

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q137

School Name:

M.S. 137 AMERICA'S SCHOOL OF HEROES

Principal:

LAURA MASTROGIOVANNI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: America's School of Heroes School Number (DBN): 27Q137
Grades Served: 6-8
School Address: 109-15 98th Street, Ozone Park, NY 11417
Phone Number: 718-659-0471 Fax: 718-659-4594
School Contact Person: Laura Mastrogiovanni Email Address: Lmastro2@schools.nyc.gov
Principal: Laura Mastrogiovanni
UFT Chapter Leader: Frances Piccone
Parents' Association President: Edith Rivera
SLT Chairperson: Frank Bennici and Jennifer Manfre
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd, Room 460, Ozone Park, NY 11417
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd, Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Mastrogiovanni	*Principal or Designee	
Frances Piccone	*UFT Chapter Leader or Designee	
Edith Rivera	*PA/PTA President or Designated Co-President	
Karen Collins	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frank Bennici	Member/ Chairperson UFT (Teacher)	
Jennifer Manfre	Member/ Chairperson UFT (Teacher)	
Nicholas Thanasoulis	Member/ Secretary UFT (Teacher)	
Kelly Melchiorre	Member/ Treasurer UFT (Teacher)	
Vivian Rivera	Member/ PTA (Parent)	
Nandini Filosa	Member/ PTA (Parent)	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ghazala Choudhry	Member/ PTA (Parent)	
Davendra Puran	Member/ PTA (Parent)	
John Gonsalves	Member/ PTA (Parent)	
Farzana Haque	Member/ PTA (Parent)	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Middle School 137 America's School of Heroes is a large, diverse, urban middle school in Ozone Park, Queens. Our mission is to provide every student with the support to grow emotionally, intellectually, and socially into a contributing member of society. It is made up of professionals dedicated to instilling in each of our diverse learners the importance of education, lifelong learning, and college and career readiness. Middle School 137 continues to provide its staff with a wealth of professional learning designed to encourage continued growth, incorporate best practices in our classrooms, and address the components of the Framework for Great Schools.

Our instructional program is designed to meet the needs and interests of our diverse learners by providing both enrichment and support based on areas of student challenge. We continue to offer Regents classes in Algebra and Living Environment, as well as Academic Intervention Support (AIS) services and specialized classes in art, music, and dance. Technology is integrated in all classrooms through the use of SMART Boards, iPads for teachers, and digital programs such as Mathletics and myON Reader. Our state-of-the-art library is filled with resources for all our students and staff and contains a computer center and resource area where our teacher teams meet. Our librarian/media specialist collaborates with students and staff to support the use of varied instructional resources and meet the Common Core Learning Standards and instructional shifts. In order to create a dynamic academic program for our students, we continue to offer elective classes that include Current Events, Creative Writing, and Real-World Math. The curriculum for each of these courses has been aligned to the Common Core Learning Standards. For the second year, we are also providing all 6th and 7th grade students with an advisory class to support their social and emotional development.

We continue to prioritize two-way communication between the school and students' families. PupilPath is utilized as an online grade book through which parents and students are able to view grades on assignments and class attendance. Parents and students have the ability to email teachers directly through this system. In addition to this, fifty-five minutes each Tuesday afternoon is dedicated to family outreach. During this time, teachers conference with parents and guardians, make phone calls, respond to emails, and maintain their online grade book so parents have access to current scores on assessments, projects, homework, and class participation.

Beginning in the 2015-2016 school year, we will be a pilot middle school for Virtual Enterprise Junior Venture (VEJV). We are one of three middle schools from across the city that was selected to participate in this prestigious program. VEJV simulates a real-world business that is created and operated by students. One of our classrooms is being transformed into an office. It has been outfitted with desks and cubicles for each student along with a conference table and flexible meeting spaces. Students assume all business roles, including that of the CEO, Human Resources, and advertising department. This program also includes an after-school component where students have the opportunity to further develop their knowledge of programs such as Adobe and Microsoft Word and gain IC3 certification. The program culminates in a trade show where students set up a booth and promote their business along with other VEJV companies from around the world.

We have implemented additional after-school programs to support the varied social and academic interests and needs of our students. For the second year in a row, we have partnered with Millennium Development. This program enhances the community by cultivating and challenging the minds of today's youth, empowering families, encouraging and supporting the well being of active adults, and advancing their participation in all aspects of community life. This is an outside program that runs from 2:30 pm to 5:30 pm, Monday through Friday. Students receive assistance with their homework and then have an opportunity to engage in extracurricular activities of their choice. These activities include dance, drama, basketball, technology, videography, and bocce ball among others. We have also implemented additional academic after-school programs to support students in ELA, Math, and ESL. Students are provided with additional

preparation for the Regents exams with after school programs that take place on Wednesdays and Saturdays throughout the year. Additionally, students who are interested in taking the Specialized High School Admissions Test are invited to participate in a program that helps to prepare them for this exam.

To support student participation in the school community, we continue to provide students with the opportunity to participate in our Student Government Organization (SGO). Elections for executive board positions are held each fall. The board meets with administration and their peers to lead grade activities and build ties with the community. In the past, our SGO has participated in the Penny Harvest and Juvenile Diabetes Walk. We anticipate our continued participation in these events and look forward to implementing additional ideas from our SGO.

English language learners comprise approximately 9% of our student population. These students represent diverse backgrounds and speak a variety of languages, including Spanish, Arabic, Bengali, Urdu, Russian, Punjabi, and Hindi. An analysis of the NYSESLAT modality report has revealed that reading and writing remains a greater area of challenge than listening and speaking for a majority of these students. Students with disabilities comprise approximately 10% of our student population. Both student populations have demonstrated difficulty in meeting proficiency benchmarks on the New York State ELA and Science exams. English language learners did not make AYP for Science on the 2013-2014 state report card. Students with Disabilities did not make AYP for English Language Arts and Science on the 2013-2014 state report card.

The elements of the Framework for Great Schools in which we have made the most progress over the past year are Collaborative Teachers and Supportive Environment. To enhance collaboration between staff members, we have continued to implement and refine Teacher Team Common Planning (TTCP). Teams meet a minimum of three times each week, inclusive of Monday's professional learning time. During these meetings, teachers create and refine lesson plans and assessments, modify curriculum to support diverse learners, analyze resulting student work, and share best practices for instruction. We have also implemented vertical teacher teams periodically during Monday professional learning time so that teachers from the same department can discuss trends across grade levels, instructional strategies and routines that have been successful in earlier grades, and areas of the curriculum where students struggle with foundational skills. Additionally, we have continued our participation in the Teacher Incentive Fund (TIF) and increased the number of Peer Instructional Coaches from two to four and the number of Demonstration Teachers from two to five during the 2014-2015 school year. We have diversified the team to include teachers of English language learners and students with disabilities. Teachers are encouraged to visit the classrooms of these teachers to view best practices as well as specific pedagogical strategies that support effective and highly effective practice. The TIF Team distributes a weekly schedule of instructional strategies and lesson formats that teachers are able to observe in their classrooms. This has contributed to more engaging lessons across the school community and an increase in the number of teachers rated effective and highly effective in component 3c of the Danielson Framework, Engaging Students in Learning.

To further promote a supportive environment for our students, we made changes to our instructional program and implemented additional social and emotional programs with the support of grants. During the 2014-2015 school year, we implemented an advisory class for all 6th and 7th grade students. The focus of this class was conflict resolution, goal setting, and critical thinking. We are continuing to provide this course for the 2015-2016 school year as well. Additionally, we were chosen as a recipient of the School Wellness Works Grant in order to influence and inform teachers, staff, students, and families about the measures our school is taking to improve health and wellness and ensure the academic success of its students. Through this grant, we formed a School Wellness Council (SWC) as a way to guarantee that New York City school wellness policies are implemented and refined. This grant allowed us to have a visiting poet/motivational speaker work with our 7th grade students. We have also continued to sponsor an annual Career Day where representatives from the local community and the students' families present information about their careers.

Our key area of focus for the 2015-2016 school year is Rigorous Instruction. While we have continued to make progress on the State ELA and Math assessments and the NYSESLAT exam, we recognize that greater progress can be made by focusing on high-quality instruction in all classrooms, carefully designed assessments, and analyzing data to provide focused support in areas of challenge. We are continuing to revise and refine our curriculum for all subjects to support greater alignment between instruction and the Common Core Learning Standards. We look forward to implementing

further professional learning and supporting our teachers with high-quality feedback and opportunities to view best practices to support these next steps.

27Q137 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1905	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	42	# SETSS	N/A	# Integrated Collaborative Teaching	69
Types and Number of Special Classes (2014-15)					
# Visual Arts	35	# Music	36	# Drama	N/A
# Foreign Language	35	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.6%	% Attendance Rate			92.1%
% Free Lunch	78.5%	% Reduced Lunch			9.5%
% Limited English Proficient	8.1%	% Students with Disabilities			13.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	7.0%	% Black or African American			6.2%
% Hispanic or Latino	32.4%	% Asian or Native Hawaiian/Pacific Islander			52.5%
% White	1.9%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.33	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	4	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	0.8%	% Teaching Out of Certification (2013-14)			14.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			8.38
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	27.8%	Mathematics Performance at levels 3 & 4			35.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			39.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			98.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	YES	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	YES	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

On our last Quality Review, we received a rating of Proficient on Indicators 1.1, 1.2, and 2.2 (Instructional Core). Our report highlighted our strengths relative to rigorous instruction, particularly our curriculum’s alignment to the Common Core Learning Standards (CCLS), the CCLS Instructional Shifts, and our instructional focus at the time, which was language development. Similarly, on our 2015 Framework for Great Schools Report we received a rating of “Good” for Rigorous Instruction. To further support rigorous instruction across all classrooms and content areas, we have continued to refine our curriculum to meet the requirements of the Common Core Learning Standards and the needs of our students as identified through several assessments, including the New York State ELA, Math, and Science exams, Measures of Student Learning Assessments, and assessments developed by teacher teams. We have identified supplemental resources and lessons that are required to address gaps in student understanding and have included these on our revised curriculum maps. Teachers work in teams to develop and refine common assessments and tasks, and the resulting student work is analyzed to inform instruction and curriculum modifications. This inquiry work is supported by the Middle School 137 Cycle of Inquiry, which was developed in collaboration with administration and teacher representatives, and explained to the staff during professional learning. Evidence of teachers’ continued work to refine the curriculum and identify scaffolds and supplements to support all learners is maintained in a binder for each team and includes sign-in sheets, minutes from team meetings, reflections, and samples of work products created and analyzed during team meetings. Administration meets with teams on an ongoing basis to support inquiry work and build trust and collaboration throughout the school community. Through this, it is our aim to communicate high standards in all classrooms and support student engagement in activities that promote critical thinking.

While our students have continued to make progress on the New York State ELA and Math exams, similar gains have not been seen on the 8th grade New York State Science test. On our most recent state report card (2013-2014), we made adequate yearly progress in eight of nine student groups in both ELA and Math. On the Integrated Algebra Regents, 99% of students scored a 55 or higher, and 96% of students scored 65 or higher. 20% scored higher than 85. On the Algebra I Common Core Regents, 59% of students scored a level 3, 39% of students scored a level 4, and 2% scored a level 5. On the Living Environment Regents, 100% of students scored higher than 55, 99% of students scored higher than 65, and 45% of students scored higher than 85. On the New York State Science exam, however, we did not make adequate yearly progress in multiple student groups, including “All Students,” “Students with Disabilities,” and “Limited English Proficient.” Because of this, we have identified science as a priority need area, and we are focusing particularly on refining the curriculum and instructional practices of general science teachers so that instruction and assessments demonstrate closer alignment to the New York State Science Standards, the Common Core Science and Technical Standards, and the Science Scope and Sequence.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will design cognitively challenging lessons that support students in making progress toward meeting State science standards as evidenced by 75% of 8th grade students increasing their scores on quarterly departmental assessments aligned to the New York State Science Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • We will continue our participation in Urban Advantage, a standards-based partnership designed to improve students’ understanding of scientific inquiry through collaborations between urban school systems and science cultural institutions. 	<p>Science Teachers</p>	<p>Ongoing throughout the year</p>	<p>Science Teachers, Administration</p>
<ul style="list-style-type: none"> • Science teachers will collaborate to create and administer quarterly departmental assessments aligned to the New York State 8th Grade Science Assessment in 6th, 7th, and 8th grade. Data Driven Classroom (DDC) will be utilized as a platform to analyze student results. 	<p>Science Teachers/ Teacher Teams</p>	<p>Ongoing throughout the year/ Assessments are administered quarterly</p>	<p>Science Teachers, Coaches, Administration</p>
<ul style="list-style-type: none"> • Results from quarterly assessments will be analyzed to identify academic trends, including areas of strength and challenge. Identified areas of challenge will be addressed 	<p>Science Teachers, Coaches, Administration</p>	<p>Ongoing throughout the year</p>	<p>Science Teachers, Coaches, Administration</p>

