

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: LUISA DESSUS CRUZ, MIDDLE SCHOOL 302

DBN (i.e. 01M001): 08X302

Principal: LIZA ORTIZ

Principal Email: LORTIZ19@SCHOOLS.NYC.GOV

Superintendent: DR. KAREN AMES

Network Leader: RUDY RUPNARIAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|-----------|
| Liza Ortiz | *Principal or Designee | |
| Jonathan Hinesley | *UFT Chapter Leader or Designee | |
| Zoraida Martinez | *PA/PTA President or Designated Co-President | |
| Dennis | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Julie Garretson | CBO Representative, if applicable | |
| Millagros | Member/ Parent | |
| Albania Ruiz | Member/ Teacher | |
| Ruzmayris Guillermo | Member/ Teacher | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|----------|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, a minimum of 15% of ESL and SWD students will move one level towards meeting proficiency on the 2015 ELA and Math state exams with a minimum of 20 SWD and 20 ESL students achieving gains on the state exams this school year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on previous years, the NYSELAT results for the 2012, 2013, 2014 school years and this past year's ELA and Math results show the need to have students move one level towards proficiency ratings on the ELA and Math exams. After conducting a 3-year trend analysis of the 2012, 2013, 2014 NYSELAT results, it was determined that 42% out of a total of 142 ELLs have remained at the same performance level. These students have shown minimum growth throughout the years to test out of the ESL program. There was a direct correlation in the raw score of those students who were not proficient in the reading and writing component of the NYSELAT to the ELA exams. Those students who moved towards the 'Advanced' to 'Proficient' level in the NYSELAT earned a level 2 or better on the ELA and/or Math state exams, whereas those who were designated as 'Intermediate' or 'Beginners' earned a Level 1 on the ELA and/or math exam. As it relates to SWDs, 50% of the SWD students earned a Level 1 on the state exams. While we made progress towards proficiency, 2% towards increase of proficiency ratings does not capture the urgency. The 2% percent reflects 5 students who moved towards a proficiency level. The self-contained students in 7th and in 8th grade did not make progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Explicit modeling
2. Use of data to target students and strategically group students
3. Small group instruction via reciprocal reading, book talks, and guided reading
4. Curriculum planning for teachers to provide more scaffolds, varied texts, to use Depth of Knowledge (DOK) to determine rigor of questions/tasks, and to include with multiple checks for understanding within their lessons
5. Teachers will deepen student conversations using conversation stems and other discussion protocols such as Socratic seminar and small group discussion opportunities. Teachers will work on increasing student-centered learning so that students are visibly engaged in their own thinking and learning. Teachers will also use Word Generation to increase academic vocabulary across content areas

B. Key personnel and other resources used to implement each strategy/activity

1. Core content teachers will use Common Core aligned curricula: CODEX, CMP3, Glencoe social studies and science text books
2. All teachers, administration, guidance team, and parents, state exam results, teacher made assessments (pre and post), informal assessments
3. All teachers and ESL teachers- guided reading materials, myON, i-Ready
4. All teachers- common planning, Monday professional development opportunities
5. All teachers- Harvard's Visible Thinking routines

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will earn an overall rating of 'Effective'
2. Report card grades, progress report grades, Pre-and Post assessment data analysis on ELL and SWD students
3. Periodic analysis and evaluation of teacher assessment binders, which include guided reading lessons, conference notes, and grades with student rubrics.
4. Interim assessments were integrated for every unit and are reviewed to ensure all teachers are meeting the benchmark goals for the unit.
5. Teachers will work towards earning an overall rating of 'Effective' or better on the Danielson Framework competencies within Domain 3 (Instruction) and competency 1a (Demonstrating Knowledge of Content and Pedagogy).

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015
2. August 2014 through June 2015
3. October 2014 through June 2015
4. August 2014 through June 2015
5. October 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Frequent observations by administration. Post-observation conferences held to discuss areas of concern. Development of teacher improvement plans to address

the deficiencies and the goals needed to remedy the areas of concern.

2. Discussion by teachers to target student progress in grade meetings through the analysis of student work/data via the 'Wows and Wonders' and Tuning protocols, report cards, and assessments
3. Curriculum units which include scaffold questions, graphic organizers, and anticipated vocabulary
4. Teachers will use workshop Model, which includes a mini-lesson, independent/small group activity, closure, and questions to check for understanding.
5. Five days a week of common planning, Mondays teachers will attend professional development opportunities, Thursday professional development conducted and will focus on curriculum planning and looking at student work/data.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

For this goal the strategies that will increase parental involvement are:

- Communicate via school's website, newsletters, Parent Association meetings
- Offer parent workshops on upcoming units of study (academic workshops)
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Provide assistance to parents in understanding State standards and assessments;
- Translate all critical school documents and provide interpretation during meetings and events as needed

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | x | Title III | Set Aside | Grants |
|--|----------|---|----------|-----------|---|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | |
| N/A | | | | | | | | |

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, school leaders and staff will promote Positive Behavioral Interventions and Supports (PBIS) to support the decrease of level 4 and 5 incidents on OORS by 10%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on last year's OORS data and teacher anecdotal on Jupiter Grades, an emphasis needs to be placed on providing guidance interventions and positive behavior systems to promote positive behavior. The conflict resolution team and the instructional team, which includes the administration and the peer instructional coaches, deans, and demonstration teachers, observed that those students who were on the recidivist OORS report (5%) were level one student on the ELA and/or Math exam. The 2014 Learning Environment Survey percentage response, 68% of students say that most students at the school treat each other with respect. Both teams believe that with the development of leadership clubs, electives, a mentor program, continuous assemblies, and periodic guidance sessions, these students will become reflective and make positive choices.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Review class/student section sheets to develop strategies to improve class/student behavior.
2. Conduct individual teacher meetings to discuss behavior management plan for class and/or individual students. Assist and support teachers to create behavioral management plans and conduct parent meetings to discuss student behavior. Emphasize the need to utilize the PBIS dollars as a form of incentives.
3. During common planning meetings, discuss strategies to engage disruptive students in the lesson that will minimize or reduce behavioral issues in the classroom. Training of staff to understand the preventative and intervention strategies listed on the NYC Dept. of Education Discipline Code and Policy- Implementing programs and procedures to reduce incidents and provide interventions through;
 - a. Halls sweeps occurring regularly by administration and deans
 - b. Implementing clear procedures for bathroom use by school aide
 - c. Regular monitoring of hallways and bathrooms by adults.
 - d. Procedures for cafeteria behavior and consequences for failing to follow rules by school aide and administration
4. Support staff to monitor student behavior in the classroom and cafeteria by providing the necessary parental outreach and implement required consequences for students who demonstrate consistent behavioral issues.
5. Monthly assemblies by grade, and by gender that focus on celebrations, safety, harassment, hygiene, and self-esteem.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and deans
2. Lead teacher, administration, guidance counselor, and dean
3. Lead teachers deans, administration and selected teachers who demonstrate great classroom management
4. Guidance team, deans, and administration
5. Administration, deans, and, guidance team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Daily section sheets, weekly class section sheet grade, Bi-weekly summary reports from OORs
2. Decrease of infractions based on the infraction summary report
3. Increase of guidance intervention for those students who appear on the recidivist report, Discipline meeting agendas, minutes, and individual students section sheets
4. Network support monthly bulletin and activity reports
5. Final School OORs Summary reports

