Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*):	**08x101**
School Name:	**THE EDWARD R. BYRNE SCHOOL**
Principal:	**JARED ROSOFF**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Grades 6,7,8 School Number (DBN): 08X101

School Type: Middle School Grades Served: 6,7,8

School Address: 2750 Lafayette Avenue Bronx, New York 10465

Phone Number: (718)829-6372 Fax: (718)829-6594)

School Contact Person: Shannon O'Grady Email Address: Sogrady2@schools.nyc.gov

Principal: Jared Rosoff

UFT Chapter Leader: Tahisha Styron

Parents' Association President: Maria Leonard

SLT Chairperson: Daniel Wolf

Student Representative(s):

District Information

District: 8 Superintendent: Dr. Karen Ames

Superintendent's Office Address: 1230 Zerega Avenue Bronx, New York 10462

Superintendent's Email Address: Kames@schools.nyc.gov

Phone Number: 718-828-6653 Fax:

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: 608 Network Leader: Rudy Rupnarain

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)
Jared Rosoff	*Principal or Designee	
Tahisha Styron	*UFT Chapter Leader or Designee	
Maria Leonard	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Gina Giannone	Teacher	
Leigh Wishney	Teacher	
Daniel Wolf	Teacher; Chairperson	
Michelle Miraglia	Teacher	
Michelle Russo	Teacher	
Janet Zapata	Parent	
Elizabeth Downey	Parent	
Rosely Miles	Parent	
Audra Giuliano	Parent	
Denise Randolph	Parent	

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

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

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

The Capacity Framework and CEP Development

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

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

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

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

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

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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Middle School 101, the Edward R. Byrne School, is named after a 22 year old police officer who was killed in the line of duty while protecting his community from the perils of drugs. It is Officer Byrne's memory that fuels every decision made on behalf of our student body. The administration and staff of M.S. 101 believe an unwavering commitment to rigorous education in concert with engaging extracurricular activities and community outreach programs are essential in supporting our students so they may become responsible, productive members of society. We not only partner with KIPS BAY, a community based organization but we also utilize our teachers and staff to provide our middle school students with extracurricular opportunities including but certainly not limited to the following—a boys and girls basketball team, a chess team, a cheerleading team, a track team, a debate squad, a drama club, a dance team and a history club. Additionally, we are forging partnerships with local businesses such as the brand new Target in our neighborhood.

M.S. 101 is located in the Throggs Neck section of the Bronx and serves approximately 500 students in grades six through eight. We share a campus with two other schools—P.S. 304 and P. 10. Approximately 11% of our students have I.E.P.s It is our mission to provide the highest quality and the most individualized instruction that supports student choice within a rigorous curriculum. While allowing each individual to become college and career ready set forth by the common core standards, we are also developing within students, critical thinking skills which extend beyond the walls of the classroom. It is our firm belief that, during these crucial developmental years, our support will enable students to discover a passion for learning and develop intrinsic motivation by raising questions, taking risks, solving problems and constructing knowledge through real world applications. Through this journey, our students will formulate a strong sense of self, and the ability to take ownership which will help them negotiate their place within society. This process will foster within each student the confidence to self-reflect and grow. By educating the whole child, we believe our children will be able to succeed in college and the work force collectively. Our mission can only be achieved by creating and maintaining a community where parents, students, teachers, staff and administrators are committed to this vision.

In terms of our school's strengths, we offer Regents classes to 8th graders in English Language Arts, Earth Science, Spanish and Integrated Algebra. Our accomplishments include the implementation of a PBIS model which catalyzed a decrease in principals' suspensions by 63% and level 4 incidents by 78%. We believe in the natural partnership between a dean of students and the school's guidance counselor. They must work in tandem to germinate our students' socio-emotional growth. To that end, they both work in conjunction with Astor, a mental health clinic/mobile response unit who work in our school on a weekly basis. Intention shapes our decisions here at MS 101. Our instructional focus is this: all students will be reading on or above grade level by the time they graduate 8th grade. To that end, we are in the full fidelity phase of the Middle School Quality Initiative model. Our school uses the Degrees of Reading Power as a normative assessment to diagnose students' lexile levels, our school community is fully vested in Word Generation and we have implemented Responses to Interventions in the form of the Wilson Reading Program.

