



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: 10X244

**School Name: The New
School for Leadership and
The Arts (M.S. 244)**

Principal: Eduardo Mora, IA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 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)
Eduardo Mora	*Principal or Designee	
Mark Gryzlo	*UFT Chapter Leader	
Valerie Torres	*PA/PTA President	
Yesenia Rivera	DC 37 Representative	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Desa Petrochilos	CBO Representative	
Catherine Miller	UFT/SLT	
Nancy Acosta	UFT/SLT	
Lisa Kuinlan	UFT/SLT	
Massiel Cardin	UFT/SLT	
Amanda Barbosa	Parent/SLT	
Jessica Valle	Parent/SLT	
Melissa Carter	Parent/SLT	
Maria Jerez	Parent/SLT	
Xoli Hlatshwayo	Parent/SLT	
Margarita Urbaz	Parent/SLT	

	Member/	
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**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
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
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.
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.
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.
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:

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

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

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

Step 1: Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

Step 2: Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Step 3: Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

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

Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

M.S. 244 (10X244), a community middle school serving grades 6-8, is located in the Kingsbridge section of the Bronx. Its average student population is 760 students. Our student body reflects the diversity of the surrounding neighborhood and includes families representing 10 different spoken languages including, Spanish, Twi, Albanian, and Urdu.

Since its founding by Dolores Peterson and Eduardo Mora in 2005, M.S. 244 has strived to be a place for students to experience success and accomplishment through a variety of means both inside the classroom and out.

A key aspect to the work at M.S. 244 revolves around the use of an advisory system led by school counselors. During weekly Advisory sessions, students work with their counselors to learn study and organizational skills, access attendance supports, explore positive peer interactions and personal development through social-emotional learning, and set both short-term and long-term goals with college and career readiness in mind. In addition, Advisory presents the opportunity for students to focus on their current academic performance and work towards improvement. Advisory also serves as link between the classroom and the home as counselors support families and teachers in holding meaningful dialogue about a child's academic and social-emotional growth.

Through Advisory, M.S. 244 is able to identify students who are on-target and off-target towards middle school success and work collaboratively with teachers, parents/guardians, school counselors, administration, and the students themselves in the process to provide the necessary supports to best position a student for success.

The advisory program as M.S. 244 best helps our school supports its mission to promote the principles of knowledge, leadership, and service.

The school's mission statement is as follows: we commit ourselves to creating critical readers and writers; skilled in oral and written communication. The school community feels an obligation to address the academic, social, and physical needs of our adolescent students, and to provide a variety of experiences in which students can achieve success. Through intensive arts and science programs, students will be provided with a global and technological driven experience. Our students will develop leadership skills through academic achievement, pro-active citizenship, and community service, and they will understand how these skills can transform the individual, a community, and a society.

Given the values expressed in the mission statement, ongoing reflection is an important practice at M.S. 244. Through such practice, we have identified the following areas of strengths, accomplishments, and challenges we seek to build upon.

School Strengths

- Social-emotional supports for students used in conjunction with Advisory
- Technology in the classroom (SmartBoards and laptops) and integrated through instruction
- Ongoing partnerships with community organizations such as: Mosholu Montefiore Community Center, the Park Avenue Armory, Bronx Arts Ensemble, Noel Pointer Foundation, Urban Advantage and L.E.A.P (Learning through an Expanded Arts Program)
- Creating opportunities for students to have experiential learning through class trips to places such as

Washington D.C., Four Freedoms Park, the New-York Historical Society, The Jazz Standard, and Bronx Zoo.

- According to the latest School Survey, 95% of students feel the school offers a variety a programs, classes, and activities to keep them interested in school

School Accomplishments

- Multiple eighth grade students gaining entry into private, Catholic, NYC DOE Specialized High Schools, NYC DOE highly selective, and NYC DOE arts-based audition schools
- 87% of former 8th graders are on track for graduation in 9th grade
- High student and parent satisfaction rates as evidenced in the latest School Survey
- Expansion of the Arts choice program for incoming 6th graders that had 1,130 applicants apply last year

School Challenges

- Developing the supports and scaffolds necessary to increase student proficiency ratings in ELA and Math for all students
- Supporting teachers in developing their practice to support increasing student proficiency through cycles of data inquiry and data driven instruction
- Further refining the science curriculum in all grades through teacher collaboration to support more students passing the NYS 8th Grade Science Exam
- Increasing the number of students who say that most students at the school treat each other with respect
- Identifying sources of support to upgrade existing technology
- Working to help families and students to see middle school success as a necessary step for college and career readiness

Areas of Growth and Focus

Most Growth

1. Integrating technology into instruction on a daily basis through such programs as IXL, Achieve 3000, Discovery Education, and Measuring Up
2. Expanding partnerships with community organizations to support experiential learning for students
3. Offering a variety of programs, classes and activities to keep students interested in school
4. Refining the scope of our Advisory program and the creation of a school-based social-emotional survey
5. Increase in student and parent satisfaction with the school environment and safety.

Focus

1. Expanding the use of benchmark/interim assessments to identify and target student specific needs as part of the process of data inquiry and data-driven instruction
2. Provide collaborative professional learning opportunities to expand teacher practice around areas of growth for groups of students to increase the likelihood of improved proficiency in Math and ELA.
3. Better align and expand the science curriculum and instruction in all grades
4. Identify ways to foster greater respect for all within the school community
5. Upgrade technology in the classroom to further encourage participation and success
6. Increase existing parent involvement and support

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Context:

According to the 2014 Middle School Quality Snapshot, 21% of students met state standards on the NYS ELA and Math exams with an average scores of 2.4 in ELA and 2.5 in Math. In 2013, according to the School Progress Report only 20% of students met state standards in ELA and 23% in Math with an average score of 2.45 in ELA and 2.53 in math.

Strengths around this Element:

- Using programs such as Code X in ELA and CMP 3 in Math--- those classes are following a set program aligned to the CCLS which results in consistency in curriculum and content across classrooms
- Creation and implementation of interim/benchmark assessments

Needs around this Element:

- Supporting teachers in scaffolding instruction for all students to support mastery
 - With a special emphasis on research-based practices around supporting ELLs and SWDs
- Further developing teacher practice around data-driven instruction and the data inquiry cycle
- Identifying which combination of materials and instructional strategies best promotes students gains in CCLS standards mastery
- Helping support the school community (students, staff, and parents) in understanding how shifts in literacy and math are supporting greater rigor in student work and assessments are demanded by the CCLS.

Data Sources: 2014 Middle School Quality Snapshot, Quality Review 2011-2012, Teacher feedback, 2014 Measure of Teacher Practice results

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.

Through the use of six interim assessments aligned to state exams in ELA and Math administered in 6-8 weeks intervals during the 2014-15 school year, our school will identify three CCLS standards in each subject through data results that require additional instructional support in an effort to improve student proficiency on the New York State ELA and Math exams to 32% (an 11% increase of students meeting standards, 90 students across all grades).

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: Research-based instructional programs, professional development,	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust		<i>date?</i>	<i>activity/strategy?</i>
<ul style="list-style-type: none"> ● Disaggregate data from last’s state exam with all relevant stakeholders <ul style="list-style-type: none"> ○ Compile a listing of low inference observations based on the data and create norms around reviewing data <ul style="list-style-type: none"> ■ Share this information with school staff and solicit feedback about ways to improve results ○ Revisit our school’s theory of action around creating high expectations for all students in these subject areas 	Teachers	August-September	ELA and Math Teachers, Administrative Team
<ul style="list-style-type: none"> ● Evaluate current system and structures around interim assessments in ELA and Math <ul style="list-style-type: none"> ○ Reflect on areas of logistical improvement based on staff feedback (e.g. pacing in the assessment calendar, assessment creation process, communicating results and findings from assessments) ○ Reflect on coaching practices around data 	ELA and Math Teachers, Administrative Team	August-September	ELA and Math Teachers, Administrative Team
<ul style="list-style-type: none"> ● Inventory of instructional resources beyond the Code X and CMP program in support of student achievement related to particular standards and learning objectives <ul style="list-style-type: none"> ○ Monitor the use of these resources and evaluate the effectiveness 	ELA and Math Teacher	August-September	Administrative Team
<ul style="list-style-type: none"> ● Provide professional learning around data-driven instruction and the data inquiry cycle to teachers and administrators 	ELA and Math Teachers, Administrative Team	Ongoing	Administrative Team, Outside service providers
<ul style="list-style-type: none"> ● Work in collaboration to create target groups of students based on assessment results to track and monitor their progress of the course of interim assessments 	Identified student groups, Teachers	Ongoing based on Assessment Calendar	ELA and Math Teachers, Administrative Team
<ul style="list-style-type: none"> ● Engage in reflection on the supervisor-teacher data feedback cycle on how best to structure the coaching to have the greatest impact on classroom instruction <ul style="list-style-type: none"> ○ Help supervisor identify the highest impact strategies teachers can make based on data results in classroom instruction 	ELA and Math Teachers, Administrative Team	Ongoing	ELA and Math Teachers, Administrative Team
<ul style="list-style-type: none"> ● Create systems for monitoring and accountability practices around data-driven instruction informed by assessment results 	Administrative Team	Ongoing	Administrative Team
<ul style="list-style-type: none"> ● Identify the best means of measuring the impact of this work 	ELA and Math Teachers,	Ongoing	Administrative Team