D. Timeline for implementation and completion including start and end dates

1. September 2014- June 2015
2. Every other week- October 2014- June 2015
3. September 2014- June 2015
4. October 2014- June 2015

5. October 2014- May 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Bi-monthly discipline committee meetings with the deans, guidance team, and assistant principals
2. Discussions with teachers, classes, and individual students, as needed, regarding preventative strategies to decrease inappropriate behavior and increase student achievement.
3. During common planning, grade meetings, and/or faculty meetings discussions will be held to implement a systemic, positive clubs that will address and stimulate appropriate adolescent behavior; such as, after-school opportunities for a young men's and ladies' leadership clubs, chess club, anti bullying clubs, etc.
4. Weekly the Guidance team, PPC team, and parent coordinator will meet to discuss an individual students, the services provided to the students, the preventative strategies attempted or implemented to promote positive behavior then invite parent and student for a conference.
5. The guidance team, deans, student government, and assistant principals will meet bi-weekly to discuss recurring concerns for the grade/school to develop an assembly that will remedy the recurring occurrences/concerns

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

For this goal the strategies that will increase parental involvement are:

- Translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;
- Monthly celebratory meetings with parents whose children are showing improvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June of 2015, the student attendance rate for the 2014-2015 school year will increase by 3% from 87% to 90% as evidenced through NYC DOE attendance data reports.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Attendance has a direct effect on student achievement, For the last three years, the average yearly attendance has been 87%. The school community believes that if we can target those students who are truant, those who come in late, and those students who have an attendance average less than 90% then their state performance exam scores will increase by a minimum of 30 scale score points.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Collect, record, evaluate attendance trends on a daily, weekly, and monthly basis
2. Celebrate attendance improvement and 100% attendance by providing incentives through PBIS, trips, and Award Assembly
3. Parent outreach will be conducted by teachers and workshops on the relationship of attendance and achievement
4. Engaging students with a rich curriculum in all subject areas and implementing electives during lunchtime.
5. Strengthen the after-school program.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff members
2. Administration, teachers, deans, guidance, and CBO
3. Parent Coordinator and SAPIS worker
4. Peer Instructional Coaches, and teachers
5. CBO- City Year and Episcopalian Social Services

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improved documentation of attendance reviewed by attendance committee to track improvement of student attendance
2. Improved attendance of students who were considered truant, or earned an attendance average less than 90% in the 2013-2014 school year
3. Parent awareness and communication to send their children to school, parent participation in workshops
4. Improved lateness and attendance by class and by students
5. Increase enrollment of students to the after-school program

D. Timeline for implementation and completion including start and end dates

1. September 2014-June 2015
2. October 2014- June 2015
3. October 2014- June 2015
4. September 2014- June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School aides, deans, and administration verify attendance, meet biweekly to discuss attendance trends
2. Integrate an after-school program into the school day to interest students
3. Biweekly parent meetings, monthly meetings to discuss upcoming academic events, latest educational research, and CCLS
4. Common planning and after-school planning- teachers identify text; develop questions that will hook the students to learn.
5. Extend after-school clubs to the day school programs, such as lunchtime, and electives.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Monthly celebratory meetings with parents whose children are showing improvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | | Title IIA | | Title III | | Set Aside | X | Grants |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, there will be a 10% increase of students moving from Level 1 to Level 2 on the 2015 ELA and Math state exams.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2014 state results 10% of M.S. 302's students are proficient in ELA and 13% are proficient in Math. 57% of the students attained a Level 1 in ELA and math. The instructional team and the teachers based on their initial planning goals believe that collectively we can move 10% of the Level 1 students towards attaining a Level 2 on the 2015 ELA and Math state exams. This means that 30 students will demonstrate gains.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Increase the amount of independent reading and writing in order to build stamina of students
2. Explicit teaching
3. Deepen student discussions through strategic instructional strategies
4. Increase time for student-centered tasks/activities
5. Use of sample questions within instructional practices for students that emulate the state exam questions
6. Revise and monitor curriculum units based on observations made after analyzing student work/data
7. Professional Learning Committee will create a cohesive and transparent professional learning plan for teachers/staff

B. Key personnel and other resources used to implement each strategy/activity

1. All core content teachers- CODEX, CMP3, NYC CCLS Modules, Glencoe social studies and science text books, trade books, myON, i-Ready
2. All core teachers, CODEX, CMP3, Glencoe social studies and science text books
3. All teachers, discussion protocols such as Socratic seminar, fish bowl, and use of conversational stems
4. All teachers- CODEX, CMP3, NYC CCLS Modules, Glencoe social studies and science text books, trade books, myON, i-Ready
5. All teachers – Curriculum Associates and I-Ready CODEX, and CMP3
6. All teachers, peer instructional coaches, administration- Common planning, Monday professional development opportunities, and Thursday curriculum planning and looking at student work/data
7. Administration, PICs, and Demonstration Teacher, Monday professional development opportunities, Thursday curriculum planning and looking at student work/data, NYC Professional Learning opportunities.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 60% of the teachers earning an effective rating in Danielson Evaluation Rubric- Domain 3, competencies 3b, 3c, 3d and a pasting rate of 80% or better
2. 60% of the teachers earning an effective rating in Danielson Evaluation Rubric- Domain 3, competencies 3b, 3c, 3d
3. 60% of the teachers earning an effective rating in Danielson Evaluation Rubric- competencies 3b, and 1a
4. 60% of the teachers earning an effective rating in Danielson Evaluation Rubric –competencies 3b, 3c, 1a, and 1e and a pasting rate of 80% or better
5. 60% of the teachers earning an effective rating in Danielson Evaluation Rubric –competencies 3b, 1a, and 1e and a pasting rate of 80% or better
6. Student improvement on rubric grades
7. 60% of the teachers earning an overall 'Effective' rating on the Danielson Evaluation Rubric

D. Timeline for implementation and completion including start and end dates

1. December 2014 through June 2015
2. September 2014 through June 2015
3. October 2014 through June 2015
4. September 2014 through June 2015
5. October 2014 through June 2015
6. October 2014 through June 2015
7. September 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Frequent observations by administration. Post –observation conferences held to discuss areas of concern. Development of teacher improvement plans to address

- the deficiencies and the goals needed to remedy the areas of concern.
- 2. Discussion by teachers of targeted students progress in grade meeting through the analysis of student work via the wows and wonders and tuning protocol, report card, and assessments
- 3. Curriculum units which include scaffold questions, graphic organizers, anticipated vocabulary
- 4. Workshop model best practices- Mini-lesson, independent/small group, closure all, which encompasses questions to check for understanding.
- 5. Five days a week of common planning, Every Monday professional development, every Thursday focused on curriculum planning/ and looking at student work.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- For this goal the strategies that will increase parental involvement are:
- Communicate via school's website, newsletters, parent association meetings
 - Offer parent workshops on upcoming units of study- academic workshops
 - Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - Provide assistance to parents in understanding State standards and assessments;
 - Translate all critical school documents and provide interpretation services during meetings and events as needed