With respect to our partnership with parents and families, we believe in visibility, approachability and transparency. Our teachers and staff use Jupiter Grades, an online grading system, to communicate with parents and provide families with windows to the school. Additionally, teachers, administrators and staff spearhead parent workshops every Tuesday within the classrooms. We recognize that parent involvement tends to nosedive in the middle school years. To counteract that trend, we host performances during PTA meetings. We also catalyze sociability and parental involvement via Parent's Night Out. On Friday nights, throughout the school year, we facilitate guided activities in the school building (i.e. the gymnasium and cafeteria) to facilitate student sociability and parental goodwill! Our goal is for students and parents to view our school as a supportive community.

Areas of celebration include our students' growth of 4.4% on the New York State English Language Arts Test. Additionally, students showed marked progress between September 2013 and June 2014 on the Degrees of Reading Power test, specifically a 7.1% jump for at-risk students, a 7.1% increase of students below grade level and a 5.6% jump for students at grade level from the September 2013 to June 2014. With respect to challenges, our focus area is mathematics. Students in the lowest third are not making progress as per the Middle School Quality Guide.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As per the 2013-14 Quality Review areas of celebration, M.S. 101 provides rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. Additionally, our use of resources is customized to meet students' needs. In large part due to our implementation of the Middle School Quality Initiative grant, we provide research-based instruction that yields high quality student work. Administrators provide teachers with timely, actionable feedback within the purview of the Danielson Framework. According to our Quality Review feedback, we must deepen our analysis practices and assessment of student portfolios and notebooks in all content areas to strategically track student progress. Albeit we made notable progress in ELA, 39.2% of 6th grade, 42.6% of 7th grade, and 49.3% of 8th grade students scored level 3 or 4 on the New York State exam; our math scores, 39.8% of 6th grade, 34.4% of 7th grade and 34.2% of 8th grade students scored level 3 or 4 on the New York State exam.

The following is a list of strengths and needs relative to rigorous instruction within the MS 101 community.

- Our students made significant gains in ELA, specifically Integrated Co-teaching and Special Education Teacher Support Services both meet and exceed expectation on the New York State exam.
- As per the MSQI fidelity rubric, we have implemented the Middle School Quality Initiative with full fidelity.
- Our curriculum is Common Core-aligned in all content areas. Our arts curriculum is aligned to the Blueprint for the Arts.
- As a result of common planning time and professional learning teams, there is vertical and horizontal alignment throughout the school in the form of Word Generation.
- According to 2013-14 Middle School Quality Snapshot, we need to make significant progress with respect to our math scores. 39.8% of 6th grade, 34.4% of 7th grade and 34.2% of 8th grade students scored level 3 or 4 on the New York State exam.
- As per the Professional Learning Survey created by the Professional Learning Team, an additional priority need is professional development with respect to Special Education
- According to Advance, teachers need additional support in the following domains 3B (Using questioning and Discussion Techniques), 3C (Engaging Students in Learning), 3D (Using Assessment in Instruction).

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, students in all grade levels will show a 3% increase in meeting proficiency levels as evidenced through student performance data on the 2015 English Language Arts Standardized Assessment and the New York State Mathematics Standardized Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end*	**Key Personnel** *Who is responsible for implementing and overseeing the*
1. Research-based instructional programs, professional			