	Administrative Team		
<ul style="list-style-type: none"> Communicate identified standards to the entire school community, to include students, parents/guardians, and staff, to create a rally calling for improvement 	School Community	Ongoing	Administrative Team

Part 4 – Resources Needed

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

Human Resources: collective buy in and participation of all ELA and Math teachers and other content areas teachers in support of the increased mastery of the three identified standards, student and family awareness and responsiveness to these standards, support of the Administrative Team in achieving this goal by support

Instructional Resources: Measuring Up!, Rally Math and Rally ELA, IXL, Achieve3000

Schedule Adjustments: designate certain Mondays and Tuesday professional development time to support the work around this goal, support teachers in administering interim assessments

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Specify a timeframe for mid-point progress monitoring activities.

Our midterm assessments in ELA and Math will serve as the mid-point benchmark to monitor our progress around this goal. This mid-term assessment will occur after the third interim assessment and be a culmination of all the standards tested on the NYS exams.

Additionally, monitoring will come from feedback from teachers during data reflection and analysis meetings.

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

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

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

Context:

According to the 2013-2014 Middle School Quality Snapshot, 57% of students say that most students at the school treat each other with respect.

Strengths around this Element:

- We hold an annual assembly around respect for all during student orientation and make Respect for All Week a celebrate event each year
- School counselor support around maintaining respectful interactions for through Advisory
 - Use of the student-created social emotional survey
- The Dean of Students, Assistant Principal and Principal have an office has an open door policy for all students needing to voice a concern

Needs around this Element:

- Students need to increase their knowledge about what treating someone with respect looks and sounds like as teachers and parent/guardian need to help support students in always displaying a level of respect.
 - Refining the Advisory curriculum to incorporate more lessons around respect and positive peer interactions
- Supporting the school staff in addressing examples of students are not showing respect for all
- Helping teachers be reflective on creating classroom environments of cultural proficiency

Data Sources: 2014 Middle School Quality Snapshot, NYC School Survey 2013-2014 Report

Part 2 – Annual Goal

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

By March 2015, when the new School Learning Environment Surveys are conducted for students, the efforts of a greater school community focus on respect for all championed through an expanded curriculum within Advisory and greater awareness for teachers and parent/guardians, there will be a 18% increase in the number of students answering this question affirmatively.

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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> The school in conjunction with School Counselors and the Dean's office will conduct a series of assemblies and invite outside speakers focusing on theme of respecting each other for students and families. <ul style="list-style-type: none"> The assemblies will address what bullying looks like, how to speak appropriately to your peers, how to respect yourself and who you turn to in our school community when confronted with these problem. 	All Students, Parents	September -June	Assistant Principals, School Counselors, Parents
<ul style="list-style-type: none"> This year in Advisory an emphasis will be placed on respecting your peers and using appropriate language with your peers. <ul style="list-style-type: none"> The school counselors will conduct lesson of these topic in an expanded curriculum Guest speakers will be invited to speak with classes. 	All Students	September -June	Administrators, School Counselors, Parent Coordinator
<ul style="list-style-type: none"> The school will use honor level in conjunction with field trips, special event and spirit days to encourage respect and school spirit. 	All Students	September -June	Administrators, School Counselors, Dean, Parent Coordinator
<ul style="list-style-type: none"> The school will ensure awareness and availability of the Respect for All initiative and literature. Respect for All posters indicating support staff will be posted on every floor. Respect for all literature will be readily available in the school counselors' and Dean's offices. 	All Students	September -June	Administrators, School Counselors, Dean
<ul style="list-style-type: none"> During weekly outreach conducted by teachers and counselors, parents will be asked about their perspective regarding the school environment with particular emphasis on respect and safety <ul style="list-style-type: none"> Responses will be shared with Administrators 	Parents	September -June	Teachers, Dean, School Counselors, Administrator, Parents, PTA
<ul style="list-style-type: none"> During PTA meetings, there will be an open forum for parents to bring up any school culture questions or concerns <ul style="list-style-type: none"> Responses will be shared with the school community to solicit feedback for how to address what was voiced 	Parents	September -June	PTA, Parents, Administrators, Dean, School Counselors, Teachers

Part 4 – Resources Needed

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

Human Resources: School Counselors will need to revisit the Advisory curriculum to expand opportunities to focus on the incorporating respect for all, school staff members recognized and addressing instances that do reflect respect for all

Instructional Resources: Respect For All materials and lessons

Schedule Adjustments: allotting time for assemblies around respect for all

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

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Part 6 – Progress Monitoring

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

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

Specify a timeframe for mid-point progress monitoring activities.

Using the results of the social-emotional surveys administered in the fall and then again in the winter, the data will demonstrate how likely achieving the goal by March is if 75% of students answered in the affirmative that respect for all is a value readily expressed by students. Dean of Students records regarding A-832 violations will also be a source of data that will be reviewed to provide a measure of progress. Additionally, progress will be monitored by the Administrative Team based on individual teachers scores for 2a in the Danielson Framework.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Context: Evaluating 2014 the New York State 8th Grade Science Exam results revealed: 1.6% of students scored at a Level 4, 25.7% of students scored at a Level 3, 50.9% of students scored at a Level 2, and 21.7% of students scored at a Level 1.

Strengths around this Element:

- Expanded partnership with Urban Advantage to provide professional learning and material support for students
- Increased amount of time on Mondays and Tuesdays through the re-purposed workday initiatives to support science teachers in team planning

Needs around this Element:

- More opportunities for collaboration across grades to create alignment of learning across grades
- Evaluating the strengths and weaknesses around the current science scope and sequence and its alignment to the NYS 8th Grade Science Exam

Data Sources: Results from the NYS Eighth Grade Science Exam, Feedback from Science teachers, Science Curriculum Maps, Teacher Feedback

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.

Throughout the 2014-2015 school year, by strengthening the science curriculum through greater standard and content alignment created in collaboration among all science teachers across the grades, there will be a 20% increase in the number of students scoring proficient on the New York State 8th Grade Science up from 27.3%.

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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Schedule meeting times for science teachers to reflect on the result from the last NYS 8th Grade Exam 	Science Teachers	September	Administrative Team

<ul style="list-style-type: none"> ○ Support teachers in making low inference observation around the data and considering how to leverage high impact instructional strategies to impart science content knowledge 			
<ul style="list-style-type: none"> ● Have Science teachers collaborative and strategically align the scope and sequence of lesson plans across grades to support proficiency the NYS 8th grade exam <ul style="list-style-type: none"> ○ Create map of content and skills students need to have mastered over the course of their three years 	Science Teachers	Ongoing	Science Teachers, Administrative Team
<ul style="list-style-type: none"> ● Create a system of formative assessments aligned to the state test and relevant to each grade level so that yearly progression towards fully standards mastery by the 8th grade is communicated to all teachers, students, and families 	M.S. 244 Teachers, Students, Families	In connection with Report Cards	Administrative Team
<ul style="list-style-type: none"> ● Identifying hands-on and experiential learning opportunities for students to ground the science content studied in a given unit <ul style="list-style-type: none"> ○ Share experience and feedback from students at subject meetings 	Students, Science Teachers	Ongoing	Science Teachers
<ul style="list-style-type: none"> ● Leverage the use of supporting organizations such as Urban Advantage to support teachers in expanding their content knowledge 	Science Teachers	Ongoing	Support Organizations, Administrative Team
<ul style="list-style-type: none"> ● During outreach, parents will be presented with science skills (conducting experiments, lab procedure, etc.) and content competency (e.g. identifying phases of matter, Nitrogen Cycle, etc.) progress students are making in Grade 6 and 7 and hear about how the curriculum in each respective grades culminates in the 8th Grade Science Exam 	Parents	September - June	Parents, Science Teachers, Administrators

Part 4 – Resources Needed

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

Human Resources: Science teachers
Instructional Resources: Measuring Up! Science, e-science
Schedule Adjustments: Weekly planning meetings

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

planning. In this part:

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

Specify a timeframe for mid-point progress monitoring activities.

