language proficiency by providing them with data driven individualized instruction, AIS services and Extended Day programs. In the classroom, instruction about grammatical forms and structures will be imbedded in meaningful activities. ESL instruction will integrate literacy with academic content. Teachers will continue to draw on students' cultural and linguistic backgrounds and life experiences to aid in connections made between this population and the areas of study. These connections will motivate students toward their language learning goals.

e) The instructional plan for these students include providing all ELL accomodations in addition to AIS services and Extended Day

programs. They will also be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment.

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?

MSQ311 is currently using 6<sup>th</sup> grade specific texts for Social Studies, Science, and Mathematics. Texts are provided in Spanish for Newcomer students and/or students currently in our Dual Language Program. The instructional team supplements these with texts with modified versions or excerpts on an as needed basis. In addition, English language use is adapted to meet the students' level of proficiency. Incorporating strategies such as chunking; having students restate complex sentences as a sequence of simple sentences; explaining the use of idiomatic expressions; providing explicit explanations of key words and special or technical vocabulary; using demonstrations or role playing to illustrate a concept; allowing time for students to discuss what they learn and to generate questions in areas that require clarification; and providing explanations for the language used in the classroom. Teachers allow students to share their explanations and/or thinking before writing them down on paper. These strategies allow the content to become comprehensible input.

At the beginning of the school year, the licensed Special Education teacher (Kate Federman) and ESL Coordinator (Melida A. Barbosa) generate a list of ELL-SWDs and all their mandated services. This list is then distributed to the applicable staff to make them aware of the modifications that need to be put in place to meet the needs of these students. Currently, ELL-SWDs are in our Free-Standing ESL class and they are receiving Push-In ESL support. Currently, we only have two students whose IEP mandates bilingual instruction and they have been assigned an alternate placement Para Professional (Teodosia Cediel).

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?

Due to our small school population of only 98 students, we currently only have three 6<sup>th</sup> grade classes. In order to meet the needs of our ELL students, our classroom instruction and content curriculum are highly differentiated. This is evident through teacher lesson plans, curriculum materials, classroom level grouping based on formal and informal data collection, and leveled libraries. Due to our school size all students including ELL-SWDs are interacting with one another constantly. Currently our ELL-SWDs are in our Free-Standing ESL classroom and have access to general education peers continuously. This classroom is taught as an ICT model to provide the students with the additional support if they require it but allow them the freedom to also work independently alongside their ELL peers.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