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust		*date?*	*activity/strategy?*
• As part of our ongoing commitment to pedagogical growth, teachers will be immersed in professional development using *Teach Like a Champion* as a seminal guide. Additionally, teachers lead professional development sessions in their specific areas of expertise.	Teachers and paraprofessionals	8/14-6/15	Assistant Principal, Shannon O'Grady
• Administration will meet with the School Implementation Team weekly to ensure students ' IEP goals are being met in the most optimal manner	Teachers	11/14-6/15	IEP Coordinator, Nicole Dianis
• Weekly teacher-led workshops for parents with specificity to helping children in their content area	Parents, families	11/14-6/15	Principal, Jared Rosoff
• Full implementation of MSQI initiatives, specifically Word Generation, a cross-content vocabulary acquisition and retention program that is both horizontally and vertically aligned.	Students, teachers, paraprofessionals, families	9/14-6/15	MSQI Coach, Daniel Wolf
• Weekly meetings with the Instructional Focus Committee to support students in engaging in academically rigorous text and to scaffold students in taking ownership of their learning via portfolios and notebooks.	Teachers, administration	11/14-6/15	Rotating point people
• Dedicated, meaningful independent reading time in ELA classes	Students	11/14-6/15	Administration
• Weekly Debate Club meetings and monthly debates	Students	9/14-6/15	ELA teacher, Ms. Dziuma, Math teacher, Ms. Conlon
• Weekly History Club/ Social Action Club meetings	Students	9/14-6/15	Ms. Wishney, Ms. Giannone, Social Studies teachers
• Response to Intervention in the form of Wilson Reading Program based on students' DRP levels	Teachers, paraprofessionals, Dean of Students, student	10/14-6/15	Mr. Wolf, MSQI Coach
• Professional Learning Teams follow a school wide protocol for assessing student work and maintaining accountability.	Teachers	9/14-6/15	Principal, Mr. Rosoff, Assistant Principal, Ms. O'Grady and Math Coach, Ms. Williams
• Implementation of a school wide notebook protocol	Teachers, students, paraprofessionals	9/14-6/15	Teachers

• Customized professional development workshops based on teacher feedback	All staff	2/15-6/15	ELA teacher, Ms. Russo
• Timely, actionable feedback and follow-up, given to teachers using the Danielson Framework as a rubric.	Teachers and paraprofessionals	9/14-6/15	Administration
• Gifted and Talented Program	Students	9/14-6/15	Administration
• Honor Band	Students	9/14-6/15	Ms. Occhiogrosso, Music Teacher
• Principal hired an additional Social Studies teacher for Grades 7 and 8	Teachers, paraprofessionals, students	9/14-6/15	Administration
• Implementation of the Degrees of Reading Power assessment three times during the school year	Entire school community	9/14-6/15	Daniel Wolf, MSQI Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
In an effort to provide students with meaningful independent reading time, we recently spent $10,000 on classroom libraries. Teachers spearheading clubs such as the Debate Team are compensated per session funds from our budget. To accommodate the hiring of a fourth social studies teacher, we amended our schedule.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Tax Levy funds will be used to hire a co-teacher for the Integrated Collaborative class for grade 6, as well as fund the MSQI Coordinator position. Additionally, tax levy funds were used to purchase classroom libraries for the ELA classrooms.									

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: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 3% increase in the number of students meeting proficiency as measured by the February ELA and Math CCLS aligned spring benchmark assessments and the January 2015 DRP administration.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the Middle School Quality Snapshot, 97% of parents would recommend MS 101 to parents. 92% of students feel safe on school grounds. 80% of students say that most students at the school treat each other with respect. Moreover OORS incidents from the 2012-13 school year decreased to by over 60% in the 2013-14 school year. Suspensions decreased by over 75% in those same two school years respectively. The majorities of students feel safe and supported in the school environment as reflected in the School Learning Survey.

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.
During the 2014-15 school year, the school will implement a positive behavior program (PBIS) lead by the Guidance Counselor / Dean of Students (PBIS Coordinator) with socio-emotional counseling that will result in OORS incidents decreasing 5% via OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• The implementation of the school wide Positive Behavior Intervention System, CARES	All staff, students	9/14-6/15	Dean of Students, Denise Butler
• MS 101 has partnered with Astor Mental Health Clinic Response Team on a weekly basis to provide counseling services for students and families in need.	Students, families	9/14-6/15	Guidance Counselor, Carmen DelValle
• Weekly meetings between the Dean of Students and the Guidance Counselor to assess students' socio-emotional growth.	Students	9/14-6/15	Dean of Students, Denise Butler and Guidance Counselor, Carmen DelValle

• Supervision of students and school aides in the cafeteria and school yard by administration and the dean during breakfast, lunch and recess	Students, school aides	9/14-6/15	Mr. Rosoff, Principal
• Teacher Surveys were created, distributed and assessed to determine their level of comfort with respect to the Danielson Framework and the Advance rating system.	Teachers	11/14	Mr. Rosoff, principal
• School Implementation Team meets with administration on a weekly basis to discuss ELLS and SWDs and to ensure LRE and compliance with IEPs.	Teachers	11/14-6/15	Ms. Dianis, IEP Coordinator
• PARENTS NIGHT OUT is conducted on Friday nights throughout the school year to provide students with structured dedicated time to socialize in a structured environment	Students, teachers, staff administration	10/14-6/15	Ms. O'Grady, Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tax levy money will be used to support teacher development and collaboration through the funding of the dean position and the creation of the PBIS program.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Tax Levy funds will be used to fund a PBIS Coordinator (Dean of Students).									