during professional learning sessions and discussed during teacher team common planning.			
<ul style="list-style-type: none"> Weekly professional learning will be provided during 100 minutes on Monday afternoons to provide ongoing support in designing highly engaging and rigorous instruction, as well as make appropriate curriculum modifications, that will align content and skills to the New York State Science Standards, the Science Scope and Sequence, and the Common Core Standards for Science and Technical Subjects. 	All Teachers	Ongoing throughout the year	Science Teachers, Coaches, Administration
<ul style="list-style-type: none"> Teachers will meet in teacher teams during designated Teacher Team Common Planning (TTCP) times in order to develop and discuss interdisciplinary connections to science. For example, our ELA department will incorporate supplemental readings that are aligned to the Science Scope and Sequence. 	All Teachers, Teacher Teams	Ongoing throughout the year	Teachers, Coaches, Administration
<ul style="list-style-type: none"> TTCP teams will utilize the results from formative and summative assessments and utilize the cycle of inquiry to determine desired student outcomes, identify priority need areas, and facilitate improvement of pedagogy. 	All Teachers	Ongoing throughout the year	Teachers, Coaches, Administration
<ul style="list-style-type: none"> Peer Instructional Collaborators and Model Teachers will model effective strategies, intervisit colleagues, and engage in feedback conversations with pedagogues to improve overall teacher practice. 	Coaches/ Teachers	Ongoing throughout the year	Teachers, Coaches, Administration
<ul style="list-style-type: none"> To foster trust and collaboration, teachers will continue to implement school-wide intervisitations to encourage the sharing of ideas. 	All teachers	Ongoing throughout the year	Teachers, Coaches, Administration
<p>Strategies to address the needs of students with disabilities, English Language Learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> ESL after-school and Academic Intervention Service (AIS) programs have been created to support student progress through reading, writing, listening, and speaking activities with 	English language learners and students in high-need subgroups.	September-April	Teachers, Administration

an emphasis on providing scaffolds to build conceptual understanding, academic skills, and language development.			
<ul style="list-style-type: none"> Teachers of all high-need students will collaborate to assess the effectiveness of the curriculum and instructional strategies, make appropriate adjustments, and identify additional scaffolds and supplements to meet the needs of all students. 	Teachers of ELLs and Students with Disabilities	Ongoing throughout the year	Coaches, Administration, Teachers
<ul style="list-style-type: none"> Peer Instructional Collaborators and Model Teachers will support teachers by modeling and providing constructive feedback on the use of formative assessment techniques, as well as engagement and differentiation strategies for specific subgroups. 	Coaches, Teachers	Ongoing throughout the year	Coaches, Teachers
<ul style="list-style-type: none"> For all high-need students, particularly English Language Learners, teachers will familiarize students with the domain-specific vocabulary that aligns with the NYS Science standards. 	Teachers of English language learners and students in high-need subgroups.	Each unit of instruction	Teachers, Administration
<ul style="list-style-type: none"> To develop trust, native language support and additional arts programs will be provided through ongoing partnerships with Story Studio and Studio in a School that celebrates cultural diversity. 	English language learners	October – June	Teachers, Story Studio Liaison, Administration
<ul style="list-style-type: none"> The Specific Considerations for Teachers of English Language Learners and Students with Disabilities will be utilized as a resource to support teachers in meeting the needs of student subgroups. 	English language learners and students in high-need subgroups.	Ongoing throughout the year	Science Teachers, Administration
Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.			
<ul style="list-style-type: none"> To support transparency and trust, curriculum and instructional resources will be shared with parents during workshops along with strategies to support learning at home. 	Parents	Monthly	Coaches, Administration, Parent Coordinator

<ul style="list-style-type: none"> Teachers will utilize the designated 55 minutes on Tuesday afternoons to communicate with parents, addressing aspects of student work habits and progress made as determined by ongoing assessment. 	Parents, Teachers	Weekly	Teachers, Administration, Parent Coordinator
<ul style="list-style-type: none"> To continue a culture of transparency and trust, parents will have access to all student grades via Pupil Path, an online grading system, and be able to communicate with their child's teachers and administration via e-mail. 	Parents	Ongoing throughout the school year	Teachers, Administration, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> New York State Science Assessments from previous years and the New York City Science Scope and Sequence will be analyzed to ensure alignment between assessments, standards, and curriculum. The NYSESLAT Modality Report will be analyzed to identify specific modalities where English language learners require the greatest support in the classroom. The Danielson 2013 Framework and Advance Specific Considerations for Teachers of English Language Learners and Students with Disabilities will be utilized by teachers as a resource during planning. Resources for instruction will include NYCDOE supporting documents, glossaries, digital resources such as Discovery Education, and resources provided by Urban Advantage. Peer Instructional Collaborators and Model Teachers will plan with teachers and model best practices to support effective instruction. Administration, Peer Instructional Collaborators and Model Teachers will plan and facilitate professional learning. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, science teachers will become proficient at analyzing student work and assessment results to develop cognitively challenging lessons that address areas of student need resulting in a minimum of 50% of students demonstrating an increase in score from the baseline assessment in science to the second benchmark assessment.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In order to create a supportive environment that meets the social, emotional, and academic needs of our students, we have identified practices and programs that create a culture where students feel safe, supported, and challenged. Across our school community, we have worked to enhance collaboration between teachers in order to promote a more supportive, challenging environment for all students. We have adjusted our school program to provide teachers of the same subject and grade level with two common planning periods, which has been identified as TTCP (Teacher Team Common Planning). Over the past two years, we have worked to refine the work of our teacher teams by supporting teachers in developing protocols for their meetings and norming how evidence of the team’s work is gathered and analyzed to more effectively address priority needs. Administration provides feedback to teams of teachers on an ongoing basis and frequently visits team meetings. This has supported a coherent set of instructional practices across classrooms that address our school wide instructional focus and challenge students to take active roles in their own learning. Students also maintain portfolios to showcase their best work, and bulletin boards are utilized to celebrate both high-quality student work and instances where students have demonstrated improvement in effort and work habits.

To ensure that students are well-known by staff members across grades, our seventh and eighth grade ELA and Math teachers will continue to teach sixth grade elective classes related to their content for the 2015-2016 school year. For example, the sixth grade math elective is Real World Math. In this course, students practice practical applications of what they are learning in math. Creative Writing classes support the development of improved writing skills and provide additional support to student groups, including English language learners. For the 2015-2016 school year, we are also continuing to implement an advisory class for all sixth and seventh graders that focuses on conflict resolution, goal setting, critical thinking, and collaboration.

To further nurture a supportive environment for all students, we applied for and were awarded a School Wellness Works Grant to help us address the social and emotional needs of our students. As part of our grant, a visiting poet came to our school and conducted assemblies and small-group workshops. We plan to build on this work during the 2015-2016 school year. We host an annual Career Day where professionals from a variety of fields are invited to come and speak to our students and build a sense of excitement about college and careers. We also hold an annual “Respect for All Week” with poster contests, assemblies from our guidance counselors and deans, and classroom assignments related to this theme. This work contributed to our rating of Well Developed on Quality Review Indicator 1.4 (Positive Learning Environment).

Our greatest strengths relative to creating a supportive environment is the level of collaboration between teachers to plan and implement programs that address the varied social and emotional needs and interests of our students as well as the variety of programs that take place each year to ensure that students are challenged and feel included in our school community. Each year, we implement several programs, including a school musical and a multicultural extravaganza that highlights music and dances that represent the diverse cultures of our school community. Additionally, our Student Government Organization collaborates with teachers and administrators to plan school events, such as the annual Penny Harvest and Juvenile Diabetes Research Foundation Walk-a-thon.

For the 2015-2016 school year, we have identified using assessment in instruction as a priority need area that would help to foster a classroom environment that is supportive and challenging for students. Our school instructional focus is “ Teachers across disciplines will design and implement appropriate, ongoing formative and summative assessment strategies to assess learning and provide students with substantive feedback that promotes academic progress.” This was selected as an area of focus following feedback from our most recent Principal Practice Observation when it was suggested that teachers work on providing students with more substantive feedback that addresses areas of strength and next steps students can take to make progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of teachers will design and implement appropriate, ongoing formative assessment strategies and provide substantive feedback to support student progress as measured by Charlotte Danielson’s Framework for Teaching as evidenced by 80% of teachers rated Effective and Highly Effective in component 3d in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Administration will analyze Advance data from the 2014-2015 academic school year to identify teachers who were rated Developing or Ineffective in component 3d, Using Assessment in Instruction. 	<p>Administration</p>	<p>September</p>	<p>Administration</p>

<ul style="list-style-type: none"> Ongoing professional learning during 100 minutes on Monday afternoons will be conducted to develop and share best practices related to using assessment in instruction. 	Teachers	Ongoing throughout the school year	Coaches, Administration
<ul style="list-style-type: none"> To support trust and collaboration between teachers, Peer Instructional Collaborators and Model Teachers will model best practices related to assessment techniques by inviting teachers to visit their classroom and engaging in feedback conversations following the classroom visits. 	Teachers	Ongoing throughout the school year	Coaches, Administration
<ul style="list-style-type: none"> Teacher Team Common Planning (TTCP) time will be utilized to develop departmental assessments and analyze results including how specific student groups are performing. 	Teacher Teams	Ongoing throughout the school year	Administration, Teacher Teams
<ul style="list-style-type: none"> Feedback to teachers following formal and informal classroom observations will include specific next steps related to the use of assessment in instruction. 	Teachers	Ongoing throughout the year	Administration, teachers
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Supporting documents and other scaffolding will be created and implemented to support English language learners and students with disabilities. 	Teachers, Teacher Teams	Ongoing throughout the year	Teachers, Administration
<ul style="list-style-type: none"> To support trust and collaboration, ESL and ICT Model Teachers will model best practices for assessment in the classroom, and Peer Instructional Collaborators will support teachers in implementing these in their own lessons through co-planning and professional learning. 	Teachers, Model Teachers	Ongoing throughout the year	Teachers, Administration, Coaches

<ul style="list-style-type: none"> The Specific Considerations for Teachers of English Language Learners and Students with Disabilities will be utilized as a resource to support teachers in meeting the needs of student subgroups. 	Teachers of English language learners and students in high-need subgroups.	Ongoing throughout the year	Teachers, Administration
<p>Engaging families and supporting their understanding of “Supportive Environment” in order to support their children at home.</p> <ul style="list-style-type: none"> To support transparency and trust, curriculum and instructional resources will be shared with parents during workshops along with strategies to support learning at home. 	Parents	Monthly	Coaches, Administration, Parent Coordinator
<ul style="list-style-type: none"> Teachers will utilize parent engagement time on Tuesday afternoons to communicate with parents, addressing positive aspects of student work habits and areas for improvement, particularly regarding the assessment of student work and progress. 	Parents	Weekly	Teachers, Administration, Parent Coordinator
<ul style="list-style-type: none"> Parents will have access to student grades via Pupil Path, an online grading system and be able to communicate with their child’s teachers at their convenience. 	Parents	Ongoing throughout the year	Teachers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Peer Instructional Collaborators and Model Teachers will be utilized to facilitate classroom intervisitations and conduct peer feedback sessions to support the use of strategies to formatively assess student learning throughout lessons. Teacher teams, with support from coaches and administration, will develop, share, and refine assessment techniques. Teacher teams will be programmed into teachers’ schedules a minimum of three times each week. The Danielson 2013 Framework and Advance Specific Considerations for Teachers of English Language Learners and Students with Disabilities will be utilized by teachers as a resource during planning. Advance will be utilized to monitor teachers’ performance in component 3d across formal and informal classroom observations. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Analysis of advance ratings will occur throughout each observation cycle approximately every six to eight weeks to monitor progress toward reaching our goal. By February 2016, all teachers will receive actionable feedback specific to the use of assessment in instruction resulting in at least 70% of teachers receiving a rating of effective or highly effective in component 3d as evidenced in Advance.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Since the 2013-2014 school year, we have participated in the Teacher Incentive Fund. This program provides teachers with an opportunity to assume meaningful leadership positions within the school community through the creation of Peer Instructional Coaches and Demonstration teachers. These roles will be renamed Peer Instructional Collaborators (PICs) and Model Teachers, respectively, for the 2015-2016 school year. PICs serve as instructional supports to the staff, offering professional learning, mentoring, and support in lesson planning. Demonstration Teachers/Model Teachers open their classrooms to the staff to model best practices and targeted instructional strategies. During the 2014-2015 school year, we expanded this program to include four PICs and five Demonstration Teachers. For the 2015-2016 school year, we plan to expand the program further. The team will continue to develop a weekly schedule to inform the staff of the instructional practices and routines that are occurring in their classrooms and the specific periods when these practices can be viewed. Teachers across grades and content areas visit the classrooms of this team and engage in feedback conversations that demonstrate a high level of trust and commitment amongst our staff.

