

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

DBN: (i.e. 01M001):

09x297

School Name:

MORRIS ACADEMY FOR COLLABORATIVE STUDIES

Principal:

MATTHEW MAZZAROPPI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: 9-12 School Number (DBN): 09x297
School Type: High School Grades Served: 9-12
School Address: 1110 Boston Road Bronx, NY 10456
Phone Number: 718-617-5312 ext. 2361 Fax: 718-893-7368
School Contact Person: Matthew Mazzaroppi Email Address: Mmazzaroppi2@schools.nyc.gov
Principal: Matthew Mazzaroppi
UFT Chapter Leader: Kashan Robinson
Parents' Association President: Josefina Hernandez
SLT Chairperson: John Paul Cardo
Student Representative(s): Diana Genao, Ralph Herrera

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10456
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: _____ Cluster Leader: New Visions
Network Number: 562 Network Leader: Barbara Gambino

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)
Principal - Matthew Mazzaroppi Designee – Lauren Ardizzone	*Principal or Designee	
Kashan Robinson	*UFT Chapter Leader or Designee	
Josefina Hernandez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Diana Genao Ralph Herrera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Cristina Crawford	Member/ Teacher	
John Paul Cardo	Member/ Teacher	
Isabel Ramirez	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Morris Academy for Collaborative Studies is one of 4 schools located in the Morris High School Campus. We are located in the Morrisaina section of The Bronx. We believe the most effective way to achieve our vision is through projects-based learning, a series of data-informed, student-centered initiatives that meet student needs, and socio-emotional support for students. Project assignments flow in and out of these systems as a connective thread that increases academic rigor for all students and provides opportunities for instruction to be relevant to students' lives. We strive to always follow our motto: ***Students First***. We have partnered with the following organizations:

- Columbia University, the Yankees, and Robotics: We have an 8 year tradition in our partnership with Columbia University where students build a robot assigned a specific task to compete with teams from around the world. The work happens at Columbia where our students work in partnership with Columbia students. We have a successful record in robotics in a highly competitive environment and are consistently honored on the field by the New York Yankees for our accomplishments.
- JROTC Program: Led by experienced military personnel, our JROTC program continues to thrive as a student leadership program where students, through character development and mental and physical training, seek to serve our community well. The current JROTC team has been awarded several trophies this year in drill and inspection competition.
- New Visions: Network Support and Coaching for school leaders and teams across content areas and specialties.
- Teachers College – Center for the Professional Education of Teachers: Continuing a 5 year partnership with TC Consultant from TC CPET, Roberta Kang supports the development of our teacher leaders and administrators.
- CUNY-NYSIEB: To support the needs of our emerging bilingual population, we were selected as a partner in the CUNY-NYSIEB state funded program that provides a 3 year customized plan to develop systems and support structures for engaging students who are learning English.
- Montefiore Medical Center: After a multi-year collaboration, we're thrilled to host the Health Center in the basement of the Morris Campus where students and families can receive professional health care.
- Arts Connection: Through a Violence Prevention Grant we continue our partnership with Arts Connection to bring visual arts to our students and to incorporate this artwork into our projects- based learning systems.
- Theater for a New Audience: Continuing a 5 year partnership with TFNA, we have paired Common Core aligned curriculum with rich, theater-going experiences and playwriting projects where student plays are performed by professional actors. Last year they named us *School of the Year* for our collaborative efforts to bring the arts to our students.
- Dreamyard: From Step to Spoken Word Poetry we revitalize the arts in our school with professional teaching artists who work with our students to find their voice and form connections
- Morris Academy Mentors: With Hope for New York as a partner we continue our long running Morris Academy Mentors program. Students are partnered one-on-one with NYC professionals and attend workshops and field trips while building life skills.

In addition, this year we have been selected to receive a 4-year **Community Schools Grant** awarded by the NYCDOE and United Way, and in turn, we selected the *Center for Supportive Schools (CSS)* as the Lead Community-Based Organization supporting us in the endeavor to become a Community School. We will focus on CSS's Peer Group

Connection (PGC) Program: an evidence-based program that supports students' successful transition from middle to high school by tapping into the power of older students to create a nurturing environment for incoming students. PGC enables schools to put into place a leadership course for credit that trains older students to become peer leaders who facilitate weekly sessions for small peer groups of first-year students, thereby contributing to a safe, supportive, engaging, and inspiring school environment.

We have many strengths. In our Quality Review we are rated Well-Developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. We are celebrated for aligning assessments to curricula, use of on-going assessment and grading practices, and analysis of information on student learning outcomes to adjust instructional decisions at the team and classroom levels. We are celebrated for establishing a culture for learning that communicates high expectations to staff, students and families and for providing supports to achieve those expectations. In addition, we are rated Well-Developed in engaging in structuring professional collaborations on teams using an inquiry approach that promotes shared leadership and focused on improved student learning.