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: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 5% decrease in OORS reports as measured by the monthly occurrence report on OORS.				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
As evidenced by the Middle School Quality Snapshot, 97% of teachers would recommend this school to parents. Additionally, 93 % of teachers had an overall rating of Effective. 3% received a final rating of Developing. 3% received a final rating of Ineffective. The areas in most need of improvement are 3B (Using questioning and Discussion Techniques), 3C (Engaging Students in Learning), 3D (Using Assessment in Instruction).

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 the end of the 2014-15 school year, the Advance Data will illustrate a 5% growth of the teachers improving one HEDI rating in the Danielson Framework via ongoing professional learning within their content areas so as to improve instructio practices and promote high levels of student engagement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Teachers are given timely, actionable feedback using the Danielson Framework in concert with Teach Like a Champion.	Teachers and paraprofessionals	9/14-6/15	Administration / Professional Learning Team
• Teachers participate in weekly professional development sessions, specific to their needs.	All Staff	9/14-6/15	Administration / Professional Learning Team
• Teachers and staff lead weekly professional development sessions based on their skill sets.	All Staff	9/14-6/15	Administration / Professional Learning Team

• Teachers will receive customized professional development with respect to their specific needs.	All Staff	2/15-6/15	Administration / Professional Learning Team
• Teachers lead weekly Parent Engagement Workshops.	Teachers, paraprofessionals, families	10/14-6/15	Administration
• Teachers meet with administration as part of the School Implementation Team	Teachers, administration	11/14-6/15	Principal, Mr. Rosoff
• Instructional Focus and Rigor Committee meets with administration on a weekly basis	Teachers, administration	11/14-6/15	Principal, Mr. Rosoff
• Teachers who were rated "ineffective" in the 2013-14 school year meet with administration on a weekly basis to scaffold improvement.	Teachers, administration	9/14-6/15	Ms. O'Grady, Assistant Principal
• Team leaders attend Professional Learning Team meetings on a weekly basis. All documents are uploaded to Drop Box for school wide access	Teachers, paraprofessionals and administration	9/14-6/15	Administration
•			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers will meet with administration three times a year to review MOTP score and discuss professional learning opportunities in order to improve HEDI score.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Tax Levy funds will be used to fund an Academic Intervention Service's (AIS) / PBIS Coordinator, Math Coach as well as a MSQI Coordinator teaching positions.									

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: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 5% growth in teachers improving one HEDI rating as measured by the monthly Advance snapshot.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. 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

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
As per the 2013-14 Quality Review feedback, an area of celebration for MS 101includes the level of "support and evaluation of teachers through feedback using the Danielson Framework and analysis of learning outcomes." Teachers receive timely, actionable feedback in a systematic manner. Additionally, 90% of parents are logged on to our online grading and messaging system, Jupiter Grades.

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.
During the 2014-15 school year, the school leader has created a system that will allow for frequent and targeted observations of teachers based on their ICPs, collected data, and student achievement results which will result in a 5% increase of teachers that move their overall rating from Effective to Highly Effective.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Continued use of the online grading and messenger system, Jupiter Grades	Entire school community	9/14-6/15	Mr. Rosoff, principal
• Principal's Book Club	Students	11/14-6/15	Mr. Rosoff, principal
• Post observation conferences take place in a timely manner.	Teachers	9/14-6/15	Administration

