

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X101

School Name:

M.S. X101 EDWARD R. BYRNE

Principal:

JARED ROSOFF

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Edward R. Byrne School School Number (DBN): 08x101
Grades Served: 6,7,8
School Address: 2750 Lafayette Avenue
Phone Number: 718-829-6372 Fax: 718-829-6594
School Contact Person: Shannon O'Grady Email Address: Sogrady2@schools.nyc.gov
Principal: Jared Rosoff
UFT Chapter Leader: Tahisha Styron
Parents' Association President: Maria Leonard
SLT Chairperson: Daniel Wolf
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: (718)828-6653 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: 1 Fordham Plaza, Bronx, 10458
Director's Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: _____

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)
Jared Rosoff	*Principal or Designee	
Tahisha Styron	*UFT Chapter Leader or Designee	
Maria Leonard	*PA/PTA President or Designated Co-President	
	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>	
Michelle Miraglia	teacher	
Gina Giannone	Teacher	
Leigh Wishney	Teacher	
Michelle Russo	Teacher / Chairperson	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Rosely Miles	Parent	
Audra Giuliano	Parent	
Janet Zapata	Parent	
Elizabeth Downey	Parent	
Denise Randolph	parent	
	Member/	
	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 101, the Edward R. Byrne School, is named after a 22 year old police officer who was killed in the line of duty while protecting his community from the perils of drugs. It is Officer Byrne's memory that fuels every decision made on behalf of our student body. The administration and staff of M.S. 101 believe an unwavering commitment to rigorous education in concert with engaging extracurricular activities and community outreach programs are essential in supporting our students so they may become responsible, productive members of society. We have germinated partnerships with Lehman College, Summer Quest and Kips Bay. We also utilize our teachers and staff to provide our middle school students with extracurricular opportunities including but certainly not limited to the following—a boys and girls basketball team, a chess team, a cheerleading team, a track team, a debate squad, a drama club, a dance team and a history club. Additionally, we are forging partnerships with local businesses such as the brand new Target in our neighborhood.

M.S. 101 is located in the Throggs Neck section of the Bronx and serves approximately 500 students in grades six through eight. We share a campus with two other schools—P.S. 304 and P. 10. PS 304 is one of our feeder schools. We have begun an articulation process with them as well as PS 72 and PS 14. Our teachers and their teachers collaborate in the spring with regard to incoming students. This provides our staff with more information about our incoming students. This process has proven to be very informative and maximizes instructional time in the fall.

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

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

With respect to our partnership with parents and families, we believe in visibility, approachability and transparency. Our teachers and staff use Jupiter Grades, an online grading system, to communicate with parents and provide families with windows to the school. Additionally, teachers, administrators and staff spearhead parent workshops every Tuesday within the classrooms. We recognize that parent involvement tends to nosedive in the middle school years. To

counteract that trend, we host performances during PTA meetings. We also catalyze sociability and parental involvement via Parent's Night Out. On Friday nights, throughout the school year, we facilitate guided activities in the school building (i.e. the gymnasium and cafeteria) to facilitate student sociability and parental goodwill! Our goal is for students and parents to view our school as a supportive community.

Areas of celebration include our students' growth on the New York State English Language Arts Test. Additionally, students showed marked progress between September 2014 and June 2015 on the Degrees of Reading Power test, 9% (71% of 6th grade students are at or above grade level; 82% of 6th grade students made progress) of 6th Grade students, 11% (79% of 7th grade students are at or above grade level; 88% of 7th grade students made progress) of 7th Grade students and 10% (92% of 8th grade students are at or above grade level; 88% of 8th grade students made progress) of 8th Grade. With respect to challenges, our focus area is mathematics. Students in the lowest third are not making progress as per the Middle School Quality Guide.

08X101 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	496	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	35	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	19	# Music	21	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.4%	% Attendance Rate			93.7%
% Free Lunch	59.7%	% Reduced Lunch			14.2%
% Limited English Proficient	1.0%	% Students with Disabilities			15.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American			11.9%
% Hispanic or Latino	56.2%	% Asian or Native Hawaiian/Pacific Islander			14.8%
% White	16.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.89	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.71
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	43.4%	Mathematics Performance at levels 3 & 4			36.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			78.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			87.4%
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	N/A	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			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	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			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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.