Teacher created assessments, Unit Assessments and Mid-Year Assessments will be used to monitor student progress.

Part 6b. Complete in February 2015.

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

x

Yes

No

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Context: The average MOTP score for teachers in 3b and 3c was 2.8 and 3.01 respectively.

Strengths around this Element:

- Higher average scores in Domain 1 components can be leveraged in support of 3b and 3c

Needs around this Element:

- Raising the average MOTP score in 3b and 3c
- Assessing our theory of action around teacher development
- Providing targeted and actionable high-leverage feedback

Data Sources: 2013-2014 Measure of Teacher Performance Scores, Administrative Team reflection

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 Leadership will provide monthly professional learning, led by teacher leaders and outside service providers, for all teachers to support them in incorporating the 2014-15 instructional focus (questioning and discussion) into daily classroom practice in an effort to increase Measure of Teacher Performance average score in 3b and 3c in the Danielson Framework by .25%.

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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Review MOTP average and individual teacher results and make low inference observations about trends represented by the data <ul style="list-style-type: none"> ○ Disaggregate the data to create differentiated groups of teachers given particular MOTP scores in 3b and 3c 	Administrative Team	Summer, Early Fall	Administrative Team

<ul style="list-style-type: none"> Communicate to teachers finding around 3b and 3c and solicit feedback regarding ways to raise scores 	Teachers	Fall	Administrative Team
<ul style="list-style-type: none"> Revisit our theory of action around supporting teachers in professional learning with emphasis on 3b and 3c <ul style="list-style-type: none"> Consider how other domains and components can be used support the work around 3b and 3c and help teacher identify the connections 	Administrative Team	Fall	Administrative Team
<ul style="list-style-type: none"> Provide high leverage instructional strategies through professional learning, modeling, and coaching to support teachers scoring Efficient and Highly Efficient in 3b and 3c <ul style="list-style-type: none"> Monitor use of strategies 	Teachers	Ongoing	Administrative Team
<ul style="list-style-type: none"> During feedback sessions, ensure 3b and 3c are discussed when applicable <ul style="list-style-type: none"> Guide teacher in assessing their own performance in Danielson Framework Provide high leverage actionable steps to teachers 	Teachers, Administrative Team	Ongoing	Administrative Team
<ul style="list-style-type: none"> Parents will be receive quarterly reflections from the school on its work around the instructional focus and be provided with insights on how they will be able to see the influence of the focus on student learning 	Parents	Quarterly	Teachers, Administrative Team

Part 4 – Resources Needed

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

Human Resources: ELA Lead Teacher, AUSSIE Consultants, and facilitators from CITE

Schedule Adjustments: Monday and Tuesday professional development sessions, planning sessions, and PD sessions at various museums throughout the city

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Specify a timeframe for mid-point progress monitoring activities.

During Administrative Team weekly meetings, results from evaluations from 3b and 3c will be shared to identify teachers which could be used as peer coaches for teachers still working to raise their performance within these components. The Administrative Team will identify these teachers and work in closer collaboration to develop their practice around 3b and 3c through peer mentorship, modeling, and professional learning on an ongoing weekly basis and share progress with the other team members in February as a mid-point check. Based on these efforts, progress will be monitored by seeing net increases in MOTP scores for components 3b and 3c.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Context:

After reviewing attendance sheets for last year’s family workshops, the average attendance rate was low and according to the latest School Survey, 46% of parent/guardian respondents say they been invited 3-4 times to events (like workshops, performances, etc.) at the school despite their having been many more than 4 events.

Strengths around this Element:

According to the 2013-14, School Survey:

- 98% of parent respondents agree or strongly agree the school helps keep my child on track for college, career, and success in life after high school
- 96% of parent respondents agree or strongly agree the school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.

Needs around this Element:

- While the School Survey provided some insights, only 25% of parents completed the survey
- Devising ways to communicate and encourage parent/guardians to attend
- Soliciting evaluation from parents/guardians around the benefit of workshop attendance and what take-aways will they carry with them

Data Sources: NYC School Survey Report 2013-2014, Anecdotal evidence from the Dean of Students and School Counselors, Feedback from the PTA/SLT

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 2014-2015 school year, through expanded parent outreach via letters home, flyers, emails, texts and phone calls, at least 20 parents will be in attendance at each of the 10 workshops for parents/guardians we will host on a range of topics related to supporting adolescents during the middle school years. All these workshops will share the common focus of identifying, planning for, and supporting the academic and social-emotional steps needed now for college and career readiness.

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: Research-based instructional programs, professional development,	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust		<i>date?</i>	<i>activity/strategy?</i>
<ul style="list-style-type: none"> Identify student-identified challenges that emerged from the social-emotional survey results, parents meetings, and ideas from the PTA/SLT that would be topics of family workshops <ul style="list-style-type: none"> Categorize and share findings Devise a calendar of family workshops sequenced to address the challenges identified in the inquiry phase 	School Counselors, Parent Coordinator, PTA/SLT members, Dean of Students	August-September	School Counselors, Parent Coordinator,
<ul style="list-style-type: none"> Solicit feedback on calendar from relevant stakeholder regarding the calendar 	School Community	August-September	PTA/SLT, Parent Coordinator, School Counselors
<ul style="list-style-type: none"> Reach out to community organizations and other resources that can help support the learning for each workshop focus 	Community Organization that can provide support for each workshop	Ongoing	PTA/SLT, Parent Coordinator, School Counselors, Administrative Team
<ul style="list-style-type: none"> Solicit feedback parents/guardian after each workshop to monitor effectiveness of workshop 	Parents/Guardians	Monthly	PTA/SLT, Parent Coordinator, School Counselors, Administrative Team
<ul style="list-style-type: none"> Evaluated methods of parent/guardian communication for impact 	Parents/Guardians	Ongoing	PTA/SLT, Parent Coordinator, School

Part 4 – Resources Needed

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

Human Resources: Health Educators from St. Barnabas, Workshop facilitators from organizations such as CUNY, Bronx District Attorney Office, etc.

Schedule Adjustments: Evening workshops starting at 6pm

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:

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

Specify a timeframe for mid-point progress monitoring activities.

After each monthly family workshop, attendance results will be discussed with relevant stakeholders. The effectiveness of different methods to communicate information to families will be weighed at this time too in order to find the best combination of communication strategies for all parents/guardians. Impact of the meetings will be discussed at monthly PTA meetings and during Administrative and Counseling team meetings and an evaluation of the workshops will be held in February as a mid-point benchmark.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below proficiency on NYS ELA exam	After-school ELA enrichment, Saturday Academy	Small group	During the school day, before and after school
Mathematics	Below proficiency on NYS Math exam	After-school Math enrichment, Saturday Academy	Small group	During the school day, before and after school
Science	Below proficiency on NYS ELA exam	After-school Science enrichment	Small Group	After School
Social Studies	Below proficiency on NYS ELA exam	After school ELA enrichments and Saturday Academy	Small Group	After School/Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Below proficiency on NYS ELA and Math exam, Absences	Advisory, Afterschool enrichment programs	Small Group	During the school day, before and after school

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

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

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

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

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
M.S. 244 fully understands the importance of having highly qualified teachers to provide our students with the best possible educational experience. With this in mind, when recruitment is necessary, M.S. 244 seeks out individuals who possess an enthusiasm for middle school students and can offer a personalized touch to their instruction. We also pride ourselves in enabling teachers to bring their own special talents and hobbies to the students through after school sessions which have spawned classes such as sewing, a STEP team, and a culinary arts program. The school has a relatively high retention rate which we believe is testament to a strong instructional core and the multitude of opportunities for professional development in pedagogy and content. Support for new and veteran teachers alike is provided through peer coaching and mentoring.