• Weekly cabinet meetings take place with the Assistant Principal, the Parent Coordinator, the Dean of Students, the Guidance Counselor, the Mental Health Team and the MSQI Coach	Administration and staff	9/14-6/15	Mr. Rosoff, principal
• Implementation of 2014-15 School committees including the following: MOSL Committee, Professional Learning Committee, School Implementation Committee, Instructional Focus and Rigor Committee	All staff	11/14-6/15	Mr. Rosoff, Principal
• Principal greets students at the front door of the school building each morning	Entire school community	9/14-6/15	Mr. Rosoff, Principal
• Principal, assistant principal, dean and guidance counselor supervise passing in the hallway between classes	Teachers, administration, staff	9/14-6/15	Administration
• Survey of Teachers' Level of Comfort with Danielson Framework and Advance rating system	All teachers	11/14	Principal, Mr. Rosoff
• As a result of teacher feedback, hired an additional Social Studies teacher for 7th and 8th grades	Students, teachers	9/14-6/15	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule adjustments; principal will continuously monitor advance data for trends.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**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: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 5% growth in teachers moving from effective to highly effective as measured by the monthly Advance snapshot.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. 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

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 34. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
As per the Middle School Quality Snapshot, 97% of parents are satisfied with the education their child has received at MS 101. Attendance at PTA meetings has risen 75% from the same point in December 2012.

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.
During the 2014-15 school year, there will be increased opportunities for parent engagement within the school which will be reflected in a 3% increase in at all school events including parent workshop and PTA meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Weekly customized Parent Workshops held in the classroom, facilitated by teachers and paraprofessionals	Entire school community	11/14-6/15	
• The school will continue to offer Friday night Parents' Night Out and partner with local businesses which will offer parents discounts.	Entire school community	9/14-6/15	Ms. O'Grady, Assistant Principal
• Jupiter Grades, the online grading and messaging system, will serve as the windows to the school and provide parents with immediate access to teachers, staff and administrators.	Entire school community	9/14-6/14	Mr. Rosoff, Principal
• Student performances at PTA meetings incentivize attendance at meetings and provide students with a showcase to highlight their talents and hard work.	Entire school community	9/14-6/15	PTA President, Maria Leonard
• Boys and girls basketball games hosted by MS 101 and neighboring schools	Entire school community	9/14-6/15	Mr. Capone and Mr. Wiermann, coaches

• Cheerleading Competitions throughout the city attended by staff, families and students	Entire school community	9/14-6/15	Ms. Wong, Cheerleading Coach
• Dance Competitions throughout the city attended by staff, families and students	Entire school community	9/14-6/15	Ms. Tiller, Dance Coach
• MSQI Debate Competitions throughout the city attended by staff, families and students	Entire school community	9/14-6/15	MS. Dziuma and Ms. Conlon, Debate Coaches
• Honor Band performances throughout the school year including the Holiday Concert and Showcase for the Arts, attended by families, students and staff	Entire school community	9/14-6/15	Ms. Occhiogrosso, Music Teacher
• Year End School Play presented by the Drama Club to the entire school community	Entire school community	6/15	MS. Wong, Drama Coach
• Articulation with feeder schools throughout the school year	Feeder schools	9/14-6/15	Ms. O'Grady, Assistant Principal
•			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator, PTA President and Administration will use multiple methods of communication to advertise PTA meetings, including school messenger, Jupiter Grades and flyers.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**		**Title I Basic**		**Title IIA**		**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: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, M.S. 101 the Edward R. Byrne School will increase parent involvement in events including parent workshops and PTA meetings by 3%. As evidenced by attendance logs at school events.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA state test scores, DRP scores, conference notes	Wilson Reading Program	Small group, conferences	During the school day / afterschool
Mathematics	Mathematics state test scores, CMP3 assessments	CM3, automaticity practice and drills	Small group	During the school day / afterschool
Science	Class test scores	Close Reading, study skills instruction	Small group, conferences	During the school day / afterschool
Social Studies	Class test scores	Close reading, study skills instruction	Small group	During the school day / afterschool
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teachers recommendation, family concerns, OORS reports	Guidance counseling sessions and On-site mental health clinic	Individual and small group	During the school day / afterschool

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
N/A

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.
N/A

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[1]. 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[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

[1]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.