Area of most growth in the previous year is credit accumulation. Our credit accumulation plan follows the MACS philosophy of "keep your credit before you lose it." We use teacher and student communication to make effective use of Extended Day, Credit Recovery, After school Tutoring and Saturday School.

Our key area of focus for this school year (chosen by the Superintendent in our Quality Review and we are in agreement and honoring her findings) is to work on increasing our proficiency in developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Research has linked 9th grade credit accumulation to achieving a 4- year graduation. By focusing on 9th grade credit accumulation, we leverage credit accumulation in all subsequent grades and contribute to a 4-year graduation rate. 9th grade credit accumulation builds a strong, academic culture in a time when students are learning what it takes to be successful in high school. We intend to increase credit accumulation and exam pass rates across grade levels by placing strategic supports for our 9th graders. Our credit accumulation strategies from last year produced a significant increase in credit accumulation, and we are looking to continue this trend.

Part 2 – Annual Goal

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

By June 2015, we will increase 9th grade credit accumulation rate by 2% from 78% to 80%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Daily Parent Outreach (Letters, Phone calls) School Messenger Roundtables (Project-based learning) Parent Outreach by Teachers (Progress Reports) Guidance Interventions Transcript Reviews with Guidance and Principal	9 th graders	Sep – June Sep - June Jan & June Sep-June Sep- June	Attendance Coordinator Projects Coordinator Teachers Counselors Administrators
Increased offering of Extra Academic help (Extended Day and Saturday School) Student Intervention Logs around grades and credit accumulation Flexible Individualized Scheduling Grade Team Initiatives	9 th graders	Sep - June	Teacher Club Sponsors Extended Day Coordinators Counselors

			Teaching Staff Programmers, Counselors Teams, Team Leaders
School Messenger, Parent Association Meetings held monthly, Progress Reports per Marking Period	Parents	Sep - June	Attendance Coordinator Parent Coordinator
Parent Outreach by Teachers Principal Advisory Council (PAC) Freshmen Focus Team Graduation Team School Culture & Learning Environment Team Curriculum Development Team Instruction Team School Data Team All Department Teams	Parents Students	Sep- June	Teachers Administrators PD Consultant Support Staff Team Leaders Department Leaders

Part 4 – Resources Needed

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

Online Credit Accumulation (Learning Apex), Writing Lab, Hired an additional Math Teacher, After school Tutoring, Saturday School /Credit Recovery.

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.

Title 1 – SWP

Part 6 – Progress Monitoring

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

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

By the end of the first semester we will do a study analysis of credit accumulation and class pass rate across grade and content areas. We will analyze data and make an action plan including an updated version of our credit accumulation from previous years. We would like to be on track to meet our goal of 80%.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to an analysis of cohort data that includes credit accumulation and Regents pass rates, 31 percent of our students are on track to meet graduation requirements by August 2015. We must provide extra supports for students so that we will increase the graduation rate. By focusing on graduation rate as one of our CEP Goals, we place a high priority on monitoring student progress from 9th through 12th grade, and put specific and strategic initiatives in place to ensure that students stay academically engaged throughout high school. It is imperative that students graduate from high school prepared for the challenges of adult life whether in college or chosen careers.

Part 2 – Annual Goal

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

By June 2015, we will increase our 4 year graduation rate by 5%, from 59% to 64%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Saturday School Support Grade Team Initiatives Cohort 2015/Teacher Mentors (SOS) Lead Teachers attending New Visions CCSS PDs PD Scheduling Department Initiatives, CTT Reward Programs (STARS Breakfast) Raising College Awareness (Trips, Admissions, College-going Culture) 12 th Grade Alignment with CCSS CUNY At Home in College Curriculum College Now	Cohort 2015	Nov – Jan Sep – June Jan – June Sep – June Sep – June MP Sep – June Sep – June Sep- June Feb - June	Administrators Counselors Teachers Programmer Team Leaders Department Leaders College Advisors CUNY at Home Coordinator College Now Liaison
Flexible, Individualized Scheduling Reward Programs (STARS Breakfast)	ELLs Students	Sep/Feb MP	Programmer Counselors

Department Initiatives, CTT Transcript Reviews with Guidance Students re-taking the Regents to get a minimum score of 75 Cohort 2015/Teacher Mentors (S.O.S)	with IEPs	Sep – June Sep – June Sep-June Jan - June	Administrators Department Leaders Community Associates SpEd Department Leader ELL Department Leader Graduation Team Leader
School wide Parent Survey Parent Outreach Parents are invited to Grade, Guidance Interventions When Students are absent or late, parents are called When students cut class, parents are notified through a phone call home and a letter in the mail	Parents	Sep – June	Parent Coordinator Teachers
Parent Outreach /Logs by Principal Advisory Council (PAC) Freshmen Focus Team Graduation Team School Culture & Learning Environment Team Curriculum Development Team Instruction Team School Data Team All Department Teams	Parents Students	Sep-June	Teachers Administrators Counselors PD Consultant Support Staff Team Leaders Department Leaders

Part 4 – Resources Needed

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

Online credit accumulation (Learning Apex), Regents Prep, After School Tutoring , Hired a College Advisor