As per the 2014-15 Principal’s Practice Observation tool, our areas of celebration include that MS 101 provides rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. Additionally, our use of resources is customized to meet students’ needs. In large part due to our implementation of the Middle School Quality Initiative grant, we provide research-based instruction that yields high quality student work. Administrators provide teachers with timely, actionable feedback within the purview of the Danielson Framework. According to our Quality Review feedback, we must deepen our analysis practices with specificity to developing and implementing grade-level rubrics. Additionally, we must raise the level of rigor with regard to student writing. Albeit we made notable progress in ELA, 39.2% of 6th grade, 42.6% of 7th grade, and 49.3% of 8th grade students scored level 3 or 4 on the New York State exam; our math scores, 39.8% of 6th grade, 34.4% of 7th grade and 34.2% of 8th grade students scored level 3 or 4 on the New York State exam.

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

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

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, students in all grade levels will show a 3% increase in meeting proficiency levels as evidenced through student performance data on the 2016 English Language Arts Standardized Assessment and the New York State Mathematics Standardized 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>Our ELA team will implement Core Ready, a balanced literacy reading and writing program. Generation Ready consultants will provide teachers with guidance on a monthly basis.</p>	<p>ELA team</p>	<p>July 2015- June 2016</p>	<p>Assistant Principal</p>
<p>As part of our ongoing commitment to pedagogical growth, teachers will continue to use Teach Like a Champion as a seminal guide, with the specific focus of Checking for Understanding protocols.</p>	<p>All Staff</p>	<p>Aug 2015- June 2016</p>	<p>Admin</p>
<p>Administration will continue to meet with the School Implementation Team weekly to ensure students ‘ IEP goals are being met in the most optimal manner.</p>	<p>SIT</p>	<p>Sept. 2015- June 2016</p>	<p>Principal</p>
<p>Weekly teacher-led workshops for parents with specificity to helping children in their content area</p>	<p>All teachers, families</p>	<p>Sept. 2015- June 2016</p>	<p>Admin</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.

Tax Levy funds will be used to hire a co-teacher for the Integrated Collaborative class for grades 7 & 8, as well as fund the MSQI Coordinator position. Additionally, tax levy funds were used to purchase classroom libraries and curriculum (Core Ready) for the ELA classrooms and staff.

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

X	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.

September 2015 and January, 2016 DRP administration results.

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.

According to the Middle School Quality Snapshot, 97% of parents would recommend MS 101 to parents. 92% of students feel safe on school grounds. 80% of students say that most students at the school treat each other with respect. Moreover OORS incidents from the 2012-13 school year decreased to by over 60% in the 2013-14 school year. Suspensions decreased by over 75% in those same two school years respectively. The majorities of students feel safe and supported in the school environment as reflected in the School Learning Survey.

Part 2 – Annual Goal

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.

During the 2015-16 school year, the school will refine its positive behavior program (PBIS) by implementing systems to improve communication. The dean and guidance counselor will work in concert to enhance students’ socio-emotional well-being. This will result in OORS incidents decreasing by 3%.

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>
<ul style="list-style-type: none"> • Refinement of the school wide Positive Behavior Intervention System, CARES 	<p>All students</p>	<p>Sept. 2015- June 2016</p>	<p>Dean</p>

• The continued partnership of MS 101 and the Astor Mental Health Clinic Response Team on a weekly basis to provide counseling services for students and families in need.	All students	Sept. 2015- June 2016	Guidance Counselor
• Weekly meetings between the Dean of Students and the Guidance Counselor to assess students' socio-emotional growth	Dean and guidance counselor	Sept. 2015- June 2016	Dean and guidance counselor
• Book clubs with administration	All students	Sept. 2015- June 2016	Admin.