[2]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. M.S. 101, The Edward R. Byrne School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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. M.S. 101, The Edward R. Byrne School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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

M.S. 101, The Edward R. Byrne School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	486	Total number of ELLs	5	ELLs as share of total student population (%)	1.03%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	0	1	1	0	0	1	0	0	5

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	3	0	1	1	0	0	1	0	0	5
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2							2
Chinese							1							1
Russian														0
Bengali							1	1						2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	1	0	0	0	0	0	5

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							1							1
Advanced (A)							3	1						4
Total	0	0	0	0	0	0	4	1	0	0	0	0	0	5

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	2	1			3
7	1				1
8					0
NYSAA Bilingual (SWD)				1	1

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

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

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

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

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

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

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

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

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

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

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

a. The patterns across proficiencies and grades indicate that our ELLs perform better on the NYSESLAT than on the ELA; most of our ELLs scored at level 1 on the ELA. The trend is the same in math with most of our students scoring at level 1. None of our students take the State tests in their native language.
b. The school leadership and teachers use the results of the ELL Periodic Assessments to inform their instruction in both the regular day and extended day programs.
c. As previously indicated, the school is learning that our ELLs perform better in speaking/listening/reading than they do in writing.

We provide native language support through the use of bilingual dictionaries, pairing high- and low-performance students with the same native language, and utilizing the expertise of staff members with the same native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

   N/A

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

   MS101 has a Free-Standing ESL program only, however we do take in consideration our students' second language development by providing native language support through bilingual dictionaries.

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

   N/A

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

   We evaluate the success of our ELL program through their performance on both formal assessments such as the NYSESLAT and other State tests such as ELA, Math and Social Studies, and informal assessments such as performance-based classroom assessments.Examples of classroom assessments include oral reports, class presentations, demonstrations, written assignments, and writing journals. It is our intention to use the AMAO Estimator Tool when it becomes available to analyze data pertinent to ELL performance in determining whether we meet our AYP for ELLs. To use this tool, we need the RNMR report from ATS, however, this report is not yet available. For the 2012-13 school year, we only had a total of 3 ELLs. Two of these students passed the NYSESLAT and 1 scored at the Adcanced level.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   Out student population, including ELLs, are placed in our school through the Middle School Choice Program; hence they are already in the NYCDOE system when they arrive. For the rare student who is new to the NYCDOE school system such as students from NYC private/parochial schools or out-of-state schools, the ELL Identification process is completed within the first 10 days of enrollment. To identify all incoming students who may be ELLs, we follow the ELL Identification Process as outlined by CR Part 154 . The parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted by the principal or the ESL teacher in English. If the parent does not speak or understand English, the interview is conducted in the native language by a staff member who speaks the language. The student is then administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is given the Spanish version of the LAB-R. Since we only offer a free-standing ESL program, the student is scheduled for the appropriate number of ESL classes in accordance with his/her proficiency level, i.e, beginning, intermediate or advanced. If the parent requests a bilingual placement for the student, we refer the parent to 1 Fordham Plaza for placement.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
During the first ten days of school, our ESL teacher uses data from the NYSESLAT results to mail to parents continued entitlement letters for those students who did not reach proficiency and non-entitlement letters for those students who did reach proficiency. A copy of all parent letters are maintained in the ELL Administrator's Compliance binder which is kept in the Principal's office.
As previously noted, if the parent of an ELL is not present at our initial Parent Orientation Meeting in the beginning of the school year, we contact the parent and ask her to come to the school for a one-on-one orientation. During this meeting we ask the parent to complete the Parents' Preferred Language form, the HLIS, and the Parent Survey and Program Selection form. Our ESL teacher ensures that these forms are stored in the student's file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Since our school currently has only five ELLs, we only have a Free-Standing ESL Program. At our Parent Orientation Meeting, we explain that we do not have enough students with the same language to form a bilingual program. If a parent requests a bilingual placement for her child, she is directed to the Office of Student Enrollment at 1 Fordham Plaza in the Bronx. During our initial Parent Orientation Meeting and thereafter in consulting and communicating with parents, we utilize the expertise of staff members who speak Spanish, Chinese, Bengali and any other language where translation is needed. Currently,the only other languages other than English identified by our parents are Bengali and Chinese; both of these languages are identified by the NYCDOE as having translated documents. Should the need arise, we will utilize the services of the NYCDOE Translation and Interpretation Unit.
Whenever we have a newly identified ELL, our ESL teacher updates the ELPC screen in ATS with the relevant data pertaining to that student.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ELLs take the NYSESLAT each spring, out ESL teacher, Dr. Loretta Helms, generates the RLER ATS report which identifies those students who are eligible to take the test. A schedule for the administation of the NYSESLAT and scoring of the Writing sub-test is generated. The test is given over a period of 3 days, a day for the speaking, another day for the Listening and Reading, and a final day for the Writing. Parents of all eligible students are notified by mail in English and
Spanish of the dates the NYSESLAT will be administered to ensure that all students are present. A week prior to the administration of the NYSESLAT, our ESL teacher conducts a simulated NYSESLAT administration using New York State NYSESLAT samplers.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
After reviewing the Parent Survey and Program Selection forms for the past five years, we have noted that the trend in program choices is our Free-Standing ESL Program. Additionally for the past five years, we have never had more than five ELLs registered. Should a parent require a bilingual placement for her child, we will refer her to the Office of Student Enrollment.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