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).
When thinking about teacher professional development, an important practice M.S. 244 engages in each summer is reflecting on the insights classroom observations and teacher feedback surrounding professional development has provided the Administration team. This information, qualitative and quantitative, is the cornerstone for developing our teacher professional development calendar. One important source of data guiding this work is the Measure of Teacher Practice scores. These scores, aligned to components in the Danielson Framework, enable the Administration team to consider the greatest areas of need for teacher development. Another source comes from one-to-one coaching sessions teachers have with their supervising Administrator, mentor, or lead teacher during which professional goals are discussed and a plan of action is developed. Professional development for the Administration team comes from reflection on areas of focus from the Quality Review and is offered through consultation with our network, FHI 360. Paraprofessional professional development lead by our Assistant Principal for English Language Learners and Students with Disabilities is tailored to support the needs of students with IEPs. Moreover, paraprofessionals are invited to join along in teacher professional development to supplement their own instructional knowledge to when working with students. Staff professional development is provided through the various union affiliates in an effort to expand and strengthen

their instructional practice.

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.

Given the importance M.S. 244 places on having data inform practice through unit and interim assessments, teacher learning around data will be an emphasis on this year's professional development calendar. We appreciate the importance of ensuring teachers can demonstrate a firm handle on the learning objectives students should demonstrate mastery in given the content and scope of a unit of study. Then accordingly, assess the impact of their teaching on student learning from assessments. Working backward by design, teachers will better understand how they must structure and sequence their lessons in support of the unit or interim assessments. The standards addressed and the format included in unit and interim assessments will be created in teacher team collaboratively as a means to give teachers ownership of the work.

Professional development around assessments will include creating or selecting authentic diagnostic and formative measures of students learning aligned to curriculum standards and unit objectives, adjusting for in the moment assessments of student learning, understanding data results and formulating next steps, and identifying how to incorporate different forms of informal and formal assessments into daily instructional practice.

Learning around assessments will come from third-party service providers such as Achieve 3000 and Measuring Up and also led by teachers in grade and subject meetings.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	713,946	X	
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	21,640		
Title III, Immigrant	Federal	1,464		
Tax Levy (FSF)	Local	4,484,239	X	

¹Explanation/Background:

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

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

dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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.

²The **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)

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. 244**, 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. 244** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

M.S. 244, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

- always try my best to learn.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: M.S. 244	DBN: 10X244
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 133
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III program focuses primarily on improving student reading and writing abilities. The following data is analyzed in order to determine grouping as well as what specific reading and writing skills need to be addressed:

- NYS ELA Proficiency Levels
- NYSESLAT Levels
- Reading and Writing Baseline Results administered in the month of September

During our Saturday ELL Academy students work in small groups as determined by the English Proficiency Level. Teacher provide direct instruction using various resources. This program services grades 6-8, and meets every Saturday from 8:30am-12:30pm. All ELL and former ELLs were encouraged to participate. Students work with ELA, ESLA, and math teachers who focus on improving English reading and writing skills, and improve their writing in math. Teachers use the following programs: 1) Rehearseling for Common Core Standards by Rally 2) Discovery Education 3)Achieve 3000 4) ELA (Junior Scholastics) 5) ELA Measuring Up 7) Finish Line ELLS

During Saturday Academy, teachers provide direction instruction for two hours per group serviced.

Instruction is in both English for ELA/ESL and Native Language (Spanish) for Math.

Part C: Professional Development

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

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

Begin description here: The following professional development and support will be available to all Title III teachers and other staff responsible for the delivery of instruction and services to our ELL

Part C: Professional Development

population:

---Discovery Education (Beginning of the year)

--- Achieve 3000 Training

--- DOE sponsored professional development for ELLs

---SmartTeq training in order to integrate technology in the instruction of ELLs

---Understanding ELLs (Once a month during Monday's PD from 2:35- 3:50 P.M.)

Teachers will receive professional development as follow:

1. During our Monday collaboration sessions, staff members meet with members of our counseling department and school leadership team to discuss how to integrate lessons with real life experiences. In addition, staff are supported with materials (high school directories, audition procedures, and testing samples) discussing the high school opportunities for all our ELL, special education, and general education students.
2. Our Bilingual Guidance Counselor is actively working with ELLs and their parents through the high school articulation process, she is also conferencing with ELL teachers on how they can assist students during this transition.
3. Discovery Education/ Achieve 3000/ Code X training and lesson planning will take place throughout the school year where training will be focused on training teachers on how to monitor student comprehension, use the software to plan whole class lessons, individualize the instruction, and closely analyze the data to make certain that the proper next steps are followed.

Part D: Parental Engagement Activities

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

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

Begin description here: At the beginning of the year a survey is sent to all parents. This parent survey includes a list of topics which support parents with their child's academic needs. The selection of topics are obtained through the parent members of the School Leadership Team the prior year. Parents are also encouraged to list choices not included in the survey. In addition parents are asked for the best time possible to conduct these workshops. For the ELL population, we provide the survey in the language as identify by the Home Language Identification Survey and we also provide translation in all workshops. Finally, the school understands that our ELL population may encounter language and

Part D: Parental Engagement Activities

cultural barriers which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student.

2. The school partners with several CBO's that provide workshops to the entire school community. Our partnership with St. Barnabas Hospital is long standing and one in which doctors from St. Barnabas comes in every week to speak to our eighth grade students regarding relationships, sex, and drugs. In addition they run a series of parent workshops on communication throughout the years to ensure ELL parents are kept up to date on the latest information to improve learning for the the ELL population. Futhermore, the CBO's provide our families with useful information on such subjects as immigration, finding resources in a new country, learning English and resume writing.

3. Workshops will also be provided on the following topics: Understanding the Common Core and ELLs, Understanding The Common Core in ELA & Math, Understanding the Path from Middle School to College, Understanding the NYSESLAT and How to Support Student Skills.

4. Parental involvement activities are frequently changed as a result of the surveys , parent meetings and changes in school population.

5. The school is committed in supporting parents in developing literacy skills. A series of literacy workshops such as ESL classes, developing NLA reading and writing skills will be for all interested parents and guardians. In addition, parents have been invited to attend computer classes with the focus on improving basic computer skills such as microsoft programs, resume writing, career development etc.

Activities are identified at the beginning of the school year through surveys distributed during parent meetings, PTA and school leadership meetings. We offer several parent and teen communication workshops to discuss topics such as the high school articulation, how to communicate with your teen, interpersonal relationships, peer pressure, how to use Engrade, high school readiness, and discussing promotional requirements.