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|-----------|-----------|--------|
|---|----------|---|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| N/A |

Comprehensive Needs Assessment

| |
|--|
| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. |
| N/A |

Instructional Strategies/Activities

| |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| A. Strategies/activities that encompass the needs of identified subgroups |
| 1. N/A |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. N/A |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. N/A |
| D. Timeline for implementation and completion including start and end dates |
| 1. N/A |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. N/A |

Strategies to Increase Parental Involvement

| |
|---|
| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
| N/A |

Budget and Resource Alignment

| | | | | | | | | | | | |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
| N/A | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| N/A | | | | | | | | | | | |

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

| Type of Academic Intervention Service (AIS) | 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.) |
|---|---|--|--|
| ELA | Socratic Seminar; Reciprocal Reading, Book Club, guided reading, Access Code, and i-Ready, test sophistication, word generation | Small group, one-to-one tutoring, and whole class remediation | During school and after school |
| Mathematics | Socratic Seminar, i-Ready, test sophistication, conferences, strategic grouping, and Word Generation | Small group, one-to-one tutoring, and whole class remediation | During school and after school |
| Science | Socratic Seminar; Reciprocal Reading, and Word Generation | Small group and literacy push in teacher | During school |
| Social Studies | Socratic Seminar; Reciprocal Reading | Small group | During school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Leadership Club, Mentoring Club sponsored by teachers, and Gender-based assemblies conducted by Guidance Team | Small group, gender based assemblies | During school and after school |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

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. |
| <ul style="list-style-type: none"> - Team teaching approach will allow for teachers who are highly qualified to work closely with a licensed teacher. - School leaders will work closely with the Talent Coach/ Teacher Ambassador to support highly qualified teachers. - Develop teacher improvement plans, which include professional goals and school wide goals. - School leader will work closely with the teacher recruitment personnel to ensure that the school recruits the best-qualified candidates for M.S. 302. - School leaders will meet with new teachers and highly qualified teachers monthly to discuss concerns, successes, and next steps. - Lead teachers and PICs will work closely with new teachers and highly qualified teachers to improve pedagogy and content. - Post-observations conferences will be conducted by schools leaders to discuss next steps to remedy pedagogical concerns with teachers. - Professional Development opportunities for teachers will be planned by school's Professional Learning Committee |

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). |
| <ul style="list-style-type: none"> - Inter-visitations to view Lead/PIC teachers' classes with a specific purpose will be conducted. - There will be bi-weekly professional development on looking at students work, improving the quality of the questions posed and increasing discussion in all classrooms and every class. - Teachers and administrators will attend monthly network professional development opportunities. - Professional text will be read and discussed in study groups, at department meetings, or grade meetings following a set protocol. - Peer-to-peer observations and conferences will be conducted. - Monday Professional Development Workshops series, Thursday curriculum planning, mentor meetings, and Lesson Plan Clinics will take place throughout the 2014-2015 school year. |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| <ul style="list-style-type: none"> - Funding of a F. Status administrator will support teachers who serve ESL, SWD, and STH. - Monies will be set-aside in OTPS to ensure students have the needed instructional materials to be prepared for class. - Incentives for parents and students who attend professional development workshops regarding the CCLS and upcoming curriculum content will be provided. |

SWP Schools Only

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 |

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. |
| As per city and state regulations the school selected a MOSL committee to determine the local assessments, measures, and target population that will be used to evaluate each teacher for the 2014-2015 school year. |

TA Schools Only

Use of Program Resources

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

N/A

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

M.S. 302 Luisa Dessus Cruz

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 M.S. 302 Luisa Dessus Cruz. Therefore, M.S. 302 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 our school and the families. M.S. 302'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 our school community. M.S. 302 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 our school community;

M.S. 302'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. Middle School 302x 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;

M.S. 302 Luisa Dessus Cruz 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

M.S. 302 Luisa Dessus Cruz , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by 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.

DBN: 08X302

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$539,615.34 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | X | See action plan |
| Title III, Part A | Federal | \$15,840.00 | X | See action plan |

| | | | | |
|----------------------|---------|----------------|---|-----------------|
| Title III, Immigrant | Federal | \$6,407.00 | X | See action plan |
| Tax Levy (FSF) | Local | \$3,363,569.00 | X | See action plan |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this

program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

**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 8 | Borough Bronx | School Number 302 |
| School Name Luisa Dessus Curz | | |

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 Liza Ortiz | Assistant Principal Magaly Paz |
| Coach Albania Cabrera | Coach Ian McGhie |
| ESL Teacher Claudette Wray-Allen | Guidance Counselor Yolanda Cepeda |
| Teacher/Subject Area Kissie Spencer | Parent Melissa Delgado |
| Teacher/Subject Area Anthony Dewey | Parent Coordinator Neida Villafane |
| Related Service Provider Rosita Colon | Other type here |
| Network Leader(Only if working with the LAP team) type here | 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. | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 5 | Number of teachers who hold both content area and ESL certification | 3 |
| 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 | |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | | Number of special education teachers with bilingual extensions | 3 |

D. Student Demographics

| | | | | | |
|--|--|----------------------|------------|---|----------|
| Total number of students in school (Excluding Pre-K) | | Total number of ELLs | 126 | ELLs as share of total student population (%) | % |
|--|--|----------------------|------------|---|----------|

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|--------------------------------|----|
| All ELLs | 126 | Newcomers (ELLs receiving service 0-3 years) | 50 | ELL Students with Disabilities | 23 |
| SIFE | 1 | ELLs receiving service 4-6 years | 21 | Long-Term (completed 6+ years) | 55 |

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 | 50 | 6 | 8 | 21 | 0 | 7 | 55 | 0 | 8 | 126 | |

| 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 | 50 | 6 | 8 | 21 | 0 | 7 | 55 | 0 | 8 | 126 |
| 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 | | | | | | | 44 | 44 | 32 | | | | | 120 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | 1 | | | | | 1 |
| Haitian | | | | | | | | 1 | | | | | | 1 |
| French | | | | | | | | 1 | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 2 | 1 | | | | | | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 47 | 33 | 0 | 0 | 0 | 0 | 126 |

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) | | | | | | | 6 | 2 | 3 | | | | | 11 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 11 |

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 32 | 6 | | | 38 |
| 7 | 33 | 4 | | | 37 |
| 8 | 26 | 2 | | | 28 |
| 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 | 31 | | 1 | | | | | | 32 |
| 7 | 3 | | 0 | | | | | | 3 |
| 8 | 25 | | 1 | | | | | | 26 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