Over the past two years, we have also worked to refine the practices of our teacher teams, refocusing their work on the inquiry process and utilizing information revealed from this inquiry to refine our curriculum and instructional practices and inform professional learning. We have developed a rubric through which teacher team work is viewed and created supporting documents to promote a clear understanding of the inquiry process. We continue to utilize the Middle School 137 Cycle of Inquiry and accompanying graphic organizer to guide teachers through this work. Administration and coaches visit teacher teams to provide guidance and feedback.

On our last Quality Review, we received ratings of Proficient on most components. For component 4.2 (How well do teachers work with each other?), however, we received a rating of Developing. On subsequent Principal Practice Observation (PPO) visits, we have received positive feedback on the progress of our teacher teams. This is further reflected on our 2015 Framework for Great Schools Report where we exceeded or equaled citywide averages in six of nine measures.

Our greatest strengths relative to collaboration between teachers are the systems we have implemented to distribute leadership and support effective communication amongst teachers and between teachers and administration. Common planning time has been programmed into all teachers’ schedules, enabling teachers to meet in teams a minimum of three times each week. During Monday’s professional learning time, we also incorporate vertical team meetings to ensure that teachers of the same content areas but different grades communicate areas where students are struggling in higher grades and how these can be addressed earlier as well as specific instructional strategies that have been effective in earlier grades and can be refined in the upper grades. We have also created a School Development Committee consisting of administration, coaches, and teachers of all content areas to assess professional learning needs, develop a professional learning calendar, and identify specific staff members who will facilitate sessions.

A review of our 2013-2014 state report card revealed that in Mathematics, eight of nine student groups made adequate yearly progress; however, our second-largest group, "Asian or Native Hawaiian/Other Pacific Islander," did not make adequate yearly progress. To address this, we have identified Mathematics as a priority need area.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teacher teams will become proficient in analyzing the data resulting from ongoing formative and summative assessments to identify trends and collaboratively develop and refine lessons to promote academic progress for all students as evidenced by a 50% increase in the scores on the Math Measures of Student Learning assessment from the baseline to the end-of-year assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Teachers will work in teams to analyze the Math Measures of Student Learning Pre-Assessment and identify trends to determine areas of strength and challenge. 	<p>Teacher Teams</p>	<p>September</p>	<p>Teachers, Administration</p>
<ul style="list-style-type: none"> • During Teacher Team Common Planning, math teachers in all grades will develop assessments that are aligned to the CCLS Mathematics standards and address traits assessed on the Math MoSL exam. The results of these assessments will be analyzed 	<p>Teacher Teams</p>	<p>Ongoing throughout the year</p>	<p>Teachers, Administration, Coaches</p>

during TTCP and utilized to plan follow-up lessons, assignments, and activities.			
<ul style="list-style-type: none"> Rigorous performance tasks in mathematics will be developed and revised to address specific traits from the baseline assessments that have been identified as areas of challenge. 	Teachers	Ongoing throughout the year	Teachers, Administration
<ul style="list-style-type: none"> TTCP teams will utilize formative and summative assessment data in mathematics to engage in the Middle School 137 Cycle of Inquiry to determine desired student outcomes, identify priority need areas, and facilitate improvement of pedagogy. 	Teacher Teams	Ongoing throughout the year	Teachers, Administration
<ul style="list-style-type: none"> Ongoing professional learning during 100 minutes on Monday afternoons will be conducted to develop and share best practices related to using assessment in instruction. Learning opportunities will include team co-planning to develop trust and collaboration. 	All Teachers	Ongoing throughout the year	Teachers, Administration, Coaches
<ul style="list-style-type: none"> To support trust and collaboration between teachers, Peer Instructional Collaborators and Model Teachers will model best practices by inviting teachers to visit their classroom and engaging in feedback conversations following the classroom visits. 	Peer Instructional Collaborators and Model Teachers	Ongoing throughout the year	Coaches, Teachers, Administration
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., over-age/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Assessments, including the Math Measures of Student Learning Assessment and the 2015 New York State Assessment will be analyzed and trends identified for all high-need subgroups to determine areas of strength and challenge. 	All teachers	September, Ongoing throughout the year	Teachers, Administration
<ul style="list-style-type: none"> Supporting documents and other scaffolds will be created and implemented to support English language learners and students with disabilities, as 	Teachers Teams/ Teachers of high-need subgroups	Ongoing throughout the year	Teachers, Administration

determined by the ongoing analysis of trends for subgroups.			
<ul style="list-style-type: none"> TTCP teams will utilize formative and summative assessment data in mathematics, particularly noting specific trends in subgroups on performance tasks and unit exams, to engage in the Middle School 137 Cycle of Inquiry. This will be used to determine desired student outcomes, identify priority need areas, and facilitate improvement of pedagogy. 	Teacher Teams	Ongoing throughout the year	Teachers, Administration
<ul style="list-style-type: none"> For all high-need students, particularly English Language Learners, teachers will familiarize students with the domain-specific vocabulary that aligns with the CCLS Math standards. 	Teachers Teams/ Teachers of high-need subgroups	Ongoing throughout the year	Teachers, Administration
<ul style="list-style-type: none"> To support trust and collaboration, ESL and ICT Model Teachers will model best practices for assessment in the classroom. Peer Instructional Collaborators will support teachers by engaging in collaborative planning and facilitating professional learning. 	Model Teachers	Ongoing throughout the year	Teachers, Administration, Coaches
<ul style="list-style-type: none"> Specific Consideration for Teachers of English Language Learners and Students With Disabilities will be utilized as a resource to support teachers in meeting the needs of student subgroups. 	All teachers	Ongoing throughout the year	Teachers, Administration
Strategies to promote teacher-parent collaborations to improve student achievement.			
<ul style="list-style-type: none"> To support transparency and trust, math curriculum and instructional resources will be shared with parents during workshops along with strategies to support learning at home. 	Parents	Monthly	Coaches, Administration, Parent Coordinator
<ul style="list-style-type: none"> Teachers will utilize parent engagement time on Tuesday afternoons to communicate with parents, addressing positive aspects of student work habits and areas for improvement. 	Parents	Weekly	Teachers, Administration, Parent Coordinator
<ul style="list-style-type: none"> Parents will have access to student grades via Pupil Path, an online grading system, and be able to communicate with their child's teachers at their convenience. 	Parents	Ongoing throughout the year	Teachers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The Looking at Student Work Protocol Forms and the Middle School 137 Cycle of Inquiry graphic organizer will be utilized to focus the work of teacher teams.
- Peer Instructional Collaborators and Model Teachers will support teachers in developing standards-aligned assessments and analyzing resulting student work.
- Measures of Student Learning Baseline Assessments will be utilized as a model to inform classroom activities and the creation of common assessments.
- The MoSL Rubric will be utilized to assess student work on selected benchmark assessments to monitor student progress for individual traits.
- The Danielson 2013 Framework and Advance Specific Considerations for Teachers of English Language Learners and Students with Disabilities will be utilized by teachers as a resource during planning.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 100% of teacher teams will receive professional learning on Data Driven Classroom (DDC) and utilizing various analysis reports to address challenge standards resulting in a minimum of 35% increase in student scores on the 8th Grade Math MoSL assessment from the baseline to the mid-year benchmark.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are identified based on their performance level on the previous year's state assessment, growth percentiles, classroom grades, and teacher recommendation.	Interactive writing, guided reading, guided writing, interactive web-based programs, vocabulary instruction, use of mentor texts in writing, NBC Learn, and other digital resource.	Small-group pull out program, small group instruction	During the school day, after-school program
Mathematics	Students are identified based on their performance level on the previous year's state assessment, growth percentiles, classroom grades, and teacher recommendation.	Modeled and interactive problem solving, mathematics vocabulary, discovery-based mathematics, graphic organizers, addressing prerequisite skills, NBC Learn, and other digital resources, Regents support for students after school	Small-group pull out program, small group instruction	During the school day, after-school program
Science	Students are identified based on classroom grades and teacher recommendation.	Hands on inquiry, labs, use of scientific texts to build content knowledge, demonstrations, NBC Learn, and other digital resources, Regents support for students after school	Cooperative learning program, UA, Science Fair, Exit Projects	During the school day. Periodic off site events
Social Studies	Students are identified based on classroom grades and teacher recommendation.	Interactive writing, rigorous non-fiction analysis, use of primary sources for forming and supporting arguments, NBC	Small group activities, small group instruction.	During the school day.

		Learn, and other digital resources		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified based on their Individualized Education Plan.	Behavioral Intervention Programs, at-risk counseling.	One to one, small group and individual sessions	During the school day, after school programs.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Administrative staff regularly recruits highly qualified teachers. Resumes are collected and reviewed throughout the year. As part of the interview process, candidates present a demo lesson that is observed by a hiring committee. Upon being hired, new teachers are assigned a building-based mentor and a "buddy teacher." These staff members are used as instructional supports for the new teachers to assist in planning, understanding school procedures, and to address other questions as they arise. Mentoring interactions are logged using the NYCDOE Mentor Tracking System (MTS). They also receive ongoing professional learning through departmental study groups facilitated by assistant principals and coaches, as well as mentoring and professional learning through an outside consultant from Brienza Academic Advantage. Professional learning has focused on implementing the Common Core Learning Standards, the 2013 Danielson Framework for Effective Teaching, understanding the instructional shifts in Literacy and Math, Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrix, and curriculum mapping. Additional supports are provided based on teachers' individual strengths and areas of challenge. All teachers intervisit other classrooms and submit reflections on best practices. Teachers are assigned to teacher teams to analyze student work, share best practices, and align assignments and assessments with class data. Teacher teams meet a minimum of three times each week.</p> <p>Administration and the pupil personnel secretary work closely with the HR point person to ensure that HQT meet all required documentation and assessment deadlines.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>A School Development Committee consisting of administration, coaches, and teachers from every department was formed and meets monthly to discuss building, departmental, and individual professional learning needs. Curriculum, observation results, feedback and conversations from teachers, and the school goals outlined in the CEP inform the choice of focus, topics, and delivery, as well as the personnel best suited to facilitate the professional learning sessions. During the 2014-2015 school year, professional learning topics included implementing the CCLS-aligned curriculum in all subject areas with a focus on strategies to engage all learners, including English language learners, Students with Disabilities, and other subgroups identified by analyzing the Framework for Great Schools Report and our New York State Report Card. This included analyzing city-approved resources such as Go Math! and Scholastic Code X and identifying supplemental resources. Professional learning sessions were also developed to support our instructional focus for 2014-2015, which was fostering evidence-based classroom discussions in all content areas.</p>

For the 2015-2016 school year, we plan to continue implementing professional learning opportunities to develop a coherent set of instructional practices around our 2015-2016 school instructional focus: Teachers across disciplines will design and implement appropriate, ongoing formative and summative assessment strategies to assess learning and provide students with substantive feedback that promotes academic progress. To support this and ensure that professional learning sessions have a positive impact on student growth, we will continue to utilize Data Driven Classroom (DDC) to monitor student progress on standards across classroom assessments and disseminate data to the staff to support literacy across all content areas. Professional learning sessions will be developed to support teachers in implementing strategies to overcome areas of challenge demonstrated by students and to support an engaging and supportive classroom environment.

School-based professional learning sessions are facilitated by administration, Peer Instructional Collaborators, Model Teachers, and other staff members. This is supplemented by professional learning provided by outside consultants such as Brienza. Staff who attend district professional learning turnkey information to their colleagues in small-group meetings and during teacher team common planning. Feedback forms and staff interest surveys are utilized to inform future professional learning topics and delivery.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Each year, teachers volunteer to serve as members of the Measures of Student Learning selection committee. This team receives training on the requirements of Advance and the selection of multiple assessment measures. The principal, assistant principals, testing coordinator, and coaches also serve on this committee. Options for local measures of student learning are discussed; assessments are selected and then approved by the principal. These options are then recorded in Advance. For the 2014-2015 school year, assessments included performance-based assessments in ELA, Math, Social Studies, and Science for all grade levels. For the 2015-2016 school year, we intend to again select performance assessments in all subject areas.

Teachers receive ongoing professional development on MoSL selections for the state and local measures and are aware of how the results of these assessments will be calculated in their ratings for the year. All core subject area teachers receive professional development on the rubrics and scoring procedures for these assessments and participate in evaluating student work. During teacher team common planning, teams dissect the rubrics, discuss implications for instruction and assessment in their classrooms, and analyze resulting student work to identify strengths and areas of challenge. Classroom assessments are informed both by the design of the performance assessments and student results. Elective teachers receive professional learning on how to support students in making progress on these standards by incorporating literacy strategies in their classrooms.

Teachers receive ongoing professional development on looking at student work and developing instructional strategies to address areas of challenge. This is conducted during teacher team common planning to provide focus for the teams' work of creating assessments and tasks, identifying multiple entry points to support diverse learners, and analyzing resources to meet student needs. Completed protocol forms are reviewed periodically by administration and the school's main data inquiry team.