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.									
Title 1 - SWP									

Part 6 – Progress Monitoring

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

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

In January we will be doing further cohort 2015 analysis using our student sorter data in our Google domain to find success and areas of concern in our students’ path to graduation and devise action plans for each student individually to support their progress toward graduation and their success. We will also use this analysis to inform our Support Our Seniors (SOS Initiative) where teachers are paired with group of seniors as mentors supporting students with understanding their transcript data and remaining requirements to graduate.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Success on Regents exams and in college and careers depends heavily on a student’s ability to analyze and use evidence from a text, chart, or problem. Students who can do this have a greater chance of success in these areas. By focusing on our student’s command of evidence, we intend to support their development as independent learners who can synthesize information and create claims and solve problems.

Part 2 – Annual Goal

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

By June 2015 student performance will increase by 25% in the Command of Evidence category of the school-wide Writing with Evidence Rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Each year our Observation Tracker/Advance Tracker has noted improvements in teachers’ performance aligned with the Danielson Framework. Each professional learning cycle, teachers bring their own Writing with Evidence work products and student samples for analysis in PD sessions. School leaders observe teachers in practice as they implement the school instructional initiatives and provide actionable feedback about how strategies can be revised or refined for increased effectiveness.	9-12	Sep - June	Administrators
Teachers utilize the MACS Lesson Planning Template and the MACS Unit Plan Template to design engaging, and rigorous lesson plans aligned with Common Core Learning Standards and the Danielson Framework. Planning and implementation of lessons brought into the PD cycle to analyze student work and consider multiple points of entry. ELL and Special Education teachers make recommendations on	ELLs Students with IEPs	Sep - June	Teachers ELL Department Leader Special Education Department Leader

necessary accommodations for teachers' unit plans, project design, lesson plans, DYO Periodic Assessments, and Mid-Terms/Finals. CTT&ICT partnerships increase student engagement and multiple entry points for students at all different learning levels. The School Implementation Team considers instruction and sets goals for working with students with disabilities, and CUNY-NYSIEB supports the ESL department and staff in meeting the needs of ELLs. A variety of coaches from the DOE and network supports also support our teacher development			
School wide Parent Survey Parent Outreach Parents are invited to Grade, Guidance Interventions When Students are absent or late, parents are called When students cut class, parents are notified through a phone call home and a letter in the mail	Parents	Sep-June	Administrators Counselors Parent Coordinator Team Leaders Attendance Team Deans
Parent Outreach/Call Logs by Teachers Principal Advisory Council (PAC) Freshmen Focus Team Graduation Team School Culture& Learning Environment Team Curriculum Development Team Instruction Team School Data Team All Department Teams	Parents Students	Sep-June	Administrators Support Staff PD Consultant Teachers Counselors Team Leaders Department Leaders

Part 4 – Resources Needed

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

Administrators, Support Staff, Teachers, Counselors, Team Leaders, Department Leaders, Parent coordinator, Professional Developments, After school Tutoring, Extended Day.

Additional funding will always help to support our teachers' professional individual support outside of the normal school day.

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:

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

Building on past differentiation professional development cycles, these structures continue the conversation in our professional community of meeting students' needs. Teachers have an increase number of supports in providing instruction and the effect can be seen in teachers' planning and execution of lessons. **Every 2 marking periods** the students will fill out a self reflection form where they check their progress on the rubric with their class work and

identify what steps they need to improve and set goals for themselves for progress on the rubric. This Writing with Evidence initiative is connected to our DY0 cycles. **With each DY0 cycle (3-4) during the year** individualized benchmarks and action plans will be set.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Regents exams are a significant gatekeeper for students’ success in high school and college. When students pass exams, they have a higher graduation rate, high college acceptance rate, and a higher college persistence rate. We are dedicated to quality instruction that increased students’ pass rate and proficiency rates across content areas. By focusing on an increase of our average Regents pass rate, we intend for students, on average to pass exams across content areas.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will increase our average Regents score from 62% to 65%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
PD plan implemented involving adjustment to research strategies through 5 week cycles of strategies implementation analysis and adjustments as informed by student work outcome also extended day program, Saturday School and Mentoring Program	Seniors Struggling students First time Regents takers Regents re-takers	Nov - June	Principal Assistant Principal Lead Teachers Graduation Team Art Teacher

PD plan Implemented involving adjustment to research strategies through 5 week cycles of strategies implementation analysis and adjustments as informed by student work outcome also extended day program, Saturday School and Mentoring Program with an emphasis on English Language Learners and other high-need students.	ELL Students with IEPs	Sep - June	ELL Department Leader Special Education Department Leader
Parent Surveys Parent Outreach Logs Community School Grant Program	Parents students	Sep - June	Parent Coordinator Coordinator From Center of Support
Parent Outreach/Call Logs by Teachers Principal Advisory Council (PAC) Freshmen Focus Team Graduation Team School Culture & Learning Environment Team Curriculum Development Team Instruction Team School Data Team All Department Teams	Parents students	Sep - June	Administrators Support Staff PD Consultant Teachers Counselors Team Leaders Department Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrators, Counselors, Parent Coordinator, Teachers, school-wide teams, Professional Developments, After School Tutoring, Extended Day, and Credit Recovery/Saturday School.