Part E: Budget

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

Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	10,762	Teachers will be paid per-session during the NSLA ELLs Saturday Academy.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	10,873	Supplementary materials that will be purchased for ELL students: Rehearseling for Common Core Standards by Rally, Discovery Education, NY Coach (Supporting the Standards), ELA Measuring Up NYSESLAT Gr. 6-8, Finish Line for ELLs, Phonics and Word Study, and Notebooks Flashdrives Vocabulary Links. _____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	21640	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 244
School Name The New School for Leadership & The Arts		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dolores Peterson	Assistant Principal Sayi Neufeld
Coach N/A	Coach type here
ESL Teacher Pedro Reyes	Guidance Counselor Nancy Acosta
Teacher/Subject Area Jose Cabral (Bil. Math)	Parent Valerie Garcia
Teacher/Subject Area Maritza Dorta (NLA)	Parent Coordinator Aurora Hernandez
Related Service Provider Nancy Acosta (Bil. Counselor	Other Ms. Katheryn Luke
Network Leader(Only if working with the LAP team) N/A	Other Mr. Eduardo Mora (AP)

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	784	Total number of ELLs	187	ELLs as share of total student population (%)	23.85%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>							8	25	40					73
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							26	32	23					81
Pull-out							11	10	12					33
Total	0	0	0	0	0	0	45	67	75	0	0	0	0	187

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	187	Newcomers (ELLs receiving service 0-3 years)	107	ELL Students with Disabilities	56
SIFE	14	ELLs receiving service 4-6 years	47	Long-Term (completed 6+ years)	33

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	68	6	7	4	1	4	1	0	1	73
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	39	5	5	43	2	23	31	0	17	113

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	107	11	12	47	3	27	32	0	18	186
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	25	40					73
Spanish														0
Spanish														0
TOTAL	0	0	0	0	0	0	8	25	40	0	0	0	0	73

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							33	38	30					101
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							4	2	5					11
TOTAL	0	0	0	0	0	0	37	42	35	0	0	0	0	114

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)							9	26	36					71
Intermediate(I)							16	9	22					47
Advanced (A)							22	31	16					69
Total	0	0	0	0	0	0	47	66	74	0	0	0	0	187

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	34	6	0	0	40
7	33	12	2		47
8	30	13			43
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	32	7	6	0					45
7	22	10	15	6	2	1			56
8	14	13	10	10	1	4	1		53
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

- 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.
We use a variety of assessment tools to evaluate or assess the literacy skills of our ELL students. These assessments tools include but are not limited to; teacher made assessments, department unit tests, common core performance tasks, Fountas and Pinnell Benchmark Assessment System grades K-8 among other informal assessments. These assessments provide meaningful academic insight for every

student. We are able to calculate student's reading (fluency) and comprehension level. Informal writing assessments provide teachers with grammar and writing mechanics insight that is later use to drive and differentiate Instruction. At the beginning of the school year, every student is assigned a portfolio that is systematically updated by the teacher and it is use to track the students' progrss in literacy.

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

After a careful analysis of the NYSESLAT across proficiency levels and grades, the data reveals that there is a positive correlation between the grades and the number of students scoring at the beginners level on the NYSESLAT test. This is to say that as the grades increases so does the number of students scoring at the beginners proficiency level on the NYSESLAT. There is a fluctuating pattern in students scoring at the Intermediate level across grades for example 34 % out of all the six grade ELLs scored at the intermediate level, in comparison to only 17% of the 7th graders identified as LEP. On the other hand 30 % of the 8th graders scored at the intermediate level on the 2013 NYSESLAT creating a fluctuating pattern across the grades.

There is no identifiable pattern across grades of students scoring at the advanced level on the NYSESLAT. We can also say that the percentage of 6th and 7th graders scoring at the advanced level was the same (47%) and at the same time higher than the percentage of the 8th grade students scoring at the advanced level (22%).

The data also reveals that most of 6th grade ELLs students fall between the Intermediate and advanced proficiency level. In the 7th grade we can say that there is an equal distribution between the students that fall on the beginners and advanced level. We can also conclude that most of the 8th graders entitled to ESL services fall on the beginners proficiency level. This can be as a result of the large number of newcomers we matriculate every year on the 8th grade.

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

2013 NYSESLAT modalities report has not been posted.

4. For each program, answer the following:

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

A more detailed analysis is provided on question two of this same section. Please refer to it to get a more comprehensive picture of the patterns across proficiencies and grades. As previously stated one of our biggest challenge in closing the achievemnet gaps of ELL students is the fact that we have a significant number of newcomers that have receive minimal or no formal prior education, forcing teachers to spend quality instructional time concentrating on basic skills in the native language while having to teach yet a second language. Students falling under the above described category score far below grade level on both English and native language tests, showing no significant difference between both tests.

The ESL providers, bilingual teachers, lead teacher and content area teachers use the data collected from various assessments to drive and differentiate instruction. Teachers concentrate on using the ELL Periodic Assessments and other pertinent information to develop lessons and instruction that will build on students' academic strengths while scaffolding the instruduction of new concepts to maximize students' mastery of new concepts and ensuring academic success. A clear interpretation and undestanding of the results of specific assessments allows teachers to monitor students' progress, providing teachers the opportunity to make instructional adjustments when necessary and moving on to the next level when students have mastered the information presented by teachers.

The School Leadership Team in collaboration with teachers use the results of the ELLs Periodic Assessments to ensure that appropriate instructional materials and software are purchased in order to enhance after school and academic intervention programs. Teachers build upon the linguistic capabilities students bring to the classroom and also understand the different challenges students may have. Teachers work earnestly in understanding their students' linguistic strengths, in order to use students' strenghts to support their English reading comprehension. Results of the ELLs Periodic Assessments also revealed a general improvement in language aquisition by students from one year to the next. Student's native language is used to teach abstract concepts and to "fill in the gaps" when a student is experiencing a difficult time understanding information in the L2.

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](#).)

Our school understands the importance of creating a strong Response to Intervention (RtI) model in order to provide ELLs with a rigorous, culturally responsive instruction. We use the data provided from various assessments to determine the individual instructional

support needed for students to be academically successful. As highlighted on the RtI guidelines, our students are provided with the increasingly intensive, targeted instruction designed to match their learning needs as demonstrated by the results of multiple assessments. Instructional support offered at our school includes but are not limited to; rigorous and evidence-based curriculum focusing on English Language development for ELLs, Extra attention, activities and experience targeted to specific students based on assessments results in addition to the core instruction, a small percentage of our students are in need of intensive and individualized instruction (small group or even 1:1, in order to meet their academic demands.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL students are placed in a TBE or in a Free-Standing ESL class with teachers that are fully trained to instruct English Language Learners. Our school uses flexible schedules to program students based on their language acquisition level and proficiency levels. Instruction is driven and delivered based on the development of the student's second language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs are evaluated based on the NYSESLAT and State Exams scores.

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](#).)
The New School for Leadership and The Arts has followed the New York State LEP Identification Process since the school has been in existence. Our ELL identification team is composed of highly qualified professional individuals that completely understand the importance of correctly identifying English Language Learner students. Our team consists of one bilingual (English/ Spanish) assistant principal, one bilingual (English/Spanish) guidance counselor, one bilingual (English/Spanish) teacher, one ESL (English/Spanish) teacher, one testing coordinator, one bilingual parent coordinator, two bilingual (English/Spanish) family workers.
Every student registering in a New York City school for the first time is given the Home Language Identification Survey or questionnaire (HLIS). If the HLIS indicates that the home language is English and that the student's only language is English, then the student is not a Limited English Proficient (LEP) and the student enters into a general education program. If the results of the HLIS indicate that the home language is other than English or the student's native language is other than English, an informal interview will be conducted in native language and English. If while conducting the informal interview it is found that the student does not speak any other language other than English, we then conclude student is not a LEP and the student will enter a general education program. On the other hand if the informal interview reveals that the student speaks a language other than English and student speaks little or no English an initial assessment is administered (Language Assessment Battery-Revised (LAB-R)) to the student. If the student's scores are at Beginning, Intermediate or Advanced Level, the student is classified as an LEP and will proceed to a program placement: Bilingual Education, Dual Language or Freestanding ESL Program. If the student scores at Proficiency Level on the LAB-R assessment, the student is not a LEP and will enter general education program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our school considers parent involvement/ participation as one of the key components in determining a child's academic success. Keeping this in mind, we work very hard in ensuring that parents understand and are well informed regarding all three

instructional programs that are available for LEP students. After a student has been identified as a LEP, The first step in ensuring that parents understand all three program choices is via the issuing of an entitlement letter which explains that their child has been classified as a Limited English Proficient student based on the LAB-R results and therefore he/she is entitled to receive services as an English Language Learner in one of the following programs: A Transitional Bilingual Education, Dual Language or Freestanding ESL. A brief description of these three programs is provided in the letter. The letter further explains that they as parents have the opportunity to ask questions about these educational programs and services that are available for their child. In addition to the issuing of an entitlement letter, the parent is invited to attend a parent orientation session at the school level with the purpose of offering parents the opportunity to view an orientation video in the parents native language covering in detail the specific characteristic of the three educational program choices. We make every effort to stay in close contact with ELL parents, because the state requires that ELLs be placed in the appropriate program within the first ten days of enrollment, getting parents this information quickly and efficiently is critical to placing the student in the appropriate program. We are clear that parents choice, coupled with the program availability, determines program placement for ELLs. During the orientation session parents have the opportunity to view an orientation video in their native language covering in detail the three program choices. They also have the opportunity and are encourage to ask questions. After viewing the video, answering all their questions and clarifying all misconceptions, parents are given the opportunity to complete the program section form. It is also explained to the parents that if there are not sufficient students to form a TBE in the school, they have the option of transferring their child to another school in the district that has a TBE program and if they choose not to transfer their child , he /she will remain at the school and be placed in a free-standing ESL program.