Assessments are analyzed using DDC and SchoolNet to identify standards that are areas of strength for students and those that are identified as areas of challenge. Assessment results are then communicated to all teachers along with specific strategies that can be utilized to address target standards. Progress on individual standards is monitored across assessments, and instruction is modified accordingly.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	930,264.00	X	5a, 5b, 5c
Title II, Part A	Federal	0		
Title III, Part A	Federal	20,596.00		
Title III, Immigrant	Federal	0	X	5a, 5b, 5c

Tax Levy (FSF)	Local	9,604,747.00	X	5a, 5b, 5c
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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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Middle School 137 America’s School of Heroes, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Middle School 137 America’s School of Heroes, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name], 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>America's School of Heroes</u>	DBN: <u>27Q137</u>
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>75</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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Middle School 137 first implemented a co-teaching program during the 2011-2012 school year, and we are continuing this model for the 2014-2015 school year as well. There are six 6th grade co-teaching and/or push-in classes, six 7th grade co-teaching and/or push-in classes, and six 8th grade co-teaching and/or push-in classes, which include ICT and self-contained special education classes at each grade level. To address the needs of our students, most are placed by language proficiency level based on NYSESLAT. To date there are 165 ELL students placed in these classes. There are 60 in Grade 6, 62 in Grade 7, and 43 in Grade 8. Out of the 165 ELL students, 27 currently are identified as SIFE (Students with Interrupted Formal Education), 98 are identified as Newcomers, and 21 are identified as Long-Term ELLs. We have 45 ELL students who have been receiving services for 4-6 years. We also have 36 ELL students who are also identified as Special Education.

The NYSESLAT levels of our ELL population indicate that more students are having difficulty with the listening and writing components of the test. In examining the school's NYSESLAT and NYSITELL results, we have determined that 74 students out of 165 of the school ELL population is Advanced, 30 out of 165 is Intermediate, and 61 out of 165 are beginner ELLs. We determined that students' listening and writing levels are lower than their speaking and reading levels. In order to address these results, we identified programs/strategies that would reinforce the weaker modalities and provide support and enrichment in reading and speaking in order to meet the demands of the more rigorous CCLS aligned NYSESLAT exam.

Out of 110 ELL students who sat for the ELA exam, 39 scored at level 1, 6 scored at Level 2, 0 scored at Level 3 and 0 scored at Level 4 in Grade 6. In grade 7, 33 students scored at level 1, 8 scored at Level 2, 0 scored at Level 3 and 0 students scored at level 4. In Grade 8, 22 students scored at level 1, 2 scored at Level 2, 0 scored at Level 3 and 0 scored at level 4. Out of 138 ELL students who sat for the math exam, 31 students scored at level 1, 17 students scored at level 2, 7 students scored at level 3 and 2 students scored at level 4 in Grade 6. In Grade 7, 38 students scored at level 1, 12 students scored at level 2, 1 student scored at level 3, and 0 scored at level 4. In Grade 8, 23 students scored at level 1, 5 students scored at level 2, 2 students scored at level 3 and 0 students scored at level 4.

We proudly acknowledge that MS 137 made our AYP for the 2012-2013 school year in ELA, Math and Science for our ESL subgroup on our state report card.

We have not yet received our state report card for the 2013-2014 school year, however, we are now in the process of utilizing the AMAO Estimator Tool to determine the progress of our ELL population.

As a result of this data analysis, our school goals for these areas are focusing on strengthening writing, vocabulary development, grammar, and responding to higher-order questions. These goals also support our school-wide instructional focus: Teachers across disciplines will engage students in high-level classroom discussions that are characterized by students responding to each other's thoughts and substantiating their own ideas with evidence. Our book study title this year is "How To Design Questions and Tasks To Assess Student Thinking" to support our instructional focus. These are areas we plan to address in our after-school ESL program.

Our ELL students will be invited to attend our ESL After-School Program. All ELL students in grade 6-8 will be invited, including students in all subgroups. This program will commence November 6, 2014 and run until May 2015 on Tuesdays from 3:30- 5:30 p.m. and Thursdays 2:30 p.m. to 4:30 p.m. for approximately 40 sessions. This program is exclusive to our ELL population. The four teachers working with the students are highly qualified and licensed in ESL. There will be four classes of approximately 20 students. The materials that will be utilized are Go Math Enrichment activities and Math Coach

Part B: Direct Instruction Supplemental Program Information

Progress, Focused Reading - Student Guided Practice, Quickreads, leveled literacy book sets, and Language Power - Building Language Proficiency. Additionally, Destination Reading and Earobics Reach will continue to be utilized to support literacy, vocabulary, fluency. Destination Reading was initially purchased for use during our 2011 Title I summer program and is being sustained using our laptops and iPads as we have lifetime licenses for these programs. We plan on purchasing additional mini iPads and headsets to further support these programs as well have the PD provider retrain teachers using the program. Instruction will be delivered in English with the students' native languages used as a support. We will also incorporate journaling activities and personal narratives to support the acquisition of artistic impression and academic vocabulary. Scantron Performance Series and Fountas and Pinnell will be used as an assessment tool and will be administered at least three times over the course of the school year.

Our ESL data coordinator and literacy coach will plan curriculum and facilitate the implementation of the program. The ESL coordinator and the supervisor will act as a direct link to parents, regularly monitor attendance, and remain with students until all are dismissed.

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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: Professional development is ongoing throughout the year at MS 137 for ESL and content area teachers of our ELL students. The hours surpass the minimum requirement of 7.5 hours. After analyzing the NYSESLAT, NYSITELL and state assessment data, we have realized that intensive professional development in data analysis of summative and formative assessments are vital in planning for differentiated instruction. Additionally, teachers receive ongoing professional development through the Office of ELLs on topics such as the Common Core Learning Standards.

Professional Development workshops will be delivered to certified ELL teachers and content area teachers who work with our English Language Learners. It will be conducted by the ESL assistant principal and literacy coach. Workshops are scheduled and will focus on differentiated instruction, inquiry team strategies and use of data. Workshops will be followed by a viewing of each teacher's lesson followed by a discussion on how workshop information and strategies were introduced in the teacher's classroom. The final session will serve as a summary and closure for the work covered with teachers.

Professional Development Calendar:

September/October - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration
-Analyzing NYSITELL Data/NYSESLAT Data

- Building Vocabulary for ELLs-focus on strategies to improve their reading, writing, listening and speaking skills. Tiered vocabulary

- Strategies to engage beginner ELL students.

- ELL Periodic Assessment

- Teacher Teams

Part C: Professional Development

November/December - Certified ELL teachers, core subject teachers of ELLs, coaches, administration
- Teacher Team implementation of differentiated Instruction/Open-Ended Questions/Depth of Knowledge

- Using Scantron Performance Series and Fountas and Pinnell results to support differentiation and utilizing appropriate resources.

-Scaffolding techniques for CCLS Performance Tasks.

-

-Close Readings for Comprehension & Language Development

January/February - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Building Vocabulary for ELLs – Tiered vocabulary

- Implementing quick writes/close readings

- Pre-assessment data (NYS ELA practice test)

March/April - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Tiered Vocabulary-NYSESLAT/ELA/Math Test Prep to differentiate the instruction of test-taking skills and strategies.

- The new NYS ELA and Math test formats

- Teacher Team Strategies

May/June - Certified ELL teachers, core subject area teachers of ELLs, coaches, administration

- Tiered Vocabulary

- Analyzing ELA and Math summative and formative assessment data to create goals for the next school year.

* Every Monday 100 minutes is dedicated to professional development.

- TTCP is mandated two times a week (90 minutes).

- One study group (45 minutes.)

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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: _____ We have dedicated 2:30-3:25 on Tuesdays open for large group or one-to-one parent meetings. Twice a month,we have ESL orientation and parent workshops on best practices.The ELA department will continue to host ongoing workshops for parents. Many of these are designed to increase parental awareness of the new format of the state ELA assessment, the NYSESLAT exam and the Common Core Learning Standards. Several parents of ESL students attended these workshops where they learned strategies they can implement at home to promote literacy and academic success. This year, we are expanding these workshops to include both informational sessions and learning opportunities. We will continue to work with parents to help them understand the new learning standards and how these will correlate to college and career readiness. We will provide them with support to understand the CCLS instructional shifts in ELA/Literacy and Math. We will also help parents to understand the curriculum their children are learning as well as how student work is assessed. We will also host workshops that focus directly on writing, including the school-wide standards-based writing rubric as well as how to compose an essay. Parents will be invited to

Part D: Parental Engagement Activities

participate in our annual Career Day and attend High School night where they can discuss opportunities for their children beyond middle school. The rationale behind each of these activities is to promote family engagement in learning and encourage parents to be equal partners in their children’s education. Parent meetings will be held approximately every six weeks and be conducted by the ESL assistant principal, literacy and math coaches, and parent coordinator. Parents will be notified of these activities by letters sent home, school messenger as well as our school website @heroesofms137.org.

We have taken a parent survey of preferred language of correspondence and will use the preferred language when sending notices. We have also identified staff and other volunteers capable of acting as translators for parents.

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	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 137
School Name America's School of Heroes		

B. Language Allocation Policy Team Composition

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

Principal Laura Mastrogiovanni	Assistant Principal Elizabeth Orsini Fox
Coach Elaine Cleary	Coach Dina Marone
ENL (English as a New Language)/Bilingual Teacher Manal Moussa	School Counselor Anthony Don
Teacher/Subject Area Diane Marzigliano/ELA	Parent Edith Rivera
Teacher/Subject Area Shanesa White- Bailey	Parent Coordinator Lois Avellino Bruno
Related-Service Provider Stacey Blazejewski	Borough Field Support Center Staff Member
Superintendent Mary Barton	Other (Name and Title) Michael Roll/ENL Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1906	Total number of ELLs	218	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	218	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	51
SIFE	45	Developing ELLs (ELLs receiving service 4-6 years)	66	Long-Term (ELLs receiving service 7 or more years)	36

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	116	45	4	66	0	22	36	0	25	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							16	31	30					0
Chinese								1						0
Russian							1		1					0
Bengali							2	7	3					0
Urdu							2	1	4					0
Arabic							1	3	5					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							13	7	12					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							40	16	22					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	..						14	7	24					0
Emerging (Low Intermediate)							4	4	6					0
Transitioning (High Intermediate)							4	4	7					0
Expanding (Advanced)							29	24	17					0
Commanding (Proficient)							24	27	23					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total									1					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							24	27	23					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	17	6	0	0
7	39	21	1	1	0
8	45	17	0	0	0
NYSAA	0	0	1	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	24	16	14	2	7	3	1	0	0
7	5	16	12	7	3	8	1	0	0
8	10	29	16	3	3	0	2	0	0
NYSAA				1					0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	20		55		80		25		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Several tools are utilized to assess the early literacy skills of our ELLs. These include Fountas and Pinnell, CCLS Ready exam, CCLS ELA and Math Item Skills Analysis to identify areas of critical need, as well as teacher conferences and short writing tasks administered early in the school year. According to our Fountas and Pinnell data, our students, reading levels range from pre-primer to T in grades 6 and 7 . In grade 8, our students' levels range from pre-primer to P. The results of this assessment revealed that students struggle with decoding words in English. The writing tasks revealed that overall, the students struggle with adhering to conventions of standard written English. Therefore, we purchased Imagine Learning to support our Newcomers with technology based self-paced support in their native language. This program ranges from pre-primer to grade level literacy activities. We are implementing a pilot program, Escalate English, in conjunction with our existing literacy program to support our long term ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In examining the NYSITELL and NYSESLAT results we have determined that 74 of our 218 ELL students are Commanding, 70 are expanding, 15 are Transitioning, 45 Entering, and 14 are Emerging. The data across proficiency levels and grades reveal that students at higher proficiency levels tend to achieve higher scores on other indicators.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We know that ELL performance data is critical to our school's overall performance. This subgroup has been our focus each year in making progress on the NYSESLAT and of course, CCLS ELA and Math exams. Therefore we use the AMAO tool to reveal the data indicating the early warning signs in determining the likelihood that this subgroup would likely meet the targets. The data in AMAO2 revealed that 54 students reached proficiency (now considered Commanding). However, dissecting this data, we found that 20 students were Commanding in all four modalities, however, obtained an overall level of Expanding, due to scale score totals not being high enough. We know that in order for our ELLs to make significant growth we have to identify their proficiency levels and break down the data and "dig" deeper into the data identifying the students' strengths and challenges in reading, writing, listening and speaking. We create a spreadsheet targeting these areas and distribute to all teachers of ELLs. Teachers of all content areas inclusive of social studies and science use the data to differentiate their instruction and plan tasks that provide scaffolds for students

to achieve successful outcomes.