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: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
After the January 2015 Regents we will calculate and analyze data around student performance.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Engaged students and parents are the key to a healthy, strong and supportive school environment. By increasing student leadership and parent participation through school activities extended learning opportunities, and school committees, we intend to invigorate our students and families in a deep investment in our school’s success. With engaged students and families, we build a future for our current and future student population.

Part 2 – Annual Goal

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

By June 2015, we will increase our student leadership and parent participation by 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Monthly Parent Association meetings School Messenger (daily calls) Parents are invited to attend Attendance, Guidance and Grade Team Interventions When students are absent or late, parents are called When students cut class, parents are notified through a phone call home and a letter in the mail Letters are mailed home to inform parents of the Clubs offered Student Government Elections Parent Survey Parent Outreach by Teachers	Students Parents	Sep-June December Sep-June	Parent Coordinator COSA Graduation Team Attendance Coordinator Teachers Administrators
Team Interventions Student Government	students	Sep-June	Teachers Team Leaders

			Counselors Parent coordinator
Annual MACS Honor Night Award Ceremonies	Parents students	June	Team Leader, Leader Team Leaders Counselors Administrators Parent Coordinator
Parent Outreach/Call Logs by Teachers Principal Advisory Council (PAC) Freshmen Focus Team Graduation Team School Culture& Learning Environment Team Curriculum Development Team Instruction Team School Data Team All Department Teams	Parents Students	Sep - June	Administrators Support Staff PD Consultant Teachers Counselors Team Leaders Department Leaders

Part 4 – Resources Needed

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

Hired an additional Lead Teacher for Student Government and Per Session opportunities for a Coordinator of Student Affairs

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.

Title 1 - SWP

Part 6 – Progress Monitoring

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

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

At the end of the first semester we will check our parent survey completion rate, our Parent Association Meeting attendance our Parent Outreach statistical data and tally our student leadership and parent involvement numbers to see if we are on track for June.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Performance on the Writing with Evidence Rubric DYO MOSOL, Class Pass Rate Transcript Data	Electives that include Regents prep Saturday school Project based work / School wide roundtables	Small group One-to-one Tutoring	During the school day and After school
Mathematics	DYO MOSOL, Class Pass Rate Transcript Data	Electives that include Regents prep Saturday school Project based work / School wide roundtables	Small group One-to-one Tutoring	During the school day and After school
Science	DYO MOSOL Class Pass Rate Transcript Data	Electives that include Regents prep Saturday school Project based work / School wide roundtables	Small group One-to-one Tutoring	During the school day and After school
Social Studies	DYO MOSOL Class Pass Rate Transcript Data	Electives that include Regents prep Saturday school Project based work / School wide roundtables	Small group One-to-one Tutoring	During the school day and After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As Needed Basis	As Needed Basis	As Needed Basis	As Needed Basis

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In working with our New Visions PSO we recruited 4 new teachers who all passed their screening procedures. We also worked to support teachers internally who attending institutions of higher education to complete their masters making them Highly Qualified and ready to move into the new teaching positions. We also regularly send teacher to Literacy and Math Professional Development session sponsored by New Visions and the DOE. We have also taken advantage of opportunities offered to us by New Visions and CPET associated with the Teachers College at Columbia University to invite professionals into our school community and train our staff in the areas of Special Education support, Common Core State Standards implementation, literacy strategies, Math instruction and staff Professional Development. Internally our PD is reviewed by our 2 Administrators and our CPET PD consultant. This team designs PDs that address Common Core State Standards implementation and city wide academic expectations school-wide.

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).

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

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.

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

MACS' staff is composed of 7 teams (Team Leaders, Graduation Team, Freshmen Focus Team, School Data Team, Curriculum Development, Instruction Team and School Culture & Learning Environment Team Leader); these teams meet weekly to discuss student needs strategy implementation, assessment measures, and PD on how to make these measures work in classrooms. In team meetings teachers participate in Project Shares and focus work that emphasizes the review of student work and necessary instructional adjustments, including assessments and the adaptation of PD strategies, to improve student outcomes. Similar processes are followed in department meetings as well.

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

Supervising all of these structures is our 2 Administrators, Team Leaders and our CPET professional development consultant. This team reviews and makes instructional decisions and systems at MACS that consider how to meet student needs in the larger setting of the school, the campus, and the DOE.