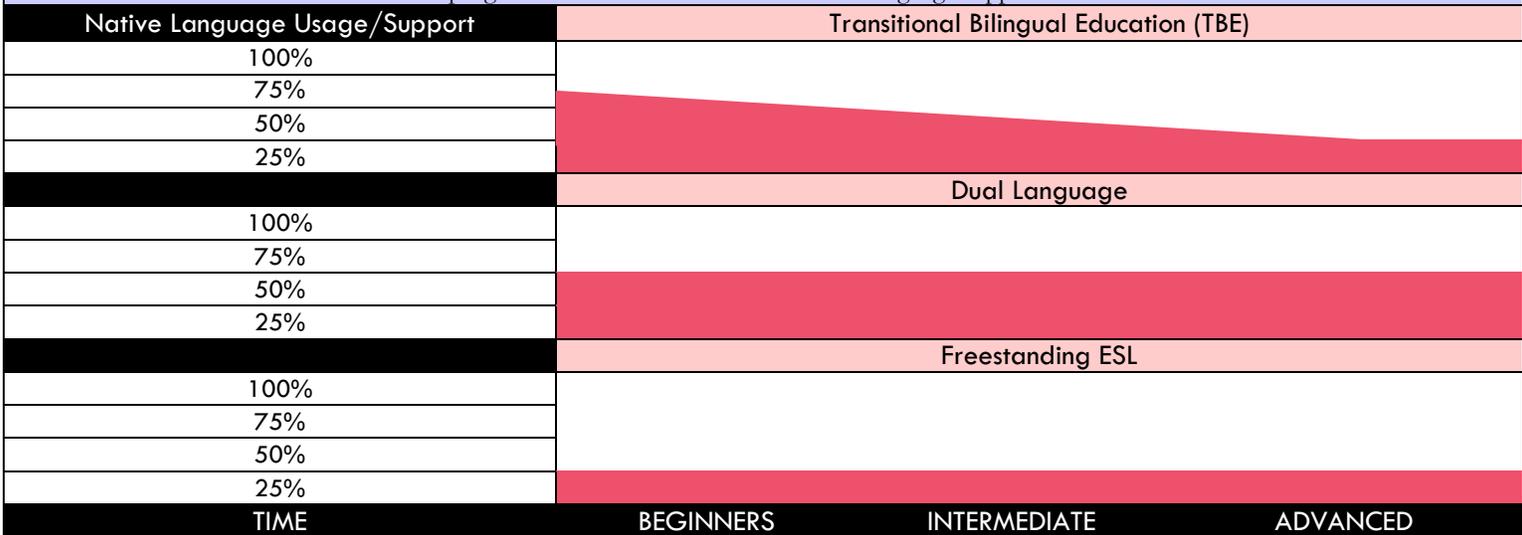
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- MSQ311 is currently delivering instruction in all content areas utilizing ESL strategies, as well as providing students with the individualized differentiated instruction and scaffolding strategies. Strategies such as, activating background knowledge, modeling, the use of realia and visuals, hands-on activities are infused throughout our curriculum in every content area. ELLs receive instructional support through push-in ESL services, specifically in ELA. In addition, all content area teachers have extensive training in using ESL methodologies to promote language development and content acquisition, emphasizing Tier II vocabulary words. Teachers use a large array of scaffolding techniques and multiple entry points to differentiate instruction to better meet the needs of each student. For example, in ELA modified texts are used to chunk large texts to decrease anxiety associated with reading long texts and increase comprehension. In Math, the use of manipulatives allows ELLs to understand concepts and lower their affective filter so that they begin to feel comfortable taking risks and using the unfamiliar language associated with Math. In Science, incorporating music to concepts such as the Steps of the Scientific Method allows students the access to the language without the anxiety associated with having to speak in front of a large group in a language other than your own. Similarly, in Social Studies the use of Video to introduce unfamiliar topics such as Ancient Egypt provide students with the background knowledge that will lower their affective filter and make them more willing to participate and thus acquire knowledge. Specifically, for Science and Social Studies the strategies discussed are presented in both Spanish and English. These strategies are not only ELL strategies, but they work well for all types of students. These strategies target multiple intelligences thereby facilitating the acquisition of both language and content knowledge. In addition, small group instruction is provided during Academic Intervention, lunch time tutoring, and the start of our Saturday Academy and After School Program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since MSQ311 is in its first year the effectiveness of these programs are not quantifiable as of yet. However, the students have received informal baseline assessments that will allow teachers and administrators to capture growth as the school year continues. In addition, the student performance in all content areas will inform MSQ311 of the effectiveness of the programs currently running.
11. What new programs or improvements will be considered for the upcoming school year?
- As MSQ311 reflects, on the performance data associated with each program and/or intervention we will decide what will remain and what can be replaced or supplemented. These decisions will be made once we have enough quantifiable data to indicate the success or lack thereof for each intervention and/or program.
12. What programs/services for ELLs will be discontinued and why?
- Not applicable - brand new school
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- MSQ311 provides students with a morning athletic program in conjunction with CHAMPS that is open to all students. The notices about the program were published in various languages to meet the needs of our ELL population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As mentioned previously, we are currently using supplemental computer-based programs in the content areas; specifically ELA, Social Studies, Mathematics, and Science. In addition, they are being utilized during AIS periods. Some of these programs provide language support and scaffolding for ELLs. In cases where the program does not imbedd ESL support the classroom teacher is providing language support on an on-going basis to ELLs. This is achieved by providing texts in the native language as necessary. In order to meet the testing modifications requirements we also provide each ELL with a pocket size word to word translation dictionary in their native language and photocopies of bilingual glossaries in the available languages in math, science, and social studies. It is crucial that the students use these dictionaries and glossaries everyday so that this tool becomes part of their routine and they will be comfortable using it on the NYS assessments such as, ELA, math, & science. During instructional periods students are encouraged to use regular bilingual dictionaries in conjunction with these translation dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is essential to the English language learning process. For ELLs to be successful the most efficient and effective method of instruction is instruction infused with native language support. At MSQ311, we have designed an ESL program that has native language support at its core. We have made it a priority to ensure that texts are available in student's native language, so that they may transfer the skills that they have in their native language to their English language learning. We know it is important to use the skills that students already have to fortify their language learning.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
 At MSQ311 we understand the importance for scaffolding up to student learning. As middle schools students, our population requires certain support and services and this does not change in any way for ELLs. The only aspect that changes is that we have to design different paths of getting to the same goal. We strongly believe in the use of scaffolding to utilize age and grade level materials. In our classrooms, this is achieved through the use of supplemental materials, glossaries, dictionaries, technology and student-to-student interaction and collaboration. These paths will allow our ELLs to meet the same goals as their English dominant counterparts.
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.  
 ELLs who enroll before the school year are well informed about the different programs provided by our school. In addition, all ELLs, despite enrollment date, receive on going guidance by their homeroom teachers, our Advisory Counselor, and additional instructional staff as needed.
18. What language electives are offered to ELLs?  
 MS 311 does not offer any language electives outside of our Dual Language program at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a) Instruction in the Dual Language program is provided sequentially and alternates English to Spanish from one day to the next. We begin our week of instruction in English and end our week of instruction in Spanish. The model being used is a 50/50 model.
- b) During Social Studies and Science Dual Language students are integrated 100% of the time. Grouping is determined by baseline content assessments provided in the native language. This ensures that ELLs are being tested for content knowledge rather than solely on their English language proficiency. Students receive ELA and Mathematics in English with native language support as needed.
- c) Language is separated by instructional periods. Languages alternate by day and content & is taught sequentially through both languages. Social Studies and Science Dual Language is taught by one Dual Language teacher.
- d) A self-contained Dual Language model is being used during which one teacher provides Social Studies and Science instruction sequentially through the use of two language English/Spanish that alternate by school day.
- e) Content literacy is being taught at grade and age appropriate levels. When necessary ELL accommodations and modifications are made. Both languages are taught simultaneously following the 50/50 model.