AMAO 1 showed student progress Not Available due to the changes in CR Part 154.2. Therefore, we utilized the RLER and the RLAT to make our own comparisons to determine student proficiency status.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. 67 of our current 6th grade students took the NYS Math exam. 21 of the 67 took it in their Home Language. 16 scored a Level 1, 2 scored a Level 2, and 3 scored a Level 3.

52 of our current 7th grade ELLs took the NYS Math Exam. 31 of the 52 took it in their Home Language. 16 scored Level 1, 7 scored a Level 2, and 8 scored a Level 3.

63 of our current 8th grade ELLs took the NYS Math Exam. 32 of the 63 took it in their Home Language. 29 scored a Level 1, and 3 scored a Level 2.

Across the grades, students showed no significant difference taking the exam in their Home Language compared to those who took it in English.

b. The school leadership and teachers dissect the data during departmental meetings, as well as data inquiry and teacher team meetings, identifying critical areas of need, areas of challenge and strengths in the NLA standards. This data is disaggregated to all teachers that service our ELLs. The ELL Periodic Assessment tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. It is challenging to compare this to the listening component of the NYSESLAT, which we used to determine our need of rigorous tasks to support critical thinking. The data gathered from this assessment is used as a common indicator of student growth and is used to create differentiated lesson plans addressing individual student needs.

c. We administered the Fall ELL Periodic Assessment to 51 sixth graders and 106 seventh and eighth graders. The results for our Fall ELL Periodic Assessment currently shows that 57% of grade six students tested scored in the 75-100% range, 31% scored in the 50-74% range, 10% scored in the 25-49% range, and 2% scored in the 0-24% range.

26% of grade seven and eight students scored in the 75-100% range, 42% scored in the 50-74% range, 28% scored in the 25-49% range, and 4% scored in the 0-24% range.

Native language support is provided for our ELL students. Our ENL program allows Entering level ELL students to communicate and write in their native language. Use of the native language promotes a risk-free environment that is conducive to student language acquisition and cultural sensitivity. Our new Imagine Learning program supports native language instruction. Students receive explicit content standards-based instruction. Content instruction is scaffolded for the ELLs when necessary. We do not provide transitional bilingual education or Dual Language programs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [*ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)*](#) section and [*RtI Guide for Teachers of ELLs*](#).]

We are a grade 6 to 8 Middle School.

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

We use RLAT report to determine students' NYSESLAT levels, ELL Periodic Assessment results, NYS ELA and Math test scores, and other data from RESI to determine the students' strengths and areas of challenge. We use an item skills analysis report and the four modalities of the NYSESLAT and ELL Periodic Assessment to set goals for our diverse learners. ELL learners are serviced by NYS certified ENL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ENL and content teachers and administrators. Study groups discuss ESL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ENL teachers receive district training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ENL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction. We have developed a CCLS team that provides ongoing professional development to all teachers to support them in using the aforementioned data resources to inform instruction.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ENL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ENL teachers also collaborate with one another and content-area teachers on inquiry teams using NYSESLAT data, CCLS, and other summative data. They develop learning and language objectives.

For the upcoming school year, we will use a new anthology from Scholastic, Code-x in conjunction with the ENL anthology from Pearson . We continue using Milestones, which is a scripted ENL curriculum. It comes with student textbooks, workbooks, and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the CCLS ELA assessment.

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

Not Applicable

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

We met our AYP for our ELLs in both English Language Arts and Mathematics on our last State Report Card. Our current Language Allocation Policy (LAP) is a result of collaborative inquiry and planning for instruction. The team revisits our LAP Plan monthly to make certain that the plan still addresses the needs of the ELLs in the building. We modify as needed. The team gauges the effectiveness of the plan by analyzing content benchmark standardized exams, NYSESLAT, ELA, Periodic Assessments, MoSL, ENL student evaluations, school wide assessments, and classroom alternative assessments, i.e. portfolios. Teacher instruction is also reviewed and supplemented to support our LAP in every aspect of instructional practice. We analyzed our 2015 state ELA and Math results. Even with the change in the scale score and greater number of questions, and full alignment with the Common Core Learning Standards, a large number of students, including ELLs, did make gains. This is evidenced in their growth percentiles and with the amount of ELLs that moved from beginner and intermediate (last school year) to expanding and commanding this school year on the NYSESLAT Exam. Evaluation of the strategies suggested in the LAP will continue to be a part of the school review process. Our Language Allocation Policy will be disseminated to the entire school community to encourage a discussion of its effectiveness. It is shared with our SLT and uploaded to IPlan.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

As part of our registration process, we follow the "Determining ELL Status" chart. We have outlined a specific procedure to follow when it is believed that a student may be an ELL. One of our certified, highly-qualified ENL teachers (Ms. Manal Moussa, Mr. Michael Roll, Ms. Melissa Onorato, or Ms. Pierre) conduct the initial screening when we have a new admit at MS 137 to fulfill the 10 day requirement.

Parents of all first time entrants to the NYC Public School System are required to complete the Home Language Identification (HLIS) Survey. If the home language is English, the student is appropriately placed in a general education class. If the (HLIS) form indicates a language other than English, then one of our ENL teachers or another pedagogue fluent in the student’s native language conducts an in-depth interview and review student's work to determine NYSITELL eligibility.

If student has an IEP, our Language Proficiency Team (LPT) review the IEP to evaluate the student and determine eligibility to take the NYSITELL. We have identified languages other than English spoken by our pedagogues to meet the needs of our diverse population. If the student does not speak a language other than English, the student enters the general education program. If the student speaks a language other than English or little to no English, then the ENL teacher informs parents that their child will be tested using the NYSITELL and explains the purpose of exam.

Within the first five days of admission, entitlement letter of ELL status notification is sent and parents have the right to appeal the ELL status within 45 days of enrollment.

Within the first ten days of admission, the initial assessment is administered in the form of the NYSITELL. The Spanish LAB is administered for Spanish- speaking ELLs. If the student scores at the commanding level on the NYSITELL, then the student is identified

as a non-LEP student and enters the general education program. If the student scores at the Entering, Emerging, Transitioning, or Expanding level, then the student is identified an ELL and entered into ATS as LEP.

Within 10 days of screening, parents are invited to attend a Parent Orientation in which they watch a video describing the three educational programs for ELLs. After the video, we provide ample time for questions and answers. We provide oral and written translation for those parents who do not speak English. At these meetings, parents are required to complete and sign the Parent Surveys and the Program Selection Form. We encourage parents to sign the form at the meeting to ensure 100% participation. For those parents who are unable or do not attend the ELL orientation, our Parent Coordinator arranges for a time that is most convenient for the parent. Parents are given an opportunity within the first 10 days of enrollment to come into the school for the orientation and to complete the Parent Survey and Selection Form.

Students are placed according to parent choice and NYSITELL level, then parent choice information is entered on the ELPC screen within the first 20 days of enrollment. If a student is already identified as an ELL, we use their NYSESLAT levels, CCLS ELA and Math test scores and other data to place the students accordingly into one of our ENL classes. Copies of parent notifications and letters are kept in students' cumulative folders.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

One of our certified, highly-qualified ENL teachers (Ms. Manal Moussa, Mr. Michael Roll, Ms. Onorato, or Ms. Pierre) conduct the initial screening. If the (HLIS) form indicates a language other than English, then one of our ENL teachers or another pedagogue fluent in the student's native language conducts an in-depth interview and review student's work to determine NYSITELL eligibility. Parents are also provided with a HLIS in their native language. Oral interview questions, Fountas and Pinnell Reading Inventory, checklists, and a sample of students' work are used to assess SIFE students. An ATS RSFE report is then generated to track these students' progress within the first 30 days of school. This is to ensure proper placement.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

As part of our registration process, we have outlined a specific procedure to follow when it is believed that a student may be an ELL, explicitly following the "Determining ELL Status" chart.. One of our certified, highly-qualified ENL teachers (Ms. Manal Moussa, Mr. Michael Roll, Ms. Onorato, and Ms. Pierre) conduct the initial screening when we have a new admit at MS 137 to fulfill the 10 day requirement. Parents of all first time entrants to the NYC Public School System are required to complete the Home Language Identification (HLIS) Survey. If the home language is English, the student is appropriately placed in a general education class. If the (HLIS) form indicates a language other than English and has an IEP then , our Language proficiency team (LPT) review the IEP to evaluate the student, review student's work and determine eligibility to take the NYSITELL. Our LPT team include Elizabeth Orsini Fox (Assistant Principal), Ms. Moussa (ENL Coordinator), Stacey Blazejewski (IEP Coordinator), Edith Rivera(Parent), and Translator for Parent's preferred Language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined, one of the ENL teachers calls the parent asking them to expect the entitlement letter and briefly explains the entitlement status. We keep a list of the students who have tested into ENL. The letters are photocopied and maintained in the compliance binder and in student cumulative record. Continuation of Entitlement letters are distributed each year that a student remains an ELL. If a student is admitted from another DOE school and is an ELL, they also receive a letter. A copy of the Continuation of Entitlement letters is placed in student cumulative record files and in our compliance binder as well. Our compliance binder is securely kept in the Assistant Principal's office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents of all first time entrants to the NYC Public School System are required to complete the Home Language Identification (HLIS) Survey. If the home language is English, the student is appropriately placed in a general education class. If the (HLIS) form indicates a language other than English, then one of our ENL teachers or another pedagogue fluent in the student's native language conducts an in-depth interview and review student's work to determine NYSITELL eligibility. At this time, parents are informed from a Language Proficiency Team member their right to appeal their child's ELL status within 45 days of enrollment.

Within the first five days of admission, entitlement letter of ELL status notification is sent and parents have the right to appeal the ELL status within 45 days of enrollment. We maintain an updated list of parents who appeal the ELL status of their child. As of now, we have zero. We keep copies of letters in student files and in our compliance binder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the parent orientation meeting parents are informed of the NYCDOE program choices for ELLs, such as Bilingual Education, Dual Language, and Freestanding ENL. All parents view the parent orientation video in their native language, are explained the differences between the three programs, and then choose their desired program. All parents are informed that we offer a

Freestanding ENL program and if any parents desire another program choice, they are put on a list and are informed of schools offering other programs. Parents of newly identified ELL students are provided with ongoing orientation workshops beginning with the date of admittance. During these workshops, parents are provided with information about our curriculum and the school's English language instruction. We provide parents with an ELL parent brochure, provided by the NYC Department of Education's website. This brochure is provided to parents in their Native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. Entitlement and letters are translated into different languages and given to the ELL parents prior to the parent orientation meeting, which is conducted by one of our Language Proficiency Team (Ms. Manal Moussa, Mr. Michael Roll, Ms. Onorato, Ms. Pierre).

We currently do not have any parents requesting any other choice, therefore no outreach has been needed. It is extremely rare that we have had such an occurrence of parent appeal or request for an alternate program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters are sent home by the ENL coordinator, Ms. Manal Moussa. In order to ensure the Entitlement Letters are received, one of the ENL teachers calls the parent asking them to expect the entitlement letter and briefly explains the entitlement status. We keep a list of the students who have tested into ENL. The Parent Survey and Program Selection forms are distributed at the initial parent orientation after watching the video. To ensure we receive the selection forms we ask parents to sign the selection form during the meeting, unless parent requests otherwise. We maintain a regularly updated list of parents who attended the parent orientation and completed the Parent Survey and Program Selection form. In addition, we keep a running record of Parent Program Selection choice. For those parents who do not attend the ELL orientation, one of the ENL teachers calls home and requests another preferred meeting time. When parents attend, they are then required to sign at this time. These forms are collected at the end of the meeting, photocopied, and maintained in student cumulative record and in the compliance binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In order to monitor the Parent Survey and Program Selection forms that have not been returned, ENL teachers call the parent asking them to complete and return the survey, assist them in completing the survey. We keep a list of the students who have tested into our ENL program. For those parents who do not attend the ELL orientation, one of the ENL teachers calls home and requests another preferred meeting time. When parent attends, These forms are collected at the end of the meeting, photocopied, and maintained in student cumulative record and in our compliance binder.
9. Describe how your school ensures that placement parent notification letters are distributed.

During parent orientation meeting, parents are provided with information about our curriculum and the school's English language instruction. We provide parents with an ELL parent brochure provided by the NYC department of education's website. This brochure is provided to parents in their Native language. We allow parents an opportunity to read the brochure and encourage them to list any questions they may have. The ENL teachers explain each of the three programs: Transitional Bilingual Education, Dual Language, and Freestanding ENL. Parents also watch the orientation video in their native language. When parent attends, they are then required to sign the survey and program selection form. ENL teachers make a list of all newly identified ELL students and Placement parent notification letters are distributed. Placement letters are provided to parents in their native language. These letters are photocopied, and maintained in the compliance binder and in student cumulative record files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

HLIS, and a copy of the non-entitlement, and entitlement letters are stored and maintained in student cumulative record files and in our compliance binder by official class.
11. 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.