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	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.
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		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	Approximately 9K Approximately 75K Approximately 4k	x	Pages 9,11,14,17 and 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	Approximately 78k Approximately 18k Approximately 1K	x	Pages 9,11,14,17 and 19

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Morris Academy for Collaborative Studies]**, 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. **[Morris Academy for Collaborative Studies]** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 297
School Name Morris Academy for Collaborative Studies		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	477	Total number of ELLs	82	ELLs as share of total student population (%)	17.19%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										3	3	3	3	12
Push-In										0	0	2	2	4
Total	0	0	0	0	0	0	0	0	0	3	3	5	5	16

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	26	10		20	9		36	4		82

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	26	10	0	20	9	0	36	4	0	82
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										10	1	2	2	15
Intermediate(I)										14	7	6	5	32
Advanced (A)										11	15	3	6	35
Total	0	35	23	11	13	82								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0			

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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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	15	0	2	0
Integrated Algebra	31	3	7	1
Geometry	6	0	1	0
Algebra 2/Trigonometry	2	0	0	0
Math _____				
Biology				
Chemistry				
Earth Science	7	0	1	0
Living Environment	27	5	14	0
Physics	0	0	0	0
Global History and Geography	19	1	5	1
US History and Government	18	2	2	0
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
During the week of November 11th, 2013 all English teachers administered the Scan-tron reading test to all students in the school. This data will provide teachers with an approximate grade level for each student. This data shows that nearly all ELLs are reading at least three grade levels below their current grade. This data is used in our instructional plan when grouping students, assigning projects,

assigning text to read and to set the curriculum pacing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across all grades and all proficiency levels the ELLs display the same pattern: their Listening and Speaking Scores on the NYSESLAT are much higher than their Reading and Writing Scores. None of ESL students tested the at the proficient level for the Reading/Writing Modalities. The majority of our students are testing in the Intermediate and Advanced range for all four modalities. the pattern across all grade levels appears to lend itself to the bell shaped curve.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns across the modalities have resulted in a greater emphasis on reading and writing in all ESL classes, specifically the intermediate and advanced classes. None of our ESL students tested at the proficient level for the Reading/Writing Modalities. Most of the students are testing intermediate and advanced in all four modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Across all grades and all proficiency levels the ELLs display the same pattern: their Listening and Speaking Scores on the NYSESLAT are much higher than their Reading and Writing Scores. Checking for understanding with low-stakes assessments are really the most important and useful of student data and to support the growth of students through the Periodic Assessments. Using exit slips, brief quizzes the thumbs up/thumbs down methods sare a few of the ways to gather information on where students are and where we need to go next. Summative assessments, such as a literary analysis essay or an end-of-unit science exam, allow us to measure the growth of individual and whole-group learning. If a large number of students don't do well on a high-stakes assessment, we need to reflect back on the teaching and make necessary adjustments in the future.

Taking a look at previous standardized test scores for your current students is also beneficial in several ways. F results with students individually and set some obtainable, realistic goals for them to work towards before the next test. It reveals which students performed above grade level, at grade level and below grade level. This could help inform how you choose student groups, create seating charts, and differentiate for individuals.
 - b. The school leadership and teachers use the results from the ELL Periodic Assesmmnt when planning school initiatives, CEP goals, curriculum maps, assessments and lessons. Every year, when the NYSESLAT data is communicated to the school the ESL teachers meet to discuss data patterns, students' proficiency levels and student strengths and weaknesses. The ESL teachers then analyze the data for the number of students who test out of ESL services and for those who moved up one proficiency level. If the majority of the students are making gains the program is concerned to be successful and changes are made to further increase student acheivement. If the data shows an unsuccessful program the ESL teachers will meet with administrators to discuss implementation changes, class changes and focus areas.
 - c. The school is learning that the students needs are focused around writing and reading and that lessons/units are focused on developing students' skills to successfully test out of ESL and perform at a proficient level on the State Exams. After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After lunch tutoring began October 1, 2013, and will run through June 2014. Struggling students are mandated to attend Saturday and/or lunch tutoring in order to make up for deficient skills. All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All staff are in the process of learning different literacy strategies that can be implemented across the content areas including the For and Against Organizer, Accountable Talk and Summarizing Teachers attend Professional Development workshops on each individual strategy and thn turnkey the strategies into their lessons. Teacher analyze student work and performance to adjust for student needs. Teachers write a reflection on each strategy and it's implementation in the classroom. The ESL teachers also team teach content classes and meet on a weekly basis and communicate daily via email.