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

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
MS 302 uses an array of assessment tools to assess the literacy skills and progress of our ELLs. The data obtained from the NYSESLAT, ELL Periodic Assessment, Word Generation, and DRP are used to better support our ELLs to ensure they show growth in the English language. The LAB-R is used as a placement test administered within the first ten days of registration to identify the student's English

language proficiency level. Based on the LAB-R data students are placed in beginner, intermediate or advanced classes. These assessments inform us of the weaknesses and strengths of our students in all four modalities. We use these results to drive our instruction and to provide our ELLs differentiation and scaffolds to support and improve language and skills proficiency across grade levels and all content areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The analysis of the LAB-R confirm that the newcomer students that arrive at MS 302 have no or very limited skills in the English language. Most of our newcomers score at the beginner level after the administration of the LAB-R. The students to whom the LAB is administered in their native language (Spanish) usually score above 85% or higher indicating an existent language barrier in English. In addition, the data analysis of the NYSESLAT indicates that during the Spring administration of the NYSESLAT, most students continue to score at the beginning level of second language acquisition. The data pattern shows annual growth, for the majority of the ELLs, on the listening and speaking modality although there is a continuous struggle to obtain proficiency level in the reading and writing modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The Spring 2013 NYSESLAT results are not available on the RNMR at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
The majority of the students at MS 302 follow the regular pattern of showing little incremental growth in the NYSESLAT and scoring proficiency levels in the listening and speaking modality while making limited progress in the reading and writing modality of the NYSESLAT. The longer students are enrolled in the New York public school system, they become more proficient in the four modalities of the NYSESLAT (listening, speaking, reading and writing). However, after analyzing the data, we have been able to observe that the reading and writing strand seems to be the most difficult skill to master. At MS 302 we will ensure that all English Language Learners receive the instructional units allocated based on their levels of language fluency and academic proficiency. We differentiate instruction exposing students to read alouds, independent reading, guided reading and writing, small group instruction, academic and social conversations with their classmates through reciprocal reading, and book clubs to ensure the students continue to show growth in the reading and writing modality. MS 302's leadership and teachers use the results of the ELL Interim Assessments to evaluate student achievement and plan strategically to differentiate instruction. The ESL and ELA teachers use the ELL Periodic Assessments to identify student achievements and areas in need of improvement using the four modalities. Teachers review the item analysis to determine next steps.
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](#).)
MS 302 uses the NYSESLAT and formative assessments to monitor student learning over time in order to make important educational decisions. Student needs are first identified in Tier 1, with increasingly intensive levels of support provided in Tiers 2 and 3. At-risk students, in Tier 1 and 2, are offered intensive small-group support in addition to their regular curriculum. ELL students who do not respond to intervention are given more intensive intervention through Tier 3 by increasing the frequency and duration of the intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At MS 302 ESL and content area teachers meet daily during common planning to discuss ELL students, ESL strategies, approaches, instructional tools, and expectations according to the stage of language acquisition. Formative assessments are created to progress monitor teaching strategies and student learning.
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?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
MS 302 is a school in "Good Standing" as per the Progress Report. This is an clear indicator of annual improvement and progress. It also indicates that teachers, students, and parents are satisfied with the teaching and learning that takes place in the school. The analysis of the NYSESLAT and NYS ELA and Mathematics assessment shows an annual growth in scale scores and performance levels. 50% out of 146 ELLs showed improvement in the NYS ELA assessment; 30.6% out of 146 ELLs showed improvement in the NYS Mathematics assessment; and 36.8% out of 146 ELLs showed growth on the NYSESLAT assessment. These measures indicate that our ELLs are making progres in all standardized tests; however, more scaffolds and differentiation needs to be incorporated in Mathematics to promote higher levels of achievement in this content area.

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](#).)
At Middle School 302 parents of newly enrolled English Language Learners are required to complete a Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what language, other than English is spoken at home. The bilingual (Spanish-English) assistant principal is responsible for administering the HLIS and conducting informal oral interviews as part of the school's intake process. If the home language survey indicates the student is an ELL, the bilingual assistant principal and the two ESL teachers are responsible for administering the LAB-R (English) and LAB exam (administered to Spanish speaking ELLs) within ten days of enrollment. Based on the results of the LAB-R parent are sent letters of Entitlement or Non-Entitlement, and Placement Letter. These letters are sent in English, Spanish and/or any other language for which a translated version is available.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are invited to an ELL Orientation meeting to enable them to make an educated decision as to which program best meets the needs of their son/daughter. Five to ten days from administering the LAB-R, the assistant principal and the parent coordinator arrange to conduct the ELL Orientation meeting. During this orientation, a video in the language spoken by the parents is shown to provide an overview of the three program options. In addition, we hold an informational session in which parents have an opportunity to ask questions concerning their program options and any other concern they may have. To support their understanding of the available programs, we distribute informational brochures providing an overview of the program options. If a parent did not attend the parent orientation, we contact the parents to schedule a one-on-one meeting or we have a phone conversation to inform the parents of the instructional models of ELL programs available to them the NYC Public School System. After this phone conference, we then send home the Program Selection Form for the parents to complete and return to the assistant principal for student placement.
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 [\[see tool kit\]](#).)
The parent coordinator and pupil accounting secretary, fluent in English and Spanish, follow up with telephone calls if parents/guardians did not return the forms within the prescribed time. The assistant principal responsible for ELLs keeps a log to record entitlement and placement letters sent to parents. She also logs-in the program selection forms that have been retuned by the parents.

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.
Parents of ELLs are informed during the Parent Orientation Meeting of the freestanding ESL program available in the school. If parents chose bilingual education or a dual language program they are given the option of enrolling their children in a school where their program of choice is available. The school reaches out to different schools in attempt to support the request of the parents. In addition, parents are informed that the school would keep records of parents whose choice is bilingual education or dual language program. Parents are informed that if the school has a total of fifteen parents interested in requesting bilingual or dual language program the school will then honor their request. All meetings with parents are conducted in their native language. Letter of continued entitlement are sent to the parents within the first two weeks of school. Continued entitlement letters are sent to the parents with their children. Students are asked to sign upon receipt of this letter. The assistant principal in charge of the ELLs Department keeps a copy of the letter in a binder in her office. In addition, a second copy of the letter is placed in the students' cumulative file. Once the parents submit to the assistant principal the Parent Selection form, the assistant principal indicates the parent's choice and student identification in the ELPC screen on ATS within 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 New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year to all ELL students who have not scored at or above Proficiency level. Ms. Salem and Ms. Wray Allen (ESL teachers) and Ms. Urena (Bilingual Teacher) are responsible for administering the NYSESLAT exam to all eligible ELL students. The RNMR is used to determine student eligibility. Letters are sent home to the parents indicating test administration and make-up dates. All four modalities are tested individually. The parent coordinator reaches out daily to the parents of students who are absent during both, regular administration and make-up dates. E-mail and hard copy logs are kept as evidence of parental outreach.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The identified trend in program choices is essentially 95% of parents requesting their children receive content area instruction in English with additional support via a push-in and pull-out model through our freestanding ESL program. The remaining 5% of the parents who have requested bilingual education are informed that if a total of fifteen parents request their children bilingual education the school will honor their request by opening a bilingual program.

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])?