All ELLs are administered the NYSESLAT each year. ELL students are monitored by our certified ENL teachers, the testing coordinator, administration, and coaches. Prior to the NYSESLAT, an RLAT is run from ATS to ensure that all students who are identified as ELLs are tested accordingly. This is further verified by Ms. Dina Marone, our testing coordinator and our two certified ENL teachers (Ms. Manal Moussa, Mr. Michael Roll, Ms. Onorato, Ms. Pierre). All four components of the NYSESLAT are administered. Attendance records for each day of testing are maintained to ensure that any students who are absent are tested immediately upon their return. For the speaking component, our certified ENL teachers schedule students and maintain a spreadsheet to ensure that all students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continuation of Entitlement letters are distributed each year that a student remains an ELL. If a student is admitted from another DOE school and is an ELL, they also receive a letter. To ensure that continued entitlement and transitional support parent notification letters are distributed, We generate a list of our current and Former ELL students entitled for ENL services. We distribute the continued entitlement and transitional support notification letters to parents of entitled students. All letters are translated into each parent's preferred language. Letters are photocopied, and a copy of the of the letters is placed in student cumulative record and in our compliance binder by official class as well. Our compliance binder is securely kept in the Assistant Principal's office.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the past few years the trend in program choices that parents have requested has strongly suggested a preference for a Free-standing ENL program. Only one parent has requested bilingual programs in the past year, for Bengali. We have not received a request for a dual language program. Thus, our program model is closely aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

All ELL students receive ENL services using either a collaborative co-teaching, push-in model, or stand alone ENL. All general education ELL students are grouped by grade level and then further broken down into groups based on NYSESLAT proficiency level. Flexible scheduling is implemented to ensure that students receive the mandated numbers of ENL periods without losing content instruction. In addition they receive at least 8-10 periods per week of ELA instruction from a certified Common Branches, Language Arts or Special Education teacher in their grade level class.

We are in compliance with the CR Part 154.2 instructional unit requirement for ELLs. We follow the ENL Units of Study and Staffing Requirements chart. Entering ELLs receive 360 minutes of instruction per week. 180 minutes in ENL and 180 minutes in ENL/ELA. Emerging ELLs receive 360 minutes per week. 90 minutes in ENL and 90 minutes ENL or integrated ENL/Content area and 90 minutes in ENL. Transitioning ELLs receive 180 minutes per week. 90 minutes in ENL/ELA and 90 minutes in ENL or integrated ENL/Content Area. Expanding ELLs receive 180 minutes of instruction per week in ENL/ELA. Commanding ELLs receive 90 minutes of instruction per week of integrated ENL in ELA or content Area. Students receive explicit instruction using a collaborative co-teaching model, Integrated or Standalone ENL. Students do not receive formal Native Language Instruction.

M.S. 137 implements the New Bilingual Common Core Progressions in students' academic language development program and regular content area classes as well as the ELA Common Core Learning Standards. The New Bilingual Common Core Progressions specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the SIOP model in our ENL lessons and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from SIOP's model. The ENL Toolkit is utilized to support our ENL program.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELL students receive ENL services using either a collaborative co-teaching, push-in, or standalone model. All general education ELL students are grouped by grade level and then further broken down into homogenous groups based on NYSESLAT proficiency level. Flexible scheduling is implemented to ensure that students receive the mandated numbers of ENL periods without losing content instruction. In addition they receive at least 8-10 periods per week of ELA/ENL instruction from a certified Common Branches, Language Arts or Special Education teacher in their grade level class. We are in compliance with The CR Part 154 instructional unit requirement for ELLs that mandates Entering ELLs receive 360 minutes instruction per week. 180 minutes in ENL and 180 minutes in ENL/ELA. Emerging ELLs receive 360 minutes of instruction per week. 90 minutes in ENL and 90 minutes ENL or integrated ENL/Content area and 90 minutes in ENL. Transitioning ELLs receive 180 minutes per week. 90 minutes in ENL/ELA and 90 minutes in ENL or integrated

ENL/ Content Area. Expanding ELLs receive 180 minutes of instruction per week in ENL/ELA. Commanding ELLs receive 90 minutes of instruction per week of integrated ENL in ELA or content Area. Students do not receive formal Native Language Instruction.

3. Describe how core content is delivered in each program model. 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.

Currently, the MS 137 curriculum model ensures that students are exposed to all core-subjects while receiving their mandated ENL services. Our educational program incorporates challenging content and well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the languages of instruction. Our ELLs are actively engaged in standards-based curriculum. All teachers of ELLs are well-versed in the New Bilingual Common Core Progressions ENL in addition to their content area standards to promote language and literacy development using Common Core Learning Standards.

Students have been placed in classes based on NYSESLAT performance levels. Entering and Emerging level students are placed in a co-teaching class. Instruction is delivered in English with appropriate native language support when necessary to improve basic comprehension of vocabulary and directions as well as to activate students' prior knowledge to help them make connections with the new content being delivered.

Native language support is provided for our ELL students. Our ENL model allows Entering ELL students to communicate in their native language, though the native language is not used as an instructional tool. The native language is allowed to promote a risk-free environment that is conducive to student language. The teachers have high expectations for all ELL students. Students receive explicit content standards-based instruction. Content instruction is modified for the ELLs when necessary. We do not provide transitional bilingual education or Dual Language programs.

ELL learners are serviced by NYS certified ENL teachers, and receive content instruction from teachers certified in those content areas. Professional development is approached by promoting job-embedded learning for ENL and content teachers and administrators. Teacher Team meetings and Professional Learning Mondays share ENL methodologies, language acquisition theories, classroom management and multicultural awareness. In addition, ENL teachers receive district training and content-specific (ELA and Math) professional development to ensure familiarity with curriculum. ENL strategy sessions are also coordinated to promote a consistent and unified approach for ELL instruction. We have developed a CCLS team that provides ongoing professional development to all teachers.

Content area teachers of ELL students are scheduled to ensure common preparatory periods so they can identify and strategize to address specific student needs. Additionally, ENL teachers are invited to participate in these common planning sessions so they can suggest alternative methodologies which would improve content delivery and comprehension in the classroom. ENL teachers also collaborate with one another and content-area teachers on inquiry teams.

For the upcoming school year, we will use Code-X , CCLS Ready, and we will continue using Miletones, which is a scripted curriculum. It comes with student textbooks, workbooks, and media. It addresses the four modalities assessed on the NYSESLAT and includes embedded test prep strategies and practice for the CCLS ELA assessment and MYoN to support fluency development. Additionally, we are implementing two new programs, Escalate English and Imagine Learning to ensure differentiation based on student needs. Our former ELLs are identified using RLAT to ensure that teachers continue supporting them with appropriate scaffolding where needed. Students continue to receive ENL service and testing accommodations for two years after reaching proficiency on the NYSESLAT. They are also invited to take part in after school programs that support them in social, emotional, and intellectual development. These programs are funded through Millennium and M.S. 137 Title I funding.

ELL students are afforded equal access to all school programs. ELL students are identified in RESI and placed in appropriate morning program classes. The parent coordinator actively reaches out to parents of ELL students to encourage the students to participate in all after school programs. We also have a dedicated ENL after-school program that all ELL students are invited to participate in. MS 137 also hosts a yearly Cultural Extravaganza which ELL students are always part of to help the school celebrate our diverse cultures. The rationale and goal behind this is to support the students social, emotional, and intellectual development, as well as improve learning outcomes and foster engagement in the school community. The smaller student to teacher ratio provided in after school programs gives the students a more focused support and greater opportunity for remediation, which supports their engagement with grade-level appropriate texts during the school day.

Our ELL students take part in several after school programs and supplemental services supported through Title III funding. We have an academic intervention after school program specified for ELL Students. The students in this program are grouped by proficiency and serviced by an ENL certified teacher. In addition to their regular ENL hours, students will be pulled by a reading specialist who focuses on first-time test takers to provide support and instruction of skills necessary to succeed on the ELA assessment.

MS 137 utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content accessible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. Access History is used by Entering, Emerging, Transitioning, and Expanding students. In Math, manipulatives and hands-on activities are used by all subgroups of ELLs. We offer an extended

day program and after school programs for all our ELL students. We are also implementing Milestones, which ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach will provide language-acquisition and content knowledge crucial for academic success.

Technology is used to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. Teachers use teacher-student created visual aids, such as charts, pictures, and graphic representations, creating a print-rich environment to provide students with alternative and supportive ways to comprehend content.

Additionally, many of the content area teachers use Smart Boards, which help ELLs to visualize and comprehend the content. LCD projectors are also used to display PowerPoint presentations. Entering level students are encouraged to write in their native language so that the teachers get a clearer understanding of their level of comprehension and ability in their native language. This is then translated into English using Google translation tools. All student writing is valued and used as an entry point to motivate student engagement and participation. ELL classes have been scheduled in the computer labs to support the use of Destination Reading and Earobics computer programs designed to improve speaking, listening, reading and writing abilities. We have also designated a computer cart with laptops and iPads for our ELL classes to use (from Title I grant).

Content area instructional materials are utilized in the education of our ELL students as well. We use Access History, SRA Kits in ELA, manipulatives in Math, and glossaries in all content areas. This is used in conjunction with the language support materials to give our ELL students access to content knowledge as they acquire English skills.

All materials utilized by our ELL students are high interest, but tailored to their reading level and include age appropriate content. Additionally, native language libraries have been provided through the Office of ELLs and NYC DOE. Spanish is offered as a language elective for all students. Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate in this. We also complete an inventory of materials to ensure that they are available. Our ENL teachers also meet prior to the beginning of the school year to identify potential ELLs.

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

During the home language identification process, students are interviewed in English and their home language when necessary to assess their level of comprehension. Once eligibility is established, Spanish speaking students are administered the Spanish LAB-R as an initial evaluation of their native language.

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

The ELL Periodic Assessment administered twice a year tests the students on listening, reading and writing. The writing focuses more on writing conventions, while the reading focuses on reading skills. The listening portion focuses on word recognition and critical thinking skills. Teachers use the data for each modality to refine their lessons and to differentiate according to the modality need. To prepare for the NYSESLAT we use the ELL Periodic Assessment to design data driven instruction in the four modalities of English. All ELLs are administered the NYSESLAT each year. We analyze the data, find trends across the four modalities, set goals based on trends, and form groups for the upcoming school year. ELL students are monitored by our certified ENL teachers and are evaluated in all four modalities of English language acquisition using formal and informal assessments. They use standardized exams, periodic assessments, ELL student evaluations, and local measures of performance on oral presentation and portfolios throughout the year. We use the NYSESLAT assessment as a teaching tool to formulate questions and classroom activities in all four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

1. Instructional Plan for ELL Subgroups:

SIFE

First, SIFE students are tracked and placed in classes receiving extra AIS support with a lower student to teacher ratio.

Students

are encouraged to attend the extended day morning program and ENL after school program.

- Cooperative learning: struggling learners are paired with advanced learners in an effort to supplement their instructional achievement gaps.

- Activating prior knowledge: integrating skills and prior goals from IEPs in order to build on and address new skills.

- Visual prompting: using graphics and pictures to aid in comprehension and understanding of content.

- Role-playing: students perform for one another and the experience can give them the confidence as well as boost their

language prowess.

- Reader's Theatre: gives students the chance to practice and develop positive attitudes toward reading.

- Assisted Reading: supportive "side-by-side" activity in which the teacher and student read aloud simultaneously

from the

same materials (aka Neurological Impress). Immediate feedback on academic language is provided, with an ultimate goal of fluent, silent reading.

- Native Language Instruction: allow students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.

The school will implement the New Bilingual Common Core Progressions in students' academic language development program and regular content area classes. The New Bilingual Common Core Progressions specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. Furthermore, scaffolding strategies are utilized following the Walqui and SIOP models in our ENL and content area lessons. Modeling, bridging, contextualization, schema building, text re-presentation and metacognition are the six types of scaffolding that we implement from Walqui's and SIOP's models.

- Long term ELLs – Receive testing accommodations and specific instruction to NYSESLAT modalities . Test sophistication strategies are reinforced daily.

Depth of Knowledge/Hess Cognitive Rigor Matrix

- o Cooperative learning: students will be grouped heterogeneously in order to provide them with leadership and learning opportunities, depending on the student level in the group.

- o Reciprocal teaching: questioning, clarifying, predicting and summarizing are modeled to students and they are then encouraged to implement these comprehension strategies on their own, while reinforcing their decoding skills.

- o Question Answer Relationship: provides students the opportunity to relate material in the text to their background knowledge.

- o Elaboration strategies: engage students in thinking and reasoning strategies that they have been exposed to previously and are expected to master.

- o Real-world relevance and application: students will be coached to use problem solving and reasoning to relate actual experiences to academic learning.

- o Self-management of learning: provide motivation, tools, and skills to improve students' abilities to manage their learning needs.