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

N/A

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

Part IV: ELL Identification Process

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

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](#).)
 1. When a new student arrives at our school for his/her first day, our one of the following guidance counselors, Joanny Santana, will meet with the student and the family. If there is any question as to their ELL status, the counselors will immediately consult with one of Heather Flay, the ESL coordinator and who is ESL certified. The ESL coordinator will pass this information onto Ramon Nunez or Katya Isayev, the ESL teachers, and they will administer the Home Language Identification Survey. Also, the teacher will informally test the student's reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the HLIS, we administer the LAB-R test within ten days of the student's arrival with the student(s) in the ESL resource room. When appropriate the Spanish LAB will be administered for Spanish-speaking ELLs. The ESL teachers, Ramon Nunez or Katya Isayev are responsible for administering the LAB-R and the Spanish Lab.
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.
 Fortunately, one of our guidance counselors, Joanny Santana, one ESL teacher (Ramon Nunez) and our parent coordinator (Zulieka Carrion) are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, guidance counselors and the ESL department together inform the parents of our program (freestanding ESL) and what the other choices are (Dual Language and Bilingual Education). On the first day, one of the ESL teachers (Ramon Nunez or Katya Isayev) show the video from the Office of English Language Learners. They provide parents and students with the Program Choice letter following the viewing of the video. The second day of the child's attendance in school one of the ESL teachers, Ramon Nunez or Katya Isayev, will administer the LAB-R test. When they score the test on day three, if it is determined that the student is indeed an ELL, they will both give the student an Entitlement of ELL Services letter and also mail one home on day four. ESL coordinator keeps list of parents who requested a different program. If/when a new program becomes available a letter will be mailed home by Heather Flay, ESL coordinator, to inform parents of new program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 On the first day of school the ESL coordinator, Heather Flay, and the assistant principal, Martin Hernandez, will print the NYSESLAT scores from ATS. From this report two lists will be generated during the first week of school by Heather Flay; those students who need to receive entitlement letters and those students who need to receive non-entitlement letters for testing out. Once the lists are generated the entitlement/non-entitlement letters are filled out by Heather Flay. A copy is made and put on file in a binder kept in 200A. The originals are given to Zulieka Carrion, Parent Coordinator, where she will address and mail out the letters by the second

week of school. If a student does not return the Program Selection Form within one week Zulieka Carrion or Yessenia Hernandez calls home to follow up and remind parents about turning in the paperwork. All Program Selections Surveys are kept in a binder in room 200.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At the time, all students are placed in the ESL program as that is the only program the school offers. As stated in question number 3 our ESL coordinator, Heather Flay, puts together all entitlement, placement and continued entitlement letters. Copies of these letters are maintained in room 200 in a binder. The letters are then handed off Zulieka Carrion or Yessenia Hernandez to be mailed out. Since all parents request ESL programming their parent choice is exercised. Once students are identified an ESL student the guidance and the ESL teacher meet with the students to explain the classes and how many minute of support he or she will receive. A conference with the parents to explain program placement and the rationale. The parents receive an entitlement letter by H.Flav. The assistant principal enters student information in ELPC on ATS in 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered by Ramon Nunez or Katya Isayev. A component spreadsheet is developed with the four testing sections and dates for when each student will be administered the exam. Students receive invitations to come to the library and/or the ESL resource room to complete the components of the exam. If a child is absent there are make-up days for students missing components. Once the scores are available the ESL coordinator, Heather Flay, and the assistant principal, Martin Hernandez, review the test scores via ATS to determine eligibility. The ESL department reviews the results of the NYSESLAT on ATS to help us program students correctly and to align student schedules with state mandates for ELLs. We also group students according to their reading, writing, and listening skills based on the test and in school assessment.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
In our surveys, we have found that almost all parents have opted for the Freestanding ESL program offered at MACS. The apparent trend is all parents are selecting ESL. Therefore, using the parent choice letter and interviews as data, we are meeting the requests and needs of the parents and the students and that is backed by our graduation rate of our ELL population.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

Principle One: A Coherent Language Policy

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

Principle Two: Academic Rigor

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

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see

why they cannot use their native language to make meaning out of the material in class. In order to help ELLs who are at the beginner level, we pull them out of some content classes to conduct small group, native language instruction, particularly for instruction in Global History.

Principle Four: Explicit ESL and ELA Instruction

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

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

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

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

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

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

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

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

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

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

the math class, students work on deltamath.com to sharpen basic math skills they may be deficient in.

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

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

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

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

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

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

To ensure that ELLs are appropriately evaluated in their native language students can receive their assessments in their native language and a bilingual teacher in the school will grade any written component in the students' native language.

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

In each ESL class (beginner, intermediate and advanced) each unit incorporates the four modalities. Teachers design lessons, activities and projects that incorporate the modalities. For example, a student may be required to read a text about a famous baseball player, watch a video and take notes about the baseball player, write a short biography about the player and then present his or her work to other staff members.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