The freestanding ESL program at MS 302 consists of both push-in and pull-out services. Certified ESL teacher meets all mandate of all ELL students. The ESL teacher and the content area teacher plan for push-in periods a week in advance. During common planning the ESL teacher and content area teacher decide whether to co-teach or work in small groups during the upcoming push in periods. Based on the topic being covered and the needs of the students the ESL teacher and content area teacher decide the organizational model for that week. All beginning and intermediate students are scheduled to receive 360 minutes of study (eight forty-five minute periods) per week. All advanced students are scheduled to receive 180 minutes of study (four forty-five minute periods) per week. All content area subjects are conducted in English. Scaffolding and differentiation are incorporated into all lessons. A request is made for all ELL students to have a native language/English language dictionary to aid in comprehension and vocabulary development. The assistant principal provides ESL teachers and all content area teachers with data that informs them of each student's ELL level and areas of needs. Content area teachers focus on teaching language along with the content. Frontloading content related vocabulary prior to instruction is exercised in each content area. Guided reading, silent reading, small group instruction, and cooperative learning groups facilitate interdisciplinary and common core learning standards based instruction. All ELLs actively participate in Word Generation, a program designed to build academic language and literacy skills across content areas in which students learn specific academic vocabulary words every week. Our twelve newcomers and selected beginners participate in English Now! a standards-based language acquisition program for ELLs performing at the beginner and intermediate levels and Access Code, a web-based, supplementary curriculum for struggling readers to help students acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension. There are no SIFE students currently attending MS 302. Within their English Language Arts class we provide test prep once a week for our twelve newcomers and those ELL students who are eligible to take the NYS ELA assessment. In addition, ELL students participate of 37.5 minutes and test prep afterschool program designed to support ELL students in developing their English language skills and proficiency. Our long-term ELL students are enrolled in after-school programs to receive support in their language development.

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)?

In order to ensure the mandated number of instructional minutes are provided, students are grouped, to the extent possible, by grade-level and by English language proficiency level. Beginning and intermediate level students receive 360 minutes of English as a Second Language (ESL) instruction on a weekly basis. Advanced level students receive 180 minutes of ESL instruction and 180 minutes of English Language Arts weekly.

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.

All content area instruction is delivered in English. Unit objectives integrate academic language objectives and content objectives. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by questions stems based on Webb's Depth of Knowledge (DOK) Educational Objectives. ESL methodologies and strategies used for the delivery of instruction include, but are not limited to: academic and content area language charts, visual aids, Total Physical Response (TPR), manipulatives, technology, and graphic organizers to support the learning of language and content objectives; as well as the incorporation of activities that incorporate ELL students' life experiences and diverse cultures. Native language support is given to the students through the use of Spanish-English dictionaries and glossaries, laptops for translation, and grouping them with students (buddy) who can support with translation and interpretation. In addition, ESL teachers help with the translation of tasks and articles (as needed) in the native language to support student achievement. The ESL program aligns instruction to the New York State Common Core Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All our Spanish speaking ELLs are administered the Spanish LAB once they have been identified as an ELL student upon parent's completion of the Home Language Survey.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Spring 2013 NYSESLAT results are not available on the RNMR at this time.
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).

Teachers teach concepts to the entire class. They then assist and guide students as they are paired or placed in small groups to work on activities and or specific assignments. As students progress and advance their skills, they are regrouped. Teachers maintain portfolios and work folders for each student. They conference with students to discuss their work and progress in class. ESL teachers meet regularly with the student's other teachers on a regular basis during common planning and grade meetings to discuss student performance, analyze student work, and plan next instructional steps. The teacher also meets with the student's other teachers on a regular basis. Student performance and abilities are considered by the teachers as they share successful strategies with one another. There is a constant re-evaluation of student needs; and teachers plan accordingly. Currently, MS 302 does not have any SIFE students. However, if we were to register SIFE students in the future, we will have their parents meet with the guidance counselor to discuss their academic, social, and emotional needs so that we may provide appropriate assistance. Our SIFE educational plan requires small group instruction, mandatory after-school tutoring and homework help, mandated participation in 37.5 minutes, Title III after school program, and Access Code Program. The instructional plan for ELLs includes ninety minutes of ESL daily instruction that will focus on building listening, speaking, reading, and writing skills. Instruction for our newcomers is differentiated and scaffolded. ESL teachers engage them in small guided reading groups to build language development and scaffold academic content based on the students' level of language acquisition. A-Z Guided Reading, English Now! Program, Access Code and I-Learn computerized programs are used to meet language proficiency and promote content areas in need of improvement. Our newcomers receive their mandated 360 minutes of push-in services as per Part 154. In addition, newcomers are pulled-out five additional periods to extend their learning. ESL teachers will use ESL strategies to support student learning such as the use of graphic organizers, different ways of scaffolding, frontloading vocabulary words, visual aids, sentence stems, and the use of technology. Content area teachers will use strategies such as vocabulary building, scaffolding, modeling, activating prior knowledge and building schema. We also provide after school programs concentrating on building English language and Math skills. Our 4-6 year and long term ELLs receive differentiated instruction through the analysis of formal and informal assessments. ESL and content area teachers plan collaboratively to ensure they target the needs of the students. In addition, ELLs are also enrolled in after-school programs to receive support in their language development and test preparation skills. Former ELLs receive testing accommodations and continuous support in their content area and ELA classes.

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?
Instruction for ELLs identified as having special needs is just as rigorous as it is for ELLs who do not have special needs, however, additional scaffolding and differentiation is provided. A full time or part time paraprofessional has been placed in the classes to assist the special education students, as per their IEP. In order for all four aspects of language proficiency to be targeted, the four modalities-listening, speaking, reading and writing- are constantly developed. This is accomplished through the following: listening activities –audio and video, teacher talk, class discussions, reading and writing strategies, reading workshop, and writing workshop. The school has purchased Code-X and non-fiction novels. These materials are adapted by the ESL and content area teachers to meet the needs of ELL-SWDs.
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?
Instruction for ELL SWDs reflects the school's overall philosophy for all students, differentiated instruction is provided for students needing additional curricular and/or instruction support. During common planning, the ESL teacher, regular teacher, and special education teacher meet to discuss the needs of the students and instructional strategies and materials needed to promote student learning and growth. Whenever possible, ELL-SWDs are in place in ICT classes. We believe these ELLs will show great improvement

by receiving individual and small group support by the general education and special education teacher, and the ESL teacher as well. ELL-SWDs benefit from being in the ICT class through their interaction with regular education students within the same class through small group instruction focused on their academic needs.