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.											
Tax levy money will be used to support teacher development and collaboration through the funding of the dean position and the refinement of the PBIS program.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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.										
First week of February School Culture Survey designed in tandem with School Leadership Team.										
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.

As evidenced by the Middle School Quality Snapshot, 97% of teachers would recommend this school to parents. Additionally, 93 % of teachers had an overall rating of Effective. 3% received a final rating of Developing. 3% received a final rating of Ineffective. The areas in most need of improvement are 3B (Using questioning and Discussion Techniques), 3C (Engaging Students in Learning), 3D (Using Assessment in Instruction).

Part 2 – Annual Goal

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 the end of the 2015-16 school year, the Advance Data will illustrate a 3% growth of the teachers improving one HEDI rating in the Danielson Framework via ongoing professional learning within their content areas so as to improve instructional practices and promote high levels of student engagement .

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) <i>Teachers</i></p>	<p>Timeline <i>September 2015-June 2016</i></p>	<p>Key Personnel <i>Adminsitration</i></p>
<ul style="list-style-type: none"> • Teachers are given timely, actionable feedback using the Danielson Framework in concert with Teach Like a Champion . 			
<ul style="list-style-type: none"> • Teachers lead and participate in weekly professional development sessions, specific to their needs. 			

• Teachers lead weekly Parent Engagement Workshops.			
• Teachers meet with administration as part of the School Implementation Team			

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.											
Schedule adjustments											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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.										
Teachers will meet with administration three times a year to review MOTP score and discuss professional learning opportunities in order to improve HEDI score.										
Part 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

- 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.

In the domain of Effective School Leadership, MS 101 earned a metric score of 63% on the Framework for Great Schools Report 2015, in the area of teacher influence.

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–Effective School Leadership. 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.

During the 2015-16 school year, administration in concert with grade leaders will implement a Japanese Learning study replete with inter-visitations among staff which will yield a 5% increase in the area of teacher influence.

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) 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>
<ul style="list-style-type: none"> • Teacher leaders will facilitate Professional Learning Team meetings following the model of the Japanese Learning Study. 	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, teacher leaders</p>

• Teachers will continue to lead workshops in their areas of expertise.	Teachers	Sept. 2015- June 16	Teachers, administration
• Teachers and paraprofessionals will choose professional development sessions based on their areas of growth.	Teachers, paraprofessionals	Sept. 2015- June 2016	Teachers
• Administrators will collect agendas and inter-visitations schedules.	Teachers	Sept. 2015- June 2016	Admin

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

In the domain of Strong Family and Community Ties, in the Framework for Great Schools Report 2015, in the category of parental involvement, MS 101 scored 54%.

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.

In the 2015-2016 school year, administration and staff will schedule opportunities for parents to participate in workshops and other school wide events on a monthly basis which will yield a 5% increase in the category of parental involvement on the Framework for Great Schools 2016.

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) 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>Every Tuesday, teachers and paraprofessionals will lead customized parent workshops.</p>	<p>Parents</p>	<p>Oct. 2015- June 2016</p>	<p>Teachers</p>

Parents' Night Out will take place every six weeks.	Families and students	Oct. 2015-June 2016	Assistant Principal
ELA teachers will plan Writing Celebrations for families to visit their child's classroom during the school day.	Families, students, teacher	Oct. 2015-June 2016	teachers
Teachers and families will continue to use Jupiter Grades to communicate on a weekly basis.	Families, students, teachers	Sept. 2015-June 2016	teachers

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.											
Parent Coordinator, PTA President and Administration will use multiple methods of communication to advertise PTA meetings, including school messenger, Jupiter Grades and flyers.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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.										
Last week of February: Data Analysis of attendance at various parent engagement offerings.										
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)	ELA state test scores, DRP scores, conference notes	Wilson Reading Program	Small group, conferences	During the school day / afterschool
Mathematics	Mathematics state test scores, CMP3 assessments	CMP3, automaticity practice and drills	Small group, conferences	During the school day / afterschool
Science	Class test scores	Close Reading, reciprocal reading, study skills instruction	Small group, conferences	During the school day / afterschool
Social Studies	Class test scores	Close Reading, reciprocal reading, study skills instruction	Small group, conferences	During the school day / afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers recommendation, family concerns, OORS reports	Guidance counseling sessions and On-site mental health clinic	Small group, conferences	During the school day / afterschool