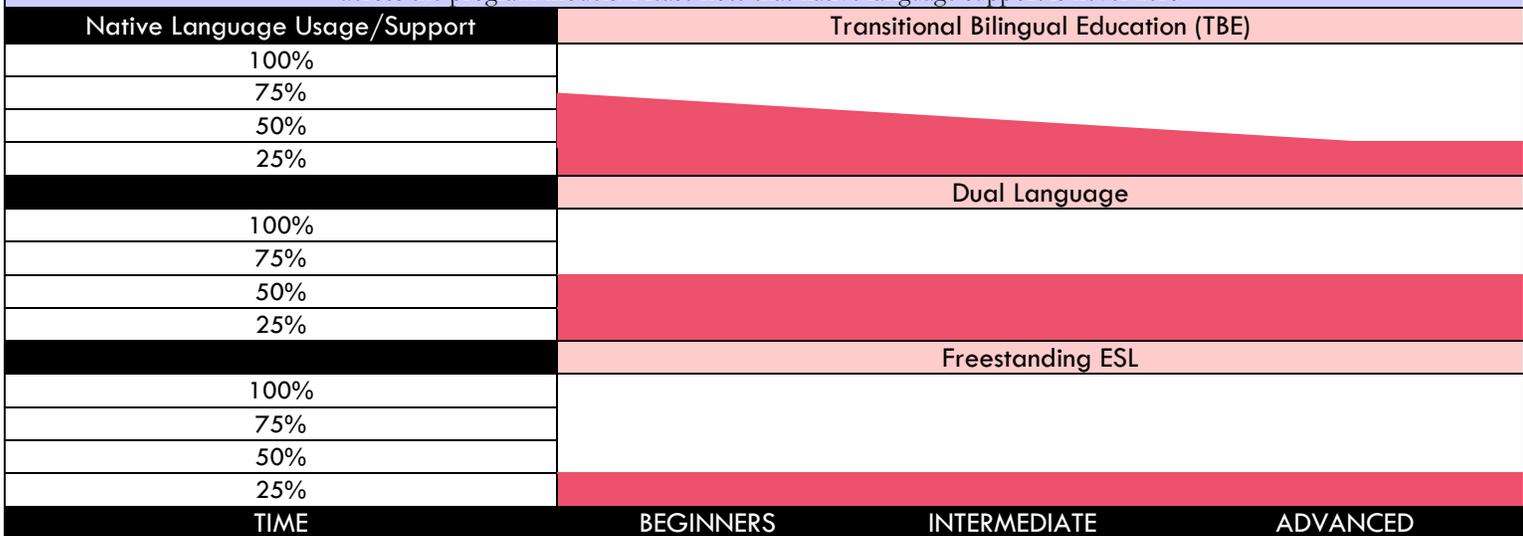
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We provide a variety of intervention services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. ESL teachers are responsible for making sure that their students are included. In fact, ELLs participate in school activities at a higher rate than non-ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
This year the school has opened an ESL resource room equipped with eight computers for student use. Rosetta Stone has been updated to all computers and is used in classes. Each content ESL classroom is equipped with a Smartboard that is used on a daily basis. Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards, and CDs that are associated with two series of books used in ESL classes, Visions (3 level series including Text, Activity Book, CDs) and English in Action (4 level series including Text, Activity Book, CDs). Teachers also use guided note-taking graphic organizers and have students do dictation. Native language materials are used in the math, science, Global and US History classes and are provided by the teacher. Assessments are the most common classroom material that is translated into the students' native language. Almost all instruction is completed in English. For beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonics for Older Students. For high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading. For Intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources. For high intermediate/advanced student a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Students are pulled-out of their English not only by grade level but also by their age range. Resources specifically designed for ESL students like the Penguin Book Series were purchased to use as mature reading materials for the beginner and intermediate classes. One ESL teacher is designated to work with the ninth and tenth grade students, therefore cycling with them for two years and another ESL teacher is designated to work the eleventh and twelfth grade students, there for cycling
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
The school holds an orientation for new students a few days before the first day of school. Students meet their teachers, visit classrooms and receive their student planners. The students and their families visit each content area teacher learning the expectations of each class, the clubs and activities of the school and where the gym, bathrooms and cafeteria are located. ELL students participate in numerous activities including Robotics, Chess Club, Computer Blogging Club, Dance Club, Japanese Club and the Sports Club.
18. What language electives are offered to ELLs?
Students can take Spanish electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

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

4. Parental involvement activities are as follows:

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **562 - New Vision**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

E. N/A .



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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Morris Academy	DBN: 09X297
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Lunch Club	
Total # of ELLs to be served: 98	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 10	
# of certified ESL/Bilingual teachers: 4	
# of content area teachers: 6	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Teaching immigrant students in the content areas is hard enough under the best of circumstances. When students are not linguistically prepared and also lack content academic skills, the challenge can seem overwhelming. Being well aware of these challenges, in particular those presented by state mandated exams, we have instituted Saturdays and after school supplemental sessions. The goal of these Saturdays and After School sessions is for ELL students to improve their language/literacy skills and content area understanding to ensure success in their classes and on upcoming state examinations.

The Saturday Academy is available to all ESL students regardless of linguistic and grades levels (9-12). Academic support is provided in all areas including Global History and Geography, United States History and Government, Integrated Algebra, Living Environment and English Language Arts. All teachers providing instruction are content and/or ESL certified. These teachers are Mr. Cardo, Mr. Nussenbrat, Ms. Martin, Ms. Sterling, Mr. Chi and Mr. Acevedo. Mr. Nunez and Ms. Isayvef are the certified ESL teachers responsible for providing English development instructions as well as the language support in the content areas sessions.