The bilingual guidance counselo, parent coordinator in conjunction with the Assistant Principal and other members of the team schedule on-going parent orientation meetings to ensure that parents understand all three program choices. During this meeting, all parents will receive a parent survey and program selection form. The bilingual counselor and ESL teacher will guide and inform parents by using an orientaion video and answering any questions they have regarding the three program choices. In the event that a parent's program selection does not match the program being offered at our school, the bilingual counselor notifies parents when the program becomes available. This is done by sending letters, emails, and telephoning parents.

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 [\[see tool kit\]](#).)

3. Once students who are eligible for entitlement letters are identified, the school sends a written letter to parets, inviting them to attend a parent orientation session. A copy of the entitlement letter along with the parent survey and selection of services form will be attached to the official invitation. Parents are asked to bring the Parent Survey and Program Selection Form with them during the parent orientation meeting, after which time, they are asked to complete them. These forms are collected at the end of the orientation . If forms are not returned, the school aides are assigned to call parents and encourage them to send in the form. Once these documents are collected, three copies are made, and a copy is given to the parent, one is placed in the student's cummulative record and the final copy is stored in the testing coordinator's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. In order to place identified ELL students in bilingual or ESL instructional programs, we review the Parent Survey and Selection of Program Form to best honor parents' choice on specific programs . A copy of the entitlement or the continuation letter is mailed sto the parents in the parent's native language. We have ongoing conversations with parents explaining different programs in an attempt to help them understand and better select the program that's best for their child. Parents of new arrivals and second year ELLs typically request for their child to be placed in bilingual programs. In the event that a parent's program selection does not match the programs being offered at our school, parents are informed of other schools that do offer the program they selected as their first choice.

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.

After reviewing the Parent Survey and Program Selection forms for the past two years, data shows that parents of newcomers tend to select the Transitional Bilingual Education Program, however, once students have been in the country for three years, parents tend to select the Freestanding ESL program for their child. See attached graph.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

6. Our school offers program models that are in direct alignment with the program selected by parents.

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])?
 - 1a. Instruction for the ELLs population in our school is delivered via a combination of organizational models. We offer a combination of Push-In (Co-Teaching), Pull-Out and Departmentalized models to better service our ELL population.
 - 1b. In terms of program models we developed class schedules that allow students to travel together as a group.
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)?
 2. In an attempt to ensure that our staff adhere to the mandated number of units of ESL support for ELLs in our school, bilingual teachers along with ESL providers are given class schedules to follow for the school year. These schedules are developed based on the mandated instructional minutes stated on NYS CR 154. ELA and NLA instructional minutes are scheduled within the class instructional programs, and these subjects are delivered through a departmentalized model. The ESL support service on the other hand is delivered through a combination of instructional models, which include: departmentalized, push-in and pull-out.
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.

3. For our TBE, the content areas are delivered using a departmentalized model. These content areas are taught in students' native language and a variety of instructional approaches are used to support content comprehension and language enrichment development. These approaches include but are not limited to: the usage of technology to enhance students learning experience, translation of key terms from L1 to L2, field trips to ensure hands on experience, project-based learning and assessments.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. To ensure that ELLs are appropriately evaluated in their native languages, teacher-created diagnostic baseline assessments are developed by all content area teachers at the beginning of the school year. These content area assessments are administered to all TBE students in their native languages and for students participating in the Freestanding ESL programs, they are given the opportunity to take their assessments in the language of their choice. Throughout the school year, TBE students are systematically administered content area unit tests in their native language. These assessments are created as a result of continual collaboration among ESL, Bilingual and monolingual teachers along with the administrators.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL providers have received a series of training on how to interpret the NYSESLAT results and how to use the data to drive ESL services. ESL services are rendered based on student's NYSESLAT level with an emphasis on providing the appropriate support for each individual student. Systematically ESL providers are assigned to assess ELLs in all four modalities of English acquisition throughout school the year. This is done to adjust and align ESL support with students' need.

6. How do you differentiate instruction for ELL subgroups?

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

a. Our SIFE students have the opportunity to experience an array of instructional strategies and educational support. Some of these instructional strategies include push-in services for small groups, providing specific students with small group instruction in order to maximize learning and to strengthen weak areas. SIFE students are also active participants of the after school academic programs. This year we are participating in Fast ForWord a decoding animated computerize program for ELLs .

b. Our plan for ELLs in US schools less than three years (newcomers) is to continue the ELL Saturday Academy and after school academic program designed specifically for newcomers, with the purpose of providing additional academic services on Saturdays and afterschool. Teachers in the Saturday academy use a variety of instructional approaches to enrich language development. Some of these approaches include, but are not limited to: the usage of technology to enhance students learning experience, field trips to get hands on experience and translation of key terms from L1 to L2. The Fast ForWord program is also being used with the newcomers to help them improve their decoding and reading fluency.

c. Long-term ELL students will receive a series of instructional support which will enable them to become English proficient. They will receive ELA instruction as well as ESL services as part of their class schedules. AIS and ESL teachers will target at-risk students focusing on long-term ELLs. Teachers assess students in order to identify individual deficiencies and then plan programs to strengthen their skills.

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?

Our plan for ELLs identified as having special needs is to provide them with ESL services as well as special education services. Students will receive small group instruction based on their individual needs. The ESL teacher will be responsible for providing additional support for language acquisition while the special education teacher concentrates on the student's individual needs as

specified in the IEP.

These students are also encouraged to participate in additional academic after school and co-curricular programs to strengthen their language skills.

NLA, ELA , ESL and Special ed teachers meet regularly to collaborate and develop academic units that are in alignment with common core standards. During these meetings, teachers share instructional strategies and ESL teaching methodology to accelerate English language development for ELLs. Teachers of ELL-SWDs use grade-level materials to support instruction and use videos, audios and translation of key terms from L1 to L2 as a way to support student comprehension.

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?

Our plan for ELLs identified as having special needs is to provide them with ESL services as well as special education services. Students will receive small group instruction based on their individual needs. The ESL teacher will be responsible for providing additional support for language acquisition while the special education teacher concentrates on the student's individual needs as specified in the IEP.

These students are also encouraged to participate in additional academic after school and extracurricular programs to strengthen their language skills.

NLA, ELA , ESL and Special ed teachers meet regularly to collaborate and develop academic units that are in alignment with common core standards. During these meetings, teachers share instructional strategies and ESL teaching methodology to accelerate English language development for ELLs. Teachers of ELL-SWDs use grade-level materials to support instruction and use videos, audios and translation of key terms from L1 to L2 as a way to support student comprehension.