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: | N/A | | |
| Social Studies: | English | | |
| Math: | English | | |
| Science: | English | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

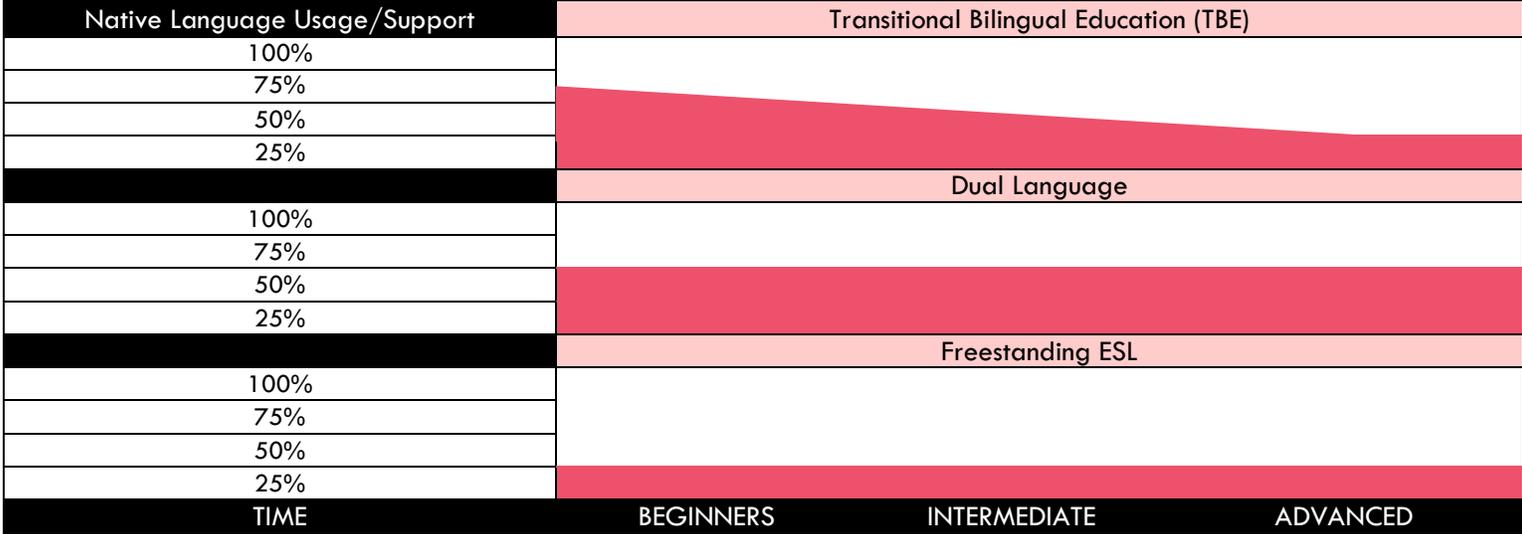
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

| | Beginning | Intermediate | Advanced |
|---|--------------------|---------------------|----------------------|
| 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 identify our bottom third to provide targeted intervention to our ELLs. Targeted intervention programs for ELLs in ELA include guided reading, peer tutoring, one-on-one support, small group instruction, 37.5 minutes of guided assistance, after school test prep, Access Code and I-Learn computer programs, leveled books and articles, and after school homework and tutoring, flexible grouping, audio versions of books and novels as well as differentiated instruction. Interventions for math include I-Ready computer program, 37.5 minutes, small group instruction, one-on-one peer-tutoring, after school test prep, after school homework help and tutoring, differentiated worksheets and frontloading of the vocabulary. Interventions for science and social studies are small group instruction, peer tutoring (buddy system), 37.5 minutes of guided assistance, leveled texts and articles, use of glossaries and dictionaries, graphic organizers, and frontloading of the vocabulary. Some of the strategies used are the use of bilingual dictionaries and glossaries, materials in NL for newcomers (new arrivals), extended time on exams, identifying and building on the background knowledge, identifying and teaching essential vocabulary, using a variety of visual aids, simplifying grammatical structures and paraphrasing, using sentence starters, collaborative discussion frames, among others. In addition, in all content areas sentence stems and language frame charts are displayed in the room and on students desks and notebooks to provide additional speaking and writing support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The success of our program is also evaluated by student work. We plan units of study that are aligned to the Common Core Standards and make modifications/adaptations to differentiate the instruction for our ELL students. Student portfolios, common core aligned tasks, and notebooks are indicators of student growth and progress. The success of our program is also evaluation through the NYSESLAT and NYS ELA scores.
11. What new programs or improvements will be considered for the upcoming school year?
For this school year we invested heavily in technology resources, ie, access code, word generation (new for 8th grade) I-Ready, I-Learn, Code-X, Benchmarks Guided Reading Books, A-Z Guided Reading Books. All of these resources are made accessible to ELLs.
12. What programs/services for ELLs will be discontinued and why?
No programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs in our school. Teachers ensure that ELLs are aware of available programs and services offered to all students. They participate in sports, homecoming, special school trips aimed at immersing ELLs into American culture and developing language. ELLs are also active in after school programs including our 21st century program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials used to support ELL instruction include Access Code, I-Learn, I-Ready, A-Z Guided Reading, English Now!, and Benchmarks guided reading books, and Getting Ready for the NYSESLAT and Beyond, use of native language/English dictionaries and glossaries in class and on exams, bilingual word and picture dictionaries, and extended time on classroom tests. All ELLs have access to the same curriculum as the general education students. Code-X and genre novels for ELA; CMP for Math; and the NYS Scope and Sequence for Science and Social Studies. Additional scaffolds and instructional strategies are used to ensure ELLs are able to manage and demonstrate understanding of the core curriculum. Our Units of Study for ELA, Mathematics, Science and Social Studies indicate how the instruction will be modified, the instructional materials and strategies that will be used throughout the unit to support student learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
All instruction is delivered in English. Native language support is given through the use of bi-lingual word and picture dictionaries, bi-lingual glossaries, teachers and peers that speak the native language, as well as the use of ESL strategies such as the use of visual aids and gestures.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support services and resources correspond to student need and/or IEP according to their age and grade level. Tutoring services are aligned to grade level to support academic assessment needs. These services match or exceed what is provided to general education students.
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.
A pull-out organizational model is designed for newly enrolled ELL students. ELL students receive 420 minutes of intensive ESL instruction (90 minutes daily more than the mandated 360 minutes) to help them acquire social and academic language. English Now!, Access Code, and A-Z Guided Reading are used instructional programs used with the newly enrolled ELL students. Activities and strategies for newly enrolled ELL students are guided reading, read alouds, the use of manipulatives, visuals, games, displaying a print rich environment to support oral language, modeling activities for students, use of read-alouds and think-alouds, , use of hands-on activities, use of bilingual students as peer helpers, adjustment of speech to enhance comprehension, ask yes/no questions, ask students to show/point/draw, frontloading of vocabulary/terminology/cognates, among many others.
18. What language electives are offered to ELLs?
The languages elective offered to all students is Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

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.