    a. Currently our ELLs are serviced primarily through the Push-In organizational model since research shows that this is the most effective mode of instruction (e.g, as opposed to Pull-Out).

    b.The program model is Block. Our ESL instructor services small, grade level clusters of ELLs within the ELA, Social Studies and Science classes. The ESL instructor works in collaboration with the content area teachers to provide language acqusition and vocabulary support within the classroom setting. The language of instruction is English; however, our ESL teacher uses native language support (Spanish) whenever possible to make the content comprehensible.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

    Research has shown that instructional programs with high levels of rigor and support result in higher achievement for ELLs, thus our

students use the same level of instructional materials as our non-ELLs. All content areas classes are taught in English using scaffolding strategies to make content comprehensible for our ELLs. Native language support is provided through the use of bilingual dictionaries, bilingual glossaries and the buddy system.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Since we do not have neither a Dual Language nor a Transitional Bilingual Program, our students are not evaluated in their native languages throughout the year; however, upon admission if a Spanish speaking student falls below the cut-off score on the R-LAB, she is administered the Spanish LAB to determine her proficiency level in that language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Every spring our ELLs are appropriately evaluated in all four modalities of English acquisition formally through the NYSESLAT. Throughout the school year we use various activities to evaluate our ELLs as follows: Listening activities include listening to taped stories; and listening to teachers as they do Read-Alouds; listening/viewing short videos. Speaking activities include presenting oral reports to the class; storytelling; debating; and brainstorming. Reading activities include reading with partners; silent reading of just-right books; and oral reading of novels. Writing activities include writing in journals; writing class paragraphs and essays and group writing projects.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

   For all our ELL subgroups , including SIFE, newcomers, 4-6 ELLs, LTAs and former ELLs we differentiate our instruction following the guidelines of three bodies of research: Brain-based Research on Learning, Learning Styles and Multiple Intelligences and Authentic Assessment. Specifically we plan instruction around five basic steps:

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   We have only two ELL-SWDs this year. One student is placed in a self-contained special needs class along with a classroom teacher and a paraprofessional. The students in this class use the same content area instructional materails as our non-ELLs. Our ESL teacher pushes in to the class and services the ELL-SWD on a one-on-one basis, using scaffolding strategies to make the content comprehensible. The classroom teacher also uses a variety of supplemental instructional materials to help accelerate English language development. The second ELL-SWD is placed in a general education class which allows him to be with non-ELL peers throughout the school day and to receive the same level of instruction as they receive. The classrroom teacher uses a variety of differentiated activities and scaffolding strategies, and the ESL teacher pushes into the class to provide one-on-one instruction for this student.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information—Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ENGLISH LANGUAGE ARTS - NYS Expeditionary Learning Curriculum
    MATH - Connected Mathematics Project 3 (CMP3), Pearson

SCIENCE - Glencoe Science: Life Science
SOCIAL STUDIES - Harcourt Horizons: World History

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

    N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: Edward R. Byrne		School DBN: 08X11	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jared Rosoff	Principal		12/5/13
Shannon O'Grady	Assistant Principal		12/5/13
Teresa Wong	Parent Coordinator		12/5/13
Loretta Helms	ESL Teacher		12/5/13
Doreen Cardillo	Parent		12/5/13
Jamie Zecca/ELA	Teacher/Subject Area		12/5/13
Leigh Wishney/Social Studies	Teacher/Subject Area		12/5/13
Verona Williams	Coach		12/5/13
	Coach		
Enissa Acevedo	Guidance Counselor		12/5/13
	Network Leader		
Sedeka Harris	Other SETTS		12/5/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network: CFN608**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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