These students will also receive instruction and support to prepare them for New York State Regents examinations and the Common Core Aligned State Assessments through these services. The ESL teachers support the staff and students in meeting these goals by working with students one-on-one, co-teaching content classes, assisting teachers with their lesson planning and incorporating methodologies and differentiation to provide students with equitable access to the curriculum.

This school year Saturday Academy began in November 15, 2014 and will run until June 13, 2015. Classes begin at 8:30 am and end at 12:30 pm. The specific dates of these sessions are 11/15, 11/22, 12/6, 12/13, 12/20, 1/10, 1/17, and 1/24. During our Spring semester classes will run on 3/7, 3/14, 3/21, 3/28, 4/4, 4/11, 4/25, 5/2, 5/9, 5/16, 5/23, 6/6 and 6/13. (Please note: teachers are compensated for 3 hours of teaching + 1 hour of prep).

All our ESL students are also strongly encouraged to attend our after school "Extended Day" initiative. These sessions will take place in our ESL resource room from 3:15 to 4:15 every Monday and Friday starting on November 17, 2014. Extended days will additionally take place on Wednesday's beginning on the months of May and June in order to further help our students prepare for their regents, final exams and other academic demands. During our Spring Semester these session will take place on November 17, 21, 24, December 1, 5, 8, 12, 15, 19, 22, January 5, 9, 12, 16, and 23. During our Spring Semester these session will take place on February 6, 9, 13, 23, March 2, 6, 9, 13, 16, 20, 23, 30, April 13, 17, 20, 24, 27, May 4, 6, 8, 11, 13, 15, 18, 20, 22, 27 and June 1, 3, 5, 8, 10, 12 and 15.

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: Among our staff we have four fulltime ESL teachers who are fully certified in TESOL. One of those teachers has attended and has received QTEL workshop credentials. Two others have been trained within the most innovative language learning approaches and pedagogies to date. Another teacher is a savvy veteran who has attended extensive UFT workshops on supporting ELLs to pass their Global History and Geography Regents. Every Tuesday, all staff attends afterschool Professional Development workshops. Two of these workshops are specifically devoted to understanding and meeting the academic and social needs of our ever growing ESL student population. On those particular days, these workshops are led by our ESL teachers. Each month, one of the ESL teachers introduces a new strategy that can be incorporated to support the new Common Core Standards. Strategies are not content specific and can be used in any classroom for many different assignments. The workshop teachers provide the staff with examples as to how the strategies can be used. All the strategies are scaffolded to show content teachers how to support ELL students in their individual classes. Because of the current curriculum shift, these workshops tend to focus on writing strategies to help our students meet the demands of the Common Core Standards. Included in all these workshops are also discussions on how to effectively differentiate instruction and assessment for ELLs. These workshops are attended by our entire staff including ESL teachers, subject area teachers, Special Education teachers, guidance counselors, paraprofessionals, and administrators. These workshops are presented from 3:10pm to 3:55pm every other Tuesday.

In addition, ESL teachers periodically join other academic departments' meetings on Thursdays in order to review and analyze periodic assessments. The purpose of these meetings is to include the expertise of our ESL teachers as we try to identify particular areas in need to growth and to have them share/suggest measures and strategies for implementation and growth in order to help students overcome the identified deficits. The ESL coordinator also sends out informative emails to the staff about ELL services, including translation services and instructional strategies. All of these strategies are also uploaded in our school-wide domain which all staff may access.

Part D: Parental Engagement Activities

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: To actively encourage parental involvement in our school, parents of ELLs are involved in a number of different activities and systems to support our students academically in and out of school. Some these initiatives are led by ESL Teachers. Every Tuesday morning, between 8:00am and 8:48am, is designated as our official parent outreach initiative. This is the time teachers use to schedule face to face parent-teacher meetings. When not meeting with parents, teachers use this time to call parents in order to assure they are kept abreast of their child’s academic progress.

Our Parent-Teacher conferences (Sept. 17, Nov. 5, Nov 7, Mar. 26 Mar. 27 and May 7) are utilized by ESL teachers to meet with as many families as possible in order to establish a shared understanding of their children’s learning and work as partners to meet their academic and socioemotional needs.

In addition, our Parent Association (PA) is currently made up of 30 parent members with half of them being parents of ELL students. The Parent Association team meets on the last Thursday of every month. These events are used by ESL teachers to meet and further keep parents informed of events and school initiatives that affect our overall student population. Agendas for these meetings range from going over our school’s Progress Report to our school’s Quality Review issues, budgetary decisions, interviewing of teachers, college planning, Income Tax Returns, English Classes, BBQs, and Parent Retreats. ESL teachers work with parents to assure they understand and that their voices are heard and taken into consideration in these decision making processes.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	4326.84	84 Saturday School per session hours for licensed ESL Teacher: Ms. Katya Isayev
<ul style="list-style-type: none"> • Per session • Per diem 	4326.84	84 Saturday school per session hours for licensed ESL Teacher: Mr. Ramon Nunez
	2523.99	49 After School per session hours for

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Licensed ESL Teacher: Mr. Ramon Nunez
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____