- Newcomers – Students are tracked as newcomers for 3 years and receive testing accommodations specific to their admit date. Before the beginning of the school, materials and programs are in place to differentiate instructions and better assist newly enrolled ELL students.

- o Assessment of level: NYSITELL exam is given, as well as benchmark, diagnostic content exams in order to assess English Language proficiency levels and content specific grade levels. These results are conducive to the specific instructional plan created for the students.

- o Cooperative learning: students will be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This will allow students to communicate in their native language while helping them to learn social language, and then transition into academic language.

- o Audio/Visual center: use of media to integrate curriculum in all academic areas. This gives the students visual context clues and aids, while reinforcing their listening skills.

- o Visual prompting: teachers use teacher-student created visual aids, such as charts, pictures, graphical representations, creating a print-rich environment, and providing students with alternative and supportive ways of content comprehension.

Native Language Instruction: allows students to reflect and communicate in their native language and then translate for teachers to assess content acquisition.

Our first time test takers are identified and tracked through our AIS program. These students receive small group instruction two to three days a week. These students are invited to participate in our after school ENL program, which provides test preparation.

- Special Education ELLs – Students are supported with the MYoN Reading Program. Students receive proper testing accommodations.

- o Individual Educational Plan (IEP): students identified as special needs will receive ENL services as mandated by their IEP.

- o ENL mandated short and long term goals: ENL goals are aligned with NYS ELA, ENL, and CCLS standards as well as the LAP.

Transitional ELLs – Students who reached proficiency level on the NYSESLAT are identified using RESI, R-LAT, and teachers differentiate instruction according to their needs. ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills, using fiction and non fiction reading selections.

They practice different writing genres, such and personal narrative, fictional narrative, persuasive writing, and poetry.

Students continue to receive all testing modifications.

They receive extended time during testing. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

o Academic support: Aligned with classroom content curricula

o Transition: Commanding students receive ENL services for two years and ongoing support. They are receiving their entitled testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here:

8. 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?

Teachers of ELL-SWDs are using CCLS Ready, CCLS Finish Line, NY ELA Rehearsal Plus and Scholastic Code X to support ELL-SWD students. For progress monitoring we will be implementing Fountas and Pinnell and MYoN Reading Program to focus on monitoring progress of these subgroups. This web-based literacy program addresses content, reading skills, fluency, word recognition, and comprehension for individual students. In addition, our Imagine Learning program incorporates audio components with visual stimuli to reinforce language and content acquisition in our students' native language. Many ELL-SWDs are long-term ELLs so we are implementing a pilot program, Escalate English, that has been designed to support language acquisition for this population. Students have been programmed into our school's computer labs to facilitate the use of these programs. Through this use of flexible scheduling, we ensure that these programs are meaningful and continuous for all students. In addition, we are purchasing more laptops and iPads to support the efficiency of these programs.

As part of our normal school culture to support least restrictive environments, we will identify ELL-SWDs which can be mainstreamed into other classes for their ENL services. All materials are age and grade appropriate.

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

ELL SWD receive ENL services using a push-in and standalone/ pull- out model. Teachers of ELL-SWDs are using MYoN Reader with their students. These web-based literacy programs address content, reading skills, fluency, word recognition, and comprehension. Earobics Reach differentiates based on the students' reading levels, while Destination Reading exposes them to more rigorous, grade-level appropriate instruction. The programs both incorporate audio components with visual stimuli to reinforce language and content acquisition. Through this use of flexible scheduling, we ensure that these programs will help our ELL-SWD achieve their IEP goals and attain English proficiency.

As part of our normal school culture to support least restrictive environments, we will identify ELL SWDs whom we can mainstream into other classes for their ENL services.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

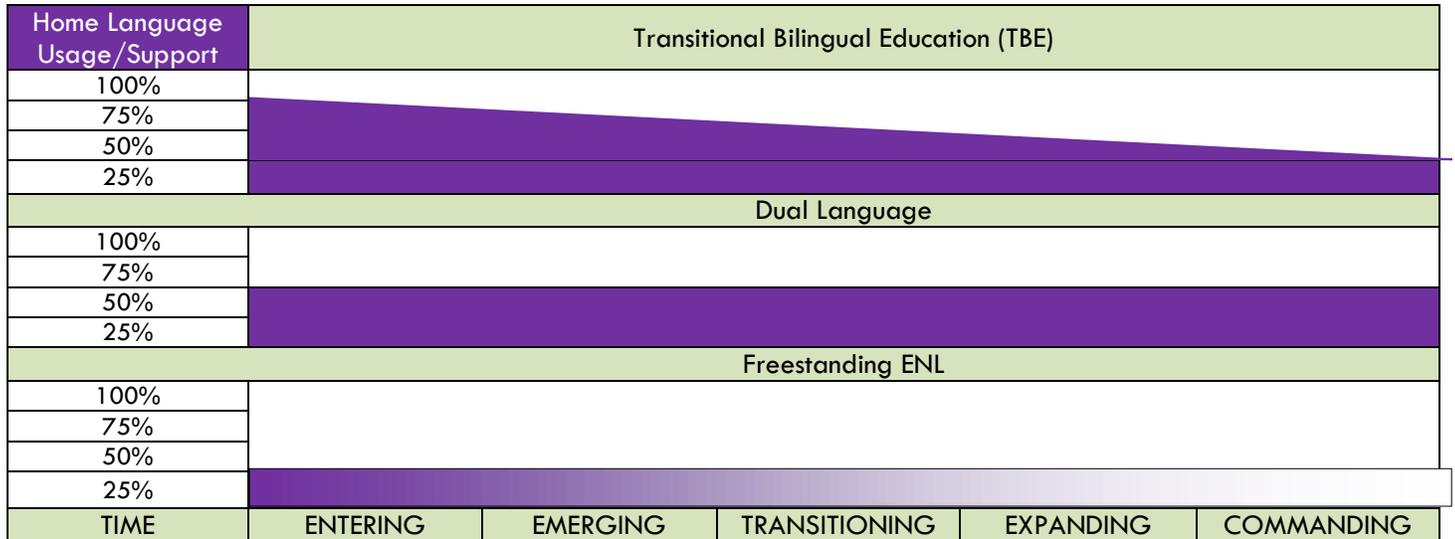


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

M.S. 137 implements the New Language Progressions (NLAP) in students' academic language development program and regular content area classes as well as the Common Core Learning Standards. Content teachers build English language development into their instruction. Teachers modify complexity in content so that students understand and can participate in classroom activities. Teachers do not rely solely on themselves as the sources of knowledge and learning, but encourage interaction among students and involve more proficient and less proficient students and involve paraprofessionals when applicable. The teachers encourage authentic and meaningful communication and interaction about course content amongst students, and between themselves and students.

Information is presented in varied ways. Teachers place the information in a context that is more comprehensible to the students using multiple media. All teachers of ELL students use visual stimuli, flexible groupings and a hands-on approach to make the content comprehensible for our ELL students. Teachers incorporate visual reviews with lists and charts, paraphrase points where appropriate, and encourage students to provide oral summaries. In Social Studies and Science, teachers modify content to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We purchased a Go Math parent portal that will support parents and students with the math curriculum. We are offering a Saturday program for all our ELL students using Imagine Learning. For our ELL-SWD students, we are also using Escalate English, which is designed to improve fluency, word recognition, and comprehension for our long-term ELLs. We target these students in our AIS program for additional support two days a week. Student success is recognized overtly and frequently. ELA classes stress vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills using fiction and non-fiction reading selections. They practice writing in different genres, such as personal narrative, fictional narrative, argumentative writing, and poetry. Students continue to receive all testing modifications. They receive extended time during testing.

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

Our educational program incorporates challenging content as well-developed learning strategies that will prepare our ELL population to think critically, solve problems, and communicate in the language of instruction. Students have shown improvement. The majority of our students have shown progress. Out of 218 students, 70 are Expanding and 74 are Commanding.

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

For this school year, we will be using MYoN Reading and Fountas and Pinnell Reading Inventory to track individual student progress more frequently throughout the school year. We will continue to incorporate technology in our ENL classrooms. SMART boards and iPads are used to meet students' needs and to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. We will continue Earobics to improve fluency and word recognition. Also, we will continue to use Destination Reading to assess address specific student needs. This current data will be used to drive and differentiate instruction for specific skills.

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

Paste response to question here:

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

ELL students are offered equal access to all school programs. ELL students are identified in ARIS and placed in appropriate morning program classes. They are also receiving AIS as a supplemental support, targeting students with low growth percentiles in ELA and math. The parent coordinator actively reaches out to parents of ELL students to participate in our after-school programs. They are invited to take part in after school programs that support them in social, emotional, and intellectual development. These programs are funded through Century 21, SAYA, and M.S. 137 Title I funding. Additionally, we offer an ENL after-school program that all ELL

students are invited to participate in. M.S. 137 also hosts a yearly cultural extravaganza, which ELL students are always a part of to help the school celebrate our diverse cultures. The students in after-school academic programs are grouped by proficiency level and serviced by an ENL certified teacher. In addition to their mandated ENL hours, students are pulled by a reading specialist who focuses on first time test takers to provide support and instruction of skills necessary to succeed on the ELA/math and NYSESLA assessment.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

M.S. 137 utilizes a variety of instructional resources. All teachers of ELL students use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies and Science, the teachers utilize the Access ENL books, which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on

activities are used. Additionally, we have purchased content-specific bilingual glossaries that students will use in their Math class. We offer an extended day program and after-school programs for all our ELL students. This year, we are continuing to implement a research-based learning program called Milestones as well as a new literature anthology from Scholastic in conjunction with our existing anthology from Pearson. Milestones ensures that students are mastering skills and standards before being introduced to new ones. This research-based approach provides language-acquisition and content knowledge crucial for academic success. The Pearson literature anthology includes online and print resources to help teachers differentiate instruction for their ELL students. We are continuing to implement Destination Reading, which we began during our Title I ENL summer program and are sustaining throughout this school year using the laptops we purchased from the grant funding as well as our computer labs and iPads. We believe in the continued integration of technology within our curriculum. We will continue to incorporate technology in our ESL classrooms. LCD projectors are used to display PowerPoint presentations. SMART boards and iPads are used to meet students' needs and to make curriculum accessible to our ELL students. This gives the students visual context clues and aids, while reinforcing their listening skills. For our ELL-SWD students, we are also using Earobics, which is designed to improve fluency, word recognition, and comprehension. Some classes also utilize English Now! for the beginner students to support them in writing development. Student success is recognized overtly and frequently. ELL classes have access to the computer labs to support the use of Destination Reading and Earobics computer programs designed to improve speaking, listening, reading and writing abilities. We have also designated a computer cart with laptops and iPads for our ELL classes to use (from Title I grant).

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ENL program all instruction is given in English. However, students' native languages are supported with bilingual dictionaries and content based native language glossaries. A selection of native language independent reading books are also available to promote native language literacy.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services, support and resources correspond to the ages and grade levels of our ELLs in that all materials utilized are high interest, but tailored to their reading level and include age appropriate content. Furthermore, all materials ELL students are exposed to in content area classes are aligned with the Common Core Learning Standards specified for each grade.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the start of the school year, we host a parent orientation. All parents, including those of ELL students are invited and encouraged to participate. We also complete an inventory of materials to ensure that they are readily available, i.e. glossaries. Our ENL teachers also meet prior to the beginning of the school year to identify potential ELLs. Guidance Counselors receive a list of newly admitted ELLs to follow up with them to ensure that they are adapting to the new school culture and teachers are providing them with culturally sensitive and engaging activities.