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

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

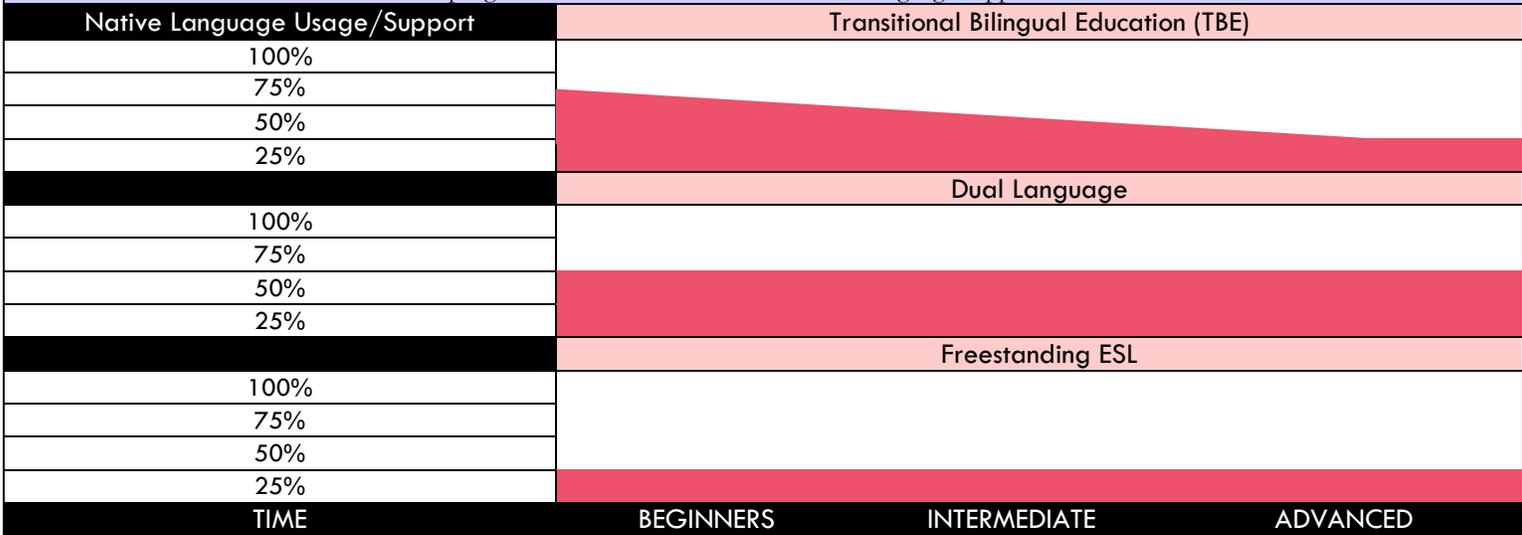
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

In an attempt to improve academic performance for ELLs in ELA, Math and other content areas, the school is offering various intervention programs during the school day as well as part of the afterschool programs. During the day ELL students are given the opportunity to participate in the Fast ForWord Reading Intervention Program. This program focuses on improving reading fluency in ELL students. LEP students are scheduled to participate for a minimum of one period per day, based on their NYSESLAT levels. In addition to the Fast ForWord Reading Intervention Program, students meet with ESL providers to receive one to one tutoring and small group instruction when needed. Last year students were provided with a copy of the Junior Scholastic magazines in English, they discussed specific articles in class and then they were instructed to take the magazine home to review and discuss the articles with parents. Students were very engaged and enjoyed reporting to teachers about their discussions with parents. We are trying to continue this practice this school year. One of our future goal is to include a newspaper or magazine in the students' native language in conjunction with the English translation to encourage further discussion and improve English proficiency at home.

We are currently using Connected Math Program (CMP3) as the main math program in our school. CMP3 is in alignment with the Common Core Curriculum. In addition we are using IXL as a math intervention program. IXL is an intensive math computer program that provides multiple opportunities for the student to practice math problems. The program generates a report to teachers indicating the student's current math level based on the student's responses. Teachers will also receive a report identifying students' strengthened areas of deficiencies in math.

We also provide several afterschool intervention programs for ELLs. We have the Homework help/Computer Research, Girls Leadership International Program, Gamestar Mechanics, College Prep, ELA/Math Intensives, ELA/Math Bilingual Intensives, Regents Math and Science afterschool program and Saturday ELLs Academy.

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

The effectiveness of our current program is determined by the progress ELL students demonstrate on the NYSESLAT, State Examinations and in house informal assessments.

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

This year, we were one of the schools selected to participate in the Fast ForWord Reading Intervention pilot program proven to improve reading fluency in ELLs. ELL students in our school are assigned a minimum of one period a day during the school day to participate in the Fast ForWord Reading Intervention Pilot Program.

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

11. Unfortunately the STEPS to literacy writing program directed by Teacher College Columbia University will be discontinued. This program was only funded for two school years.

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

As stated before, we offer an array of academic and extracurricular afterschool programs for all students. These programs include, but are not limited to: Morning Arts (Dance, Visual Arts and Chorus), NSLA Drumline, African Drumming, African Dance, Chorus, Girls' Basketball, Soccer/Flag Football, ELA Intensive, Math Intensive, Honors Math and ELA program, Honors Bilingual ELA and Math program, Homework Help/Computer Research, Girls Leadership International, Boys Kane Team, Girls Blue Diamonds, Gamestar Mechanics College Prep, Saturday Academy and Saturday ELL Academy. Parents are informed about these program via flyers, monthly calendars, phone calls and parent orientations.

Parents are encouraged to attend workshops in technology, curriculum, and school operations, and we also encourage parents to join our parent organizations such as School Leadership team and Parent teacher Association. Many of our parents and their children attend our parent communication workshops facilitated by a distinguished Cornell University professor and The Bronx Teen Health Center at St. Barnabas Hospital.

We anticipate expanding our efforts to promote Family Literacy. If funding is available we would like to open an English class for parents. We feel that Family Literacy is the most valuable support that we can provide for our ELL students.

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

All classrooms are equipped with functional smartboards and each student has been assigned a mini computer for their individual use. For the past four years teachers have received on-going smartboard training and are expected to utilize technology in their everyday lessons and subject instructions. In addition our school was one of the few schools selected to implement the Fast ForWord program. Fast ForWord is a pilot reading program exclusively designed to improve reading fluency in ELLs. Every LEP student has been assigned specific periods during the school day to participate in the Fast ForWord Reading Program. ELLs placed in a transitional bilingual program for the first year receive texts in their native language While 2-3 year newcomers in a placed in a TBE program receive text books in both languages (Native Language and in English) . They also receive explicit ESL instruction during specified ESL periods. ELLs placed in a Free-Standing ESL program receive the same textbooks (in English) as non ELLs students on the same grade. In addition to the texts, ESL teachers provide supplemental material such as graphic organizers, adapted texts, highlighted texts and other resources in the student's native language All staff members receive professional development focusing on strategies to improve instruction for English Language Learners. Faculty members are trained on how to make content more comprehensible through the use of visual aides, graphic organizers, adapted text and other supplemental materials. Our school is working with the entire staff to create an ideal learning environment for our ELLs. Monolingual teachers regularly attend conferences and workshops that focus on teaching ELLs. In addition, the bilingual and ESL teachers work with the monolingual teachers to create inclusive lessons for ELL students.

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

We are currently servicing approximately sixty six LEP students in the TBE program. These students are divided into two groups; First year in the country and two-three years in the country. ELLs falling into the first category receive text books and instruction in their native language. They also receive explicit ESL instruction during specified ESL periods. ELLs falling into the second category also receive text books in their native language as well as in English with instruction varying in percentage based on their NYSESLAT scores and English proficiency levels. LEP students placed in the Free-Standing ESL program receive have the option of receiving a copy of the text books in their native language. In addition to the texts, ESL teachers provide supplemental material such as graphic organizers, adapted texts, highlighted texts and other resources in the student's native language. As stated before, all staff members receive professional development specifically to improve instruction for English language learners. Faculty members are trained on how to make content more comprehensible through the use of visual aides, graphic organizers, adapted text, translation and interpretation computer programs and other supplemental materials. Our school is working with the entire staff to create an ideal learning environment for our ELLs. Monolingual teachers regularly attend conferences and workshops that focus on teaching ELLs. In addition, the bilingual and ESL teachers work with the monolingual teachers to create inclusive lessons for ELL students. The ESL and bilingual teachers are currently in the process of improving our ELL library sections. We currently have a number of texts in both English and Spanish. These libraries are leveled allowing our ELLs to choose a book based on readiness. The ESL and bilingual teachers at our school are a part of our literacy department. Having the department organized in this fashion allows for maximum communication between the ELL teachers and the Language Arts teachers. Students' ESL and Language Arts teachers closely monitor the progress of the transitioning students. If a student struggles during this transitional period, additional support is provided through either push in or pull out ESL services.

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

Our beginning and intermediate students receive a minimum of 360 minutes of ESL instruction per week and our advanced students receive a minimum of 180 minutes of ESL instruction per week. The amount of ESL instruction our students receive is in compliance with the mandated number of minutes required under CR Part 154. ELLs in the mainstream classroom are grouped into classes according to their English Proficiency. This allows for students with similar need to receive ESL instruction in the same setting.