At MS 302 professional development is ongoing. All the teachers participate in the ELL professional development because all of them teach classes that include ELL students. The topics for discussion during staff meetings, department meetings, and professional development days are focused around ESL pedagogy, second language acquisition, best practices for subject area teaching, incorporating the core curriculum and technology in the classroom, and different types of scaffolds to promote learning (procedural scaffolding, instructional scaffolding, and verbal scaffolding). The calendar of PD dates is as follows: September - How to use ARIS and ACUITY Periodic Assessment to gather relevant data ; October - Instructional and Literacy Strategies Across the Content Area; November - How to use the ELLs Periodic Assessment to differentiate instruction; December - Addressing students ELLs with special needs; January - NYSESLAT test prep; February - Scaffolding instruction in Math and Science through experiments and the use of manipulatives; March - Sessions on sharing of how to strategically integrate technology in the content areas; April - Preparing ELLs for the NYS ELA and Mathematics Exam (testing strategies); MAY - Item analysis and use of data gained from ARIS and ACUITY to inform instruction; June - Review and analysis of teaching practices and curriculum materials for 2013-2014 school year. These professional development sessions will help our teachers understand how ELLs learn best, teaching strategies and materials to drive and scaffold instruction to ensure our ELL show scale score growth and increase on performance levels on NYS exams and formal and informal assessments administered in the classroom. In addition, the teaching staff attends workshops provided by the CFN and the Office of English Language Learners. Subject area and ESL teachers attend daily common planning meetings and grade meetings where they discuss student progress, teaching strategies and other pertinent matters.

To support teachers of ELL students in supporting ELLs as they engage in the Common Core Learning Standards, the ESL teacher, subject area teacher, and lead teacher are afforded the opportunity to meet and plan on a daily basis. During these planning sessions teachers discuss how to align ESL strategies into the curriculum to support the needs of the students. These sessions are also used to reflect on what worked, what did not work, and next steps for future lessons.

To support ELL students in their transition from elementary to our school and from our school to high school the principal, assistant principals, teachers, guidance counselors and parent coordinator provide orientation meetings for students and parents. The guidance counselor takes the students to open houses held at different high schools. Our attendance family worker reaches out to ELL parents to increase student attendance. The guidance counselor for each grade meet with ELLs to provide counseling and assistance. They meet with the assistant principal supervising the ELLs Department and hold meetings with teacher to review the progress of student and provide advice and support to teachers if an ELL student is having a difficult time in class.

Ongoing professional development on language acquisition, ESL pedagogy, and scaffolding techniques will be afforded to teachers during and after school. In addition, ESL teachers will attend workshops provided by the Office of English Language Learners. Other teachers are encouraged to attend. Each teacher is required to keep a folder of their professional development hours. They are expected use what they have learned in their professional development with their ELLs in their classrooms. In addition, the assistant principal responsible for ELLs and the lead teachers keep professional development agendas and sign-in sheets in their professional binder.

D. Parental Involvement

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

At MS 302, we understand that parents are a great asset to our school. Our parents receive an orientation informing them of the various programs we have available for our ELL students. Parents are also invited to "Greet and Meet", a monthly conference for parents to speak with teachers and administrators about any questions regarding the school curriculum and their child's progress report. We increase parental involvement through mailings, in English and Spanish, and with a computerized calling system that sends out notices in their native language. The parent coordinator, guidance counselors, and ESL teachers offers throughout the school year, numerous workshops and training such as leadership and parenting skills, tips and strategies to help their children at home, and awareness of the NYSESLAT and other New York State exams. Parents are always welcomed at MS 302. We have an open door policy for our parents. The parent coordinator ensures to develop a satisfactory relationship with the parents. The parent coordinator shares and discusses the parents concerns with the appropriate staff in the school. The parent coordinator sends monthly newsletters informing them of what their children are learning every month. Parent's needs are reflected are also reflected in the Parent Survey conducted by the DOE in the Spring. We review the survey to determine their needs. Parent involvement activities address the needs of the parents by including information about the school, community agencies that can assist them with immigration issues, housing, shelter, family and health care, and ESL classes. In addition, translation services is available, when necessary. The parent coordinator and guidance counselors provide monthly professional developments to all parents, including parents of ELLs. The assistant principal and ESL teachers are in charge of providing two of those professional developments as per Title III. Parents are invited to attend a two-session workshop in which they are exposed to the format of the NYSESLAT and NYS exams. In these sessions, they are informed of strategies to use at home to better help their children succeed in these assessments. Current, MS 302 is not partnered with other agencies to provide professional development to parents. The professional development our parents receive are through our school pedagogical staff.

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: Luisa Dessus Cruz

School DBN: 08X302

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------|-----------------------------------|-----------|-----------------|
| Liza Ortiz | Principal | | 11/04/13 |
| Magaly Paz | Assistant Principal | | 11/04/13 |
| Neida Villafane | Parent Coordinator | | 11/04/13 |
| Claudette Wray Allen | ESL Teacher | | 11/04/13 |
| Melissa Delgado | Parent | | 11/04/13 |
| Anthony Dewey | Teacher/Subject Area | | 11/04/13 |
| Kissie Spencer | Teacher/Subject Area | | 11/04/13 |
| Ian McGhie | Coach | | 11/04/13 |
| Albania Cabrera | Coach | | 11/04/13 |
| Yolanda Cepeda | Guidance Counselor | | 11/04/13 |
| | Network Leader | | 1/1/01 |
| Rosita Colon | Other <u>Related Service Prov</u> | | 11/04/13 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 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: 08X302 School Name: Luisa Dessus Cruz

Cluster: 06 Network: 608

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

Part A: Needs Assessment Findings

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

The need to provide oral or written translation for our parents is assessed at the initial interview when they enroll their child in the school. According to the Home Language Identification Survey (HLIS), MS 302 has found that 15% out of 126 ELL students speak Spanish at home. We are committed in providing parents with many opportunities to participate in and have access to programs and services critical to the education of their children. All written communications are posted, mailed, and distributed in both English and Spanish. Key members of our school staff such as the principal, assistant principal, parent coordinator, guidance counselors, social workers, and school psychologist are bilingual and available to translate in order to communicate the needs and concerns of our parents. For students requiring additional translation services the school staff uses the Translation and Interpretation Unit provided by the Department of Education to ensure the lines of communication remain open with all parents and guardians. Additionally, all workshops, Parent Association meetings, and school events are conducted in both, English and the most common native language, to ensure parents are involved in their children's educational processes. The school maintains a current record of the primary language of each parent and stores information in ATS and on the students emergency cards.

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

The major findings of MS 302 confirms that a large majority of parents of our newcomer students have written translation and oral interpretation needs. They have no or limited proficiency in English. The school community is informed of our findings informally upon arrival and at orientation meetings. We provide the school community with MS 302's plan to address the language needs of our parents. This information is disseminated at parent meetings, workshops, and parent/teacher conferences.

Part B: Strategies and Activities

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

The written translation services the school will provide include monthly calendars, letters to parents concerning upcoming events or communications are written in both English and Spanish as per the needs of our ELLs. At the beginning of the school year all parents and students are given a translated Bill of Rights and Responsibilities. This document is also distributed subsequent meetings such as parent/teacher conferences, Parent Association meetings, and it is also distributed during new student enrollment. To facilitate these written communications in-house, the Parent Coordinator is responsible for ensuring communications are translated prior to dissemination. Since all communications are sent out simultaneously, the Parent Coordinator is required to meet all translation deadlines prior to dissemination. Additionally, any parent whose native language is not Spanish or English is provided with written interpretations provided by the Translations Unit by the Department of Education.

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.