19. What language electives are offered to ELLs?

Spanish language instruction is offered to all of our students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional learning Opportunities are ongoing throughout the year at MS 137 for all ENL and content area teachers of our ELL population. This includes guidance counselors, paraprofessionals, secretaries, parent coordinator, administrators, coaches, psychologists and speech therapists. The hours surpass the minimum of 7.5 hours. They are currently receiving high quality staff and curriculum development through internal and external providers. The Office of ELLs provides monthly professional development, and selected staff members turn-key to build capacity. We are focusing on the CCLS, instructional shifts, UDL, differentiated instruction and collaborative data inquiry and teacher team practice in our study groups. Webb's Depth of Knowledge and the Cognitive Rigor Matrix are utilized to ensure strategic and extended thinking activities. All members of the school community will be attending meetings and workshops offered for ELLs. Teachers will also be encouraged to attend professional learning opportunities available from the Office of ELLs. Study groups and book talks are offered at MS 137. Professional Learning Mondays focuses on using ELL and differentiating instruction resources, and all ELL personnel are committed and contribute to these PDs regularly. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice of identifying and implementing different ENL strategies with ELL students. All teachers of ELLs meet for one common planning period two times a week. For common planning periods, teachers share out ELL best practices, discuss individual student progress, and plan for interdisciplinary instruction. This year we have one ENL teacher that has been identified as a model teacher and one ELA teacher that teaches ELA to our ELLs in 6th and 7th grade that has also been recognized as a model teacher through the NYCDOE Career Development Team. In total our school has 6 recognized model teachers and 4 peer instructional coaches through the NYCDOE Career Development Team. Therefore building capacity is our main goal to promote positive student outcomes and highly effective teaching and learning.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ENL teachers are currently receiving high quality staff and curriculum development through internal and external providers. Our District, Fordham University, and the Office of ELLs provide monthly professional development, and selected staff members turn-key to build capacity. We are focusing on the CCLS, instructional shifts, UDL, differentiated instruction and collaborative data inquiry and teacher team practice in our study groups. Webb's Depth of Knowledge and the Cognitive Rigor Matrix are utilized to ensure strategic and extended thinking activities. All members of the school community will be attending meetings and workshops offered for ELLs. Teachers will also be encouraged to attend professional learning available from the Office of ELLs. Study groups and book talks are offered at MS 137. Professional Learning Opportunities using ELL and differentiating instruction resources embedded in Professional Learning Mondays, and all ELL personnel are committed and contribute to these PDs regularly. The following are topics for professional learning that have been covered this year thus far:

 - Collaborative Co-Teaching Integrating Content and Language Instruction
 - Acquiring and Learning in the Home Language
 - The Blueprint for ELL Success
 - Effective Instruction in the ENL Classroom
 - Observing and Coaching ENL Teachers
 - Academic Language for ELLs
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school provides support for the staff to assist ELLs as they transition from one school level to another through open school night, Career Day, assemblies, and support from the guidance counselor. Presenters from area high schools come and explain the various programs that are available at their schools. The parent coordinator and guidance counselor support parents in completing the high school application. Career Day takes place each year and supports the importance of college and career readiness and the importance of a strong high school education.

Our guidance counselors participate in Monday Professional Learning activities that include ENL topics such as cultural sensitivity, reading and analyzing the RLAT, and examining the proficiency needs of our population. Guidance counselors access ELL and SIFE resources provided by the Department of Education, such as Dream, Believe, Succeed! for college planning.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All content teachers are considered teachers of ELLs, whether currently Commanding, former, or existing ELLs. Therefore ELL specific professional development is integrated into all Professional Learning Mondays. All certified ENL teachers also receive monthly Professional Learning provided by the Assistant Principal, the District, the Department of ELLs, and/or Fordham University. A professional

development binder is maintained containing all of our ENL professional development logs that include teacher signatures and agendas. Also, the school has a record of all intervisitations among the staff so as to compile feedback that may be used for future professional development. Additionally, an outside professional development specialist, Joseph Cantara, mentors new teachers to reinforce ELL specific strategies.

Our ENL Professional Development Monthly Calendar is as follows:

September:

- Scholastic Code X (Instructional Routines)
- Taking Apart the NYSESLAT
- Advance Training for Staff (Measures of Student Learning, Measures of Teacher Practice, Initial Planning Conferences)
- ENL/ELA Curriculum Mapping
- CR Part 154, CR Part 154.2
- CEP
- LAP Plan
- Quality Review
- Math: Introduction to Connected Mathematics Program 3/ Navigating Through Math Dashboard
- Technology – SMART Board and iPad training.
- ENL Principles

October:

- CEP
- LAP Plan
- Quality Review
- Fordham University Professional Development
- Peer Instructional Coach Introduction
- School-Wide Instructional Focus - Assessment
- Scholastic Code X – Planning for Unit 1 and Curriculum Map (ENL Strategies)Revision
- UDL/RTI – Planning for Success
- MoSL
- Literacy in the Content Areas
- Math: Looking at CFN 210's Curriculum Maps/ Navigating Through Math Dashboard/ Exam View Test Generator
- Technology – SMART Board and iPad training.
- ENL Principles
- LAP Training

November:

- Scholastic Code X
- CEP
- LAP Plan
- Quality Review
- iLearn
- Fordham University Professional Development
- Demonstration Teachers Inter-Visit
- Strategies for Incorporating Texts in Social Studies
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Lesson Sharing CCLS Lesson Plan Template/ Lesson Planning Using SchoolNet – Baseline Results
- Technology – SMART Board and iPad training.
- ENL Principles

December:

- CEP
- LAP Plan
- Imagine Learning Professional Development
- Escalate English Integration
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- ENL Modality Analysis
- Math: Teachability/ Math XL
- Fordham University Professional Development
- ENL Principles
- Academic Language Development for ELLs in CCLS

- BESIS Training

January:

- MYoN Reading Student Progress Monitoring
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Teachability/ Math X
- Academic Language Development for ELLs in CCLS
- NYSITELL Training
- Fordham University Professional Development

February:

- Scholastic Code X (Network PD)
- Teacher Effectiveness Ambassador
- Test Sophistication
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Lesson Planning SchoolNet – Benchmark Results/ Scoring with the Mathematics Holistic Rubrics
- ENL Principles
- Breaking Apart the NYSESLAT
- NYSITELL Training
- Fordham University Professional Development

March:

- Scholastic Code X
- MoSI
- CCLS ELA and Math Assessment Procedures
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Looking at Student Work/ Identification of Areas of Challenge for Test Prep
- ENL Principles
- Fordham University Professional Development

April:

- Breaking apart the NYSESLAT
- Scholastic Code X Teacher Team Planning/Additional Resources
- Scholastic Code X Unit Planning, Curriculum Map Revision for ENL, and Strategies for Success
- Math: Preparation for the NYS 2014 Math Assessment
- ENL Principles
- MoSL
- Breaking Apart the NYESLAT
- Scholastic Code X Unit Planning, Curriculum Map Revision, and Strategies for Success
- Math: Breaking Apart the NYS 2014 Math Assessment
- ENL Principles
- Fordham University Professional Development

May/June:

- NYSESLAT Proctoring Review for Assessment
- NYSESLAT Scoring Training June:
- Scholastic Code X Year-End Review/Revise Curriculum Maps
- Math: Revisiting/Revising Curriculum Maps
- ENL Principles

LAP PLAN SUMMARY/REVISIT and SET NEW GOALS

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to attend workshops with the ENL teachers. Parent Orientation meetings are ongoing throughout the year to support our enrollment. To evaluate the needs of our ELL parents, an oral interview is conducted at the end of the meeting to ascertain topics for future parent meetings and to inform them of school expectations. Translators are available to facilitate this process. The ENL Toolkit is utilized to support any needs in our ENL department. The ENL Assistant Principals, ELL service providers, literacy and math coaches and parent coordinator conduct presentations guiding parents through the process of assessing their child's progress, especially using Pupil Path, and teaching them about the programs utilized by our ELLs. Additionally, we have published a monthly parent/student newsletter and calendar to keep parents abreast of current and upcoming information. Copies for translation are submitted to the Translation and Interpretation Unit. In addition, all resources are available on our school website. Strategies and support are offered and provided in collaboration with administration, coaches, and the parent coordinator.

Our school maintains a list of all staff members which fluently speak languages other than English. We maintain the Translation and Interpretation Unit telephone number (718) 752-7373 extension 4 in the Parent Coordinators office, the main office, and in all guidance counselor and administrator offices.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our PTA President is bilingual and she co-facilitates workshops with the Parent Coordinator to foster parental involvement for our parents of ELLs. They provide workshops and resources offered by NYCDOE. They collaborate with administration and the language proficiency team. Our Parent Coordinator also attends all parent orientation meetings and provides pertinent information to ensure the success of their child. Parent brochures and videos are utilized at our meetings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with New Voices Project Residency Teaching Artists. They are providing eleven Professional Learning Mondays, workshops, staged readings, and reflections to support the language acquisition of our ELLs.
5. How do you evaluate the needs of the parents?

We are able to evaluate the needs of our parents through parent surveys, and meetings. In addition, parents are encouraged to provide input when completing the NYC DOE's annual parent survey. At the beginning of every school year, our Parent Coordinator sends out a survey asking parents what types of workshops they would be interested in, what they would like to learn about in order to assist their children and what are some concerns that they might have about middle school. The collected information is used to schedule meeting, workshops and other activities based on parents' concerns and needs. While we do not partner with a specific CBO, to provide parent workshops we facilitate workshops for parents on a monthly basis. Translators are available at all meetings with our parent coordinator or we use the NYCDOE Translation Unit telephone line.

6. How do your parental involvement activities address the needs of the parents?

Our main objective is to increase parental involvement, and strengthen the relationship between home and school. Outside of the main office is a sign from the translation unit identifying many languages to make our parents feel welcome and to inform them that translation services are available for them. We invite all of our parents to school events and activities. We ensure to provide invitation in the native language. We invite parents on the cultural excursions along with the students. We take part in various trips in New York City, such as visiting Ellis Island, the Metropolitan Museum of Art, etc. to promote cultural literacy and instill core knowledge. This year our goal is to host more frequent workshops for parents to help them understand the Common Core Learning Standards and adult workshops to support parent language acquisition.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Mastrogiovanni	Principal		9/13/15
Elizabeth D. Orsini-Fox	Assistant Principal		9/13/15
Lois Avellino Bruno	Parent Coordinator		9/13/15
Manal Moussa	ENL/Bilingual Teacher		9/13/15
Edith Rivera	Parent		9/13/15
Diane Marzigliano	Teacher/Subject Area		9/13/15
Stacy Blazejewski	Teacher/Subject Area		9/13/15
Dina Marone	Coach		9/13/15
Elaine Cleary	Coach		9/13/15
Anthony Don	School Counselor		9/13/15
Mary Barton	Superintendent		9/13/15
	Borough Field Support Center Staff Member _____		
Michael Potwardski	Other <u>Assistant Principal</u>		9/13/15
Shanesa White- Bailey	Other <u>Math Teacher</u>		9/13/15
Michael Roll	Other <u>ENL Teacher</u>		9/13/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q137** School Name: **America's School of Heroes**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

As was described in previous sections of this CEP, MS 137 has a very diverse population. Many of our parents are non-English speakers even if they have resided in the country for many years and their children are English proficient. It is well established that parental involvement impacts positively on a child's academic development. In order to communicate effectively with parents we need to use several different methods to determine the language needs.

Some of the methods are:

- a. Parent Entry Survey – Home Language Survey is completed by parents with a certified ENL teacher or administration to support parents in identifying the primary language spoken by each parent. Translators are available when we determine whether the parent requires language assistance to communicate effectively. Forms in languages other than English are available. The pupil secretary enters the home language preference in ATS for both written and oral communication and the emergency cards indicate the home language of the family.
- b. NYSESLAT scores to identify high need language areas
- c. Teacher evaluations from Parent teacher conferences
- d. Teacher evaluations from student input and contact home
- e. A master list was created identifying translators in all languages of our diverse community. This document is reviewed and updated periodically.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

From the information we collected we found that we had a need for several different language translations: Spanish, Punjabi, Bengali, Russian, Urdu and Arabic, Tagalog, Hindi and Dutch. New York City provides translated materials regarding Chancellor's notices. We have a need for both oral and written translated services. The written services are required for testing and letters home. The oral translation is useful for Parent-Teacher conferences and meetings. These translations have supported parental involvement.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school will translate all notices home that pertain to children's academic and social needs, school-wide memos and calendars and Translation services are currently provided by staff and parent volunteers. In the case that a language is not able to be translated, then translation will be provided by DOE Translation and Interpretation Unit. As per Chancellor's Regulations, "When the Translation and Interpretation Unit, a school, or a central or regional office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document." Our building attempted to provide translated information for these constituents through the use of in house translators. When in-house translation is not possible, we resort to non-staff translators or the DOE Translation and Interpretation Unit for services. The delivery of these services is determined by logistics, so they may be delivered by phone or in person.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have a multitude of face-to-face meetings in our school throughout the year as follows:

1. 4 Parent-Teacher Conferences
2. Monthly ESL Parent Orientations
3. New Admits (daily)
4. 2 Curriculum Nights
5. PupilPath Meetings (ongoing throughout the year to receive 100% parent participation)
6. Monthly ELA and Math Workshops
7. Behavior Intervention (as needed)
8. Suspense Meetings (when applicable)

- 9. Parent Coordinator (Daily)
- 10. Cultural and Social Events/Performances (5-8 x a year)
- 11. PTA Meetings
- 12. Incoming 6th Grade Orientation

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

My school assesses within the first 10 days of student enrollment the primary language and translation needs of the parents. This will be accomplished using the methods described above. Translation services are provided by the Translation & Interpretation Unit (calendars, letters, etc) and in-house (daily for oral translations),

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We have to send our school monthly calendars to the Translation and Interpretation Unit at least 2 weeks prior to distribution to obtain translated calendars.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school communicates the policies and procedures every year at the opening day staff meeting conference and reinforces our procedures via email and our school website. All staff members receive a T& I Brochure.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our Parent Coordinator works closely with parents and guardians. She displays and distributes all notifications to the T & I unit in a timely manner to support translations for parent notifications.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We always use the parent survey and feedback from our parent coordinator of the quality and availability of our services.