Explicit ESL instruction is delivered as a class in the transitional bilingual program and through the pull out model in the monolingual classrooms. During the pull out sessions explicit ESL instruction is delivered. Explicit ESL instruction plays an important role in the teaching of our students. During pull out sessions, a safe environment is created where students can practice, interact, discuss, and experiment with the English language. Teachers scaffold speaking, listening, reading and writing instruction to improve skills with developmentally suitable activities that facilitate transition into higher level academic tasks. During the Push in sessions the ESL

teacher goes into the Language Arts classroom to provide additional support for the ELLs. This instruction follows the SIOP model where both a content goal and language goal are created by the ESL teacher and the teacher provides supplemental material in the form of rewritten texts, highlighted texts, key vocabulary sheets, graphic organizers, and other suitable materials aimed at making content more comprehensible for the English language learners.

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.

Our newly enrolled ELL students are scheduled to meet with a school staff member before they begin the school year. The purpose of this meeting is to introduce students to their teachers and to get them familiar with the building. They are introduced to a classmate who will meet them on their first day of school and walk with them for the first week. During this meeting students are given a class schedule, a list of school supplies and they receive information about school uniform and policies.

18. What language electives are offered to ELLs?

We are not offering any language electives at our school this year.

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.

Paste response to questions 1-3 here

The following professional development and support will be available to all staff members this school year:

- FHI 360 sponsored professional development
- DOE sponsored professional development e.g. BETAC
- SmartTeq training in order to integrate technology in the instruction of ELLs
- Understanding ELLs (The Second Thursday of every month from 2:35- 3:13 P.M.)

Paste response to questions 1-3 here

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- Understanding the ELLs (Second Thursday of every month from 2:35- 3:13 P.M.)

During our Thursday collaboration sessions, staff members meet with members of our counseling department and school leadership team to discuss how to integrate lessons with real life experiences. In addition, staff are supported with materials (high school directories, audition procedures, and testing samples) discussing the high school opportunities for all our ELL, special education, and general education students. Attendance sheets are distributed after every session and are kept in the ELL supervisor's office.

Our Bilingual and monolingual Guidance Counselors are actively working with ELLs and their parents as ELL students are being articulated to high school. Counselors are also constantly conferencing with teachers of ELLs on how they can assist students during this transition and on how to provide the appropriate academy support to help the ELLs succeed academically.

In an effort to prepare school counselors to provide the best service and guidance to teachers, parents and students, our school has form partnerships with St. Barnabas Hospital, Mosholu Montefiore Community Center, CICU (Commission of Independent College and Universities) and other organizations to give counselors the opportunity to participate on various professional development training such as ; How to Help Students to be Successful on Post-Secondary Education, Kids2College, How to Communicate with your Child, Child Abuse and other PD pertaining to the academic success of ELLs.

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?

At the beginning of the school year parents are asked to participate in a survey. The parent survey lists topics which support parents with their child's academic needs. The topics are selected through meetings held throughout the prior school year from the School Leadership Team and the Parent Association. Parents are also asked to list any topics that are not mentioned in the survey to better meet their needs. In addition, parents are asked when is the best time to conduct workshops. The school understands that our ELL population may encounter language and culture barriers which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student. In addition ELL parents are encouraged to volunteer in all school activities.

2. The school has several partnerships with CBO's that provide workshops to the entire school community. Our partnership with St. Barnabas Hospital is long standing and one in which doctors from St. Barnabas visit the school every Friday to speak to our eight grade students to discuss topics such as relationships, sex and drugs. We also have a partnership with Mosholu Montifore Community Center. This organization provides our parents with workshops such as computer skills and English as a second language services. In addition we work closely with CBO's to address such topics as immigration, finding resources in a new country, learning basic English skills and resume writing.

3. Parents are given several surveys throughout the school year as areas of concern arise in the school community. These surveys are created by staff members and parents during the School Leadership meetings and teachers meetings. In addition, our CBO's use their own created surveys to determine the need of the school community to develop workshops for future services.

4. The needs of the parents are addressed through parental involvement as a result of the surveys and parental meetings, these activities change frequently to meet the needs of the school population as it changes. Activities are identified at the beginning of the school year through surveys distributed during parent meetings, Parent Teacher Association and School Leadership Team meetings. We also offer several parent and teen communication workshops to discuss topics such as high school articulation process, how to communicate with teens, developing interpersonal skills, peer pressure, how to use Engrade, high school readiness, and discussing promotional requirements. In addition, we offer a welcoming open door policy to accommodate the different parents' schedules. These parents can come in to discuss any concerns at any time during the school day with the Parent Coordinator.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: NSLA		School DBN: 10x244	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dolores Peterson	Principal		12/5/13
Sayi Neufeld	Assistant Principal		12/5/13
Aurora Hernandez	Parent Coordinator		12/5/13
Pedro Reyes	ESL Teacher		12/5/13
Valerie Garcia	Parent		12/5/13
Jose Cabral	Teacher/Subject Area		12/5/13
Maritza Dorta	Teacher/Subject Area		12/5/13
	Coach		12/5/13
	Coach		12/5/13
Nancy Acosta	Guidance Counselor		12/5/13

	Network Leader		12/5/13
Eduardo Mora	Other <u>Assistant Principal</u>		12/5/13
Charles Little	Other <u>ESL Teacher</u>		12/5/13
	Other _____		12/5/13
	Other _____		12/5/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x244 School Name: New School for Leadership&The Arts

Cluster: FHI360 Network: 511

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.

There are various basic resources we use at the school level to gather data with the intent to appropriately identify the overall written translation and oral interpretation of our school community. As part of our school's enrollment process, parents are asked to complete a Home Language Identification Survey (HLIS). The data collected from the (HLIS) is use to determine eligibility for the English Language Assessment battery-Revised (LAB-R). In addition, the (HLIS) has a set of supplementary questions in order for the DOE and the school to identify the appropriate language to communicate with parents. In addition at the beginning of our school year we sent home a school wide survey to all parents at The New School for Leadership and The Arts to determine the appropriate language spoken at home. In addition, all new parents are asked to fill out a home language survey which determines the main language spoken at home. After reviewing the data our findings determined that the majority of our families speak Spanish as their primary language at our school. There were other languages identify were Nepal, Arabic and Bengali.

To ensure appropriate channels of communication for our parents we will make sure that all letters, flyers and any communication is sent home translated into its appropriate language before being distributed.

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.

The New School for Leadership and The Arts findings discovered that the majority of our families speak Spanish and other languages within their homes. These findings were shared with our staff during monthly professional development session. Strategies and interventions were discussed to assist the families to become more knowledgeable regarding the children's educational experience. This information was also shared with our parents at our School Leadership Team, Parent Teacher Association Meetings, and during Parent Teacher Conferences. Our parent coordinator also displays schools information, correspondences, and invitations to workshops in their native language on the community bulletin board within the school and in her room.

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.

Data collected in our Parent survey and the Home Language Identification Survey provided us with the information needed to fulfill the Chancellor's Regulation A-663 regarding parental notifications. It was found that the majority of parents are Spanish speaking. With that in mind we will send every letter translated into Spanish, but also make certain that if another language is needed we will use our in house staff, the Translation and Interpretation Unit or an outside vendor. If by chance an outside vendor is needed we will use our Title 1 or Title III funds for payment as directed by SAM Memo no. 57, FY 13. All written material including permission slips, progress reports, discipline codes, registration papers, medical permission slip, lunch forms and discharge papers will be translated in the parents' Native language.

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 in house staff, parent coordinator or bilingual counselor are ready to assist and use translation equipment available at all meetings and events for parents. This includes the translation and interpreting between administrator, parent teacher conferences, parent meetings and parent to parent encounters. If by chance our in house staff, parent coordinator or bilingual counselor are unable to provide oral interpretation services we will obtain services through the DOE Translation and Interpretation Unit or an approved DOE contacted vendors.

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

The New School for Leadership and The Arts community will provide parents in their native language with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. This document will contain the procedures for ensuring that parents in need of language access services know where to go and how to obtain assist to prevent any language barriers. In addition we will post a multilingual sign in our primary entrance and within the parent coordinator's office indicating the availability of interpretation services.