### 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.

In order to establish high quality level of instruction, ongoing professional development on ELL strategies and methodologies and research-based best practices are being offered through staff development sessions, faculty meetings, one-on-one teacher conferences, and pull-out PD with follow-up coaching. Staff Development sessions are facilitated by the principal, teachers, coaches, ELL coordinator, city and network ELL experts, and outside providers such ACHIEVE3000, Learn Bop, Smart Science, & the Center for Integrated Teacher Education (CITE). Topics to be covered over the course of this school year include curriculum alignment to the CCLS, differentiating instruction, analyzing student work, promoting vocabulary and grammar learning in context, increasing accountable talk, and teaching ESL through authentic literature, etc. Our ELL staff has attended PD offered by our Network 606 on 11/8/13, 12/12/13, 1/7/14, 1/24/14, 1/28/14, and 2/10/14.

Through the various opportunities for professional development teachers are provided with tools, scaffolding strategies and structure for fostering student learning. They incorporate a variety of teaching methods to respond to the multiple ways that students approach learning in order to help children progress at their own pace. This involves making decisions on which strategies to use, when and with whom to use them, and the rationale for implementing the practice based on student data. With input, the entire instructional team and administrative staff assesses the professional development needs and plans meaningful and relevant workshops with follow up coaching sessions that make connections between theory and best practices based on scientific research. Professional development takes place both in-house and within our new network structure to help teachers hone their skills in targeting their students' language needs and in developing the activities and practices to provide our students with the necessary tools to develop language proficiency. As a brand new small school, we currently do not have a Guidance Counselor on staff.

The required minimum 7.5 hours of ELL training to all staff will be conducted during common planning periods, and our three school-wide conference days. Teachers cycle through ELL professional development workshops of a half hour, an hour, and an hour and thirty minutes in duration, respectively, during the opening Chancellor's Conference Day, Election Day, and Chancellor's Conference Day in June. Professional development sessions regardless of their format will continue to provide ESL teachers with the support system they need to effectively plan lessons so that our students will achieve linguistic and academic success. Records of these sessions are kept on file in the main office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Since our school is 93% ELLs or former ELLs this particular population is very active in our school community. At the beginning of the year, parents voted to have a Parent-Teacher Association (PTA) and meetings have been occurring monthly. Our school's Family Worker is communicating with parents regularly about their needs and/or concerns and bringing those to the PTA meetings. MSQ311 and its teachers are developing ways of utilizing our ELL parent population and everything they have to offer in our classrooms. The goal is to continue to foster the home-to-school connection through parental involvement.

As a new small school, MSQ311 is fortunate to be able to provide opportunities for parental involvement that are open to all parents. All parents are offered training sessions about specific school-wide technology programs currently in use such as, Engrade. During Back to School night, parents received information on the use of Engrade and how it can help foster communication between parents, students and teachers. Ms. Emelin Taveras, bilingual Advisory Counselor provided ELL parents with a workshop in their native language that conveyed the importance of monitoring Engrade regularly to follow their child's academic progress.

2. Currently MSQ311 has not partnered with other agencies or Community Based Organizations to provide workshops or services to ELL parents however, we are exploring available options and are open to partnerships in the future. At the present time, our PTA Executive Board is in communication with Popular Community Bank to provide financial workshops and services to our families.

3. As a brand new school, the ELL coordinator, Family Worker and the instructional staff are currently communicating with parents and the PTA to assess needs. The PTA is in the process of creating a parent survey to identify specific school community needs. In addition, they plan for guest speakers at monthly PTA meetings to help families with topics of interest (i.e. immigration, financial advice, etc.). Translation services are available at all school events by school staff. All notices home are translated.

4. As a new school we are still in the process of developing a system to identify parental needs and the activities that will address those needs. Our PTA was established in October. We are continuing to develop the systems in place to encourage parental involvement and design activities accordingly.

## 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: Corona and Sciences Academy

School DBN: Q311

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Hert	Principal		1/28/14
N/A	Assistant Principal		
N/A	Parent Coordinator		
Melida Barbosa	ESL Teacher		1/28/14
Maria Cortez	Parent		1/28/14
Adriana Baiata/Science	Teacher/Subject Area		1/28/14
Sergio De Mesa/ELA	Teacher/Subject Area		1/28/14
Kujtim Daliposki	Coach		1/28/14
Emelin Taveras	Coach		1/28/14
	Guidance Counselor		
	Network Leader		
Stephanie Ruiz	Other <u>Family Worker</u>		1/28/14
Emelin Taveras	Other <u>Advisory Counselor</u>		1/28/14
	Other _____		
	Other _____		