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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. M.S. 101, The Edward R. Byrne School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. M.S. 101, The Edward R. Byrne School will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

B. Language Allocation Policy Team Composition

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

Principal Jared Rosoff	Assistant Principal Shannon O'Grady
Coach Verona Williams	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dianna Castro	School Counselor Carmen Del Valle
Teacher/Subject Area Jamie Zecca/ELA	Parent Maria Leonard
Teacher/Subject Area Leigh Wishney/Social Studies	Parent Coordinator Teresa Wong
Related-Service Provider Nicole Dianis/ Sped.	Borough Field Support Center Staff Member Kristy dela Cruz
Superintendent Dr. Karen Ames	Other (Name and Title) type here

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	1	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	0
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]	2	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)	525	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

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"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" 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	8	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
---	--

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							1	1	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	1					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)							0							0
Emerging (Low Intermediate)							1	1						0
Transitioning (High Intermediate)							0							0
Expanding (Advanced)							2	2	2					0
Commanding (Proficient)														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							12	9	3					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							4	2	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	2	2	1	0
7	5	2	1		0
8	1	2			0
NYSAA					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	5		4		2		1		0
7	6		2						0
8	3								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 MS 101 uses the Degrees of Reading test, Wilson Just Words and Word Generation program to assess students' literacy skills. The DRP provides assesses students' lexile levels. Word Generation assessments determine students' vocabulary acquisition and retention levels. Additionally, teachers assess students' writing levels via Word Generation essays. Wilson Just Words assessments, our RTI, help us monitor students' decoding skills. . This data informs planning by helping teachers determine whether ELLs need concentrated instruction in decoding, comprehension and/or vocabulary.
 Based on these results, teachers determine students' independent reading level and guided reading level. We administer the Wilson Language Program's follow-up tests to students who test more than a grade level below. This data helps teachers to assess students' strengths, challenges and specific impediments with regard to reading. Teachers determine whether students need interventions in vocabulary, decoding, comprehension or all of the above. This data helps all teachers determine which scaffolds ELLs students will need. Additionally, teachers use this data during the Strategic Reading Periods.
 4/6 of our ELLs scored a level 1 on the ELA state test. 2/6 scored a level 2. In Math, ELLs did slightly better. 1/6 scored a level 3. 3 scored a level 2 and 2 scored a level 1. This indicates a propensity for mathematics. To that end, MS 101 has implemented Word Generation, a cross- content vocabulary retention program. It introduces ELLs to Tier 2 words—vocabulary they will encounter across subjects. Teachers use Word Generation to assess ELLs vocabulary acquisition in a variety of ways. They listen to students, read their writing and test their acquisition.
 Teachers also administer a benchmark writing assessment at the beginning of each unit.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We do not administer the NYSITELL. With specificity to the NYSESLAT, these were the results: 3 Commanding, 1 Expanding, 1 Emergent. Data patterns indicate that our ELLs perform far better in listening, speaking and reading than they do in writing across the curriculum. ELLs students need concentrated instruction in vocabulary acquisition and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data reveals that ELLs perform better in ELA than Mathematics. Our goal is a 3% increase in both ELA and Mathematics as evidenced by the state tests. The AMAO data is written into our school's instructional goal as well as the CEP. We are addressing the data by the continued implementation of Word Generation, a vocabulary acquisition and retention program originally designed to meet the needs of ELLs. Additionally, we provide targeted instruction and pre-teaching across the curriculum. The ESL teacher follows a push-model as needed. Visual aids, dictionaries, technology and graphic organizers scaffold learning.

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. The patterns indicate that ELLs are lagging with respect to their writing and vocabulary acquisition skills but flourishing with respect to their oral skills.
 - b. The school leadership team is using the ELLs periodic