To meet the oral interpretation services goals, MS 302 will use their in-house school staff to meet the needs described in Part A. The principal, assistant principal, guidance counselors, social workers, school aides, City Year members, school secretary, and parent coordinator are available to assist with translations as needed. During parent/teacher conferences, workshops, and other parent meetings a translator will always be available to assist in all communications. We will contact the services of translators from the Translation and Interpretation Unit if our bilingual staff is unable to communicate in the language of need.

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>.

To fulfill Chancellor's Regulations A-663 the Parent Coordinator and/or school administration will attend and disseminate information to school personnel about appropriate and available communication methods with parents and guardians of students. School personnel will be informed the bilingual staff they can reach out for translation services. Additional support will be provided on a needs basis to school staff.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

| Part A: School Information | |
|--|-------------|
| Name of School: Luisa Dessus Cruz, MS 302 | DBN: 08X302 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>66</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: As a result of a needs assessment, we will create a supplemental instructional program that will target sixty six (66) long term (5-9 years) ELLs in grades 6 - 8 performing at the Beginning, Intermediate, and Advanced proficiency level. The data shows that these sixty six (66) long term ELLs have little or no growth on the NYSESLAT exam. We believe that providing our long term ELLs with a supplemental instructional program where they can be provided with additional opportunities of targeted, scaffolded, and modeled instruction, guided practice, and immediate feedback as they engage in activities that are inclusive of all four modalities, reading, writing, listening, and speaking will support them in demonstrating growth on the NYSESLAT and ELA exam.

A supplemental after school program will take a place every Wednesday starting September 10, 2014 until June 3, 2014 from 2:40 pm - 4:40 pm. Two bilingual teachers will participate in the afterschool program. The ELA common branch teacher will co-teach for one hour with each ESL/bilingual certified teacher. The materials to be used during the program will be "Getting Ready for the NYSESLAT and Beyond" by Attanasio & Associates and "Test Ready" from Curriculum Associates. Both vendors are DOE approved.

Part C: Professional Development

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

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

Begin description here: The principal, assistant principals, and PIC (Peer Intervention Teacher) provide support for all teachers in all areas of the CCLS, which includes support for ELLs. Professional development is provided to all teachers during professional development days, common planning, and grade meetings. Some of the workshops are listed below:

Topic 1: Understanding and Supporting English Language Learners (2 Sessions)

Part C: Professional Development

Rationale: The teachers will be provided with an introduction of the five stages of language acquisition; Dr. Stephen Krashen's theory of comprehensible output and comprehensible input; and research based instructional strategies that can be used to support English Language Learners from the moment they enter the New York City Public School System.

Date: November 4, 2014 and November 17, 2014

Time: 9:00 am - 10: am (11/04/14) and 2:40 pm -4:00 pm (11/17/14)

Name of Provider: Magaly Paz

Audience: All 6th, 7th, and 8th grade teachers, paraprofessionals, and support staff

Topic 2: Analyzing ELL Data

Rationale: To compare the end of unit task completed by English Language Learners from September to February to determine trends and areas in need of improvement. Findings will be used to drive future teaching focus and strategies as well as to better promote student learning.

Date: February 9, 2014

Time: 2:40 pm - 4:00 pm

Name of Provider: Magaly Paz, Julissa Gomez, Albania Cabrera

Audience: 6th, 7th, and 8th grade teachers and paraprofessionals

Topic 3: What is the NYSESLAT?

Rationale: English Language Arts teachers will be introduced to the format of the NYSESLAT exam, how this assessment is used to measure the progress of English Language Learners, administration dates, testing accommodations, and how to support English Language Learners to ensure they demonstrate growth in the NYSESLAT exam.

Date: March 9, 2014

Time: 2:40 pm - 4:00 pm

Name of Provider: Albania Cabrera

Audience: 6th, 7th, and 8th grade ELA teachers and ESL teachers

In addition, during common planning all teachers (ELA, mathematics, science, social studies, and visual arts) while they develop their units of study and lesson plans have to discuss ways in which they will differentiate the instructional outcomes, scaffolds and activities, and assessments to meet the needs of our ELL population in the classroom.

Targeted teachers and the ESL teacher will attend three times a year to the professional development opportunities offered by the Office of English Language Learners. They will be responsible of sharing the information with their colleagues during grade meeting and/or department meeting.

Two certified ESL teachers will participate in a bi-weekly (every other Monday) study group on the following dates: January 12, January 26, February 2, March 2, March 16, March 30, April 13, April 27, May 11, May 25, June 8, and June 22, 2015 from 2:40 pm - 4:00 pm. Two Peer Instructional Coaches will be responsible for the planning the study group sessions. Study group members will read "Teaching What Matters Most: Standards and Strategies for Raising Student Achievement" by Richard W. Strong. Thinking routines like Socratic Seminars, Ink-Pair-Share, 4 A's (Agree, Assume, Argue, Aspire) among others that the facilitator considers appropriate will be utilized to delve deeper into each chapter in

Part C: Professional Development

order to take away strategies to help our English Language Learners.

The facilitators will use thinking protocols to actively analyze and discuss the text in order to better ESL pedagogy to support English Language Learners in the classroom and provide them with ample opportunities to demonstrate achievement in all content areas. Attendance and sign-in sheets will be kept on file.

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:

Research and our summative assessment data has shown that students score high on tests when their parents work alongside the school teachers to prepare their children for the NYSESLAT, ELA, and Mathematics tests.

Topic 1: High School Selection and Application Process

Rationale: To help parents gain an understanding of the high school admission process including navigating the HS directory, understanding the HS application, and becoming informed of upcoming dates/events that assist students in being admitted to their high school of choice.

Dates: October 7, 2014, October 28, 2014, and November 6, 2014

Time: 10:00 am - 11:00 am

Name of Provider: Joanne Salcedo and Neida Villafane

Audience: 8th Grade Parents of English Language Learners

Topic 2: NYS Standardized Assessments and Parents can Help their Children

Rationale: To provide parents with an overview and understanding of the format of the NYS assessments (NYSESLAT, ELA, Mathematics, and Science); share tips parents can use to prepare their children for these state assessments; and the benefit of participating in test preparation instruction.

Date: February 11, 2014

Time: 3:00 pm - 4:00 pm

Name of Provider: Magaly Paz and Albania Cabrera

Audience: Parents of English Language Learners

Topic 3: Close Reading Protocols

Rationale: To help parents gain an understanding of close reading strategies the students need to use when to dig deeper into the text so that students can uncover the hidden meanings in the text.

Part D: Parental Engagement Activities

Date: April 1, 2014

Time: 3:00 pm - 4:00 pm

Name of Provider: Albania Cabrera

Audience: Parents of English Language Learners

During this time the parents will have an opportunity to meet other parents and create rapport between the school and home over refreshments. It is also a great opportunity to let parents know informally how the students are progressing and how the school can best assist home with student success in school.

These series of workshops will be conducted by the Guidance Counselor; Parent Coordinator, and the instructional team. Parents are invited via monthly school calendars and flyers and phone calls. All workshops will be conducted in English and Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other | _____ | _____ |
| TOTAL | _____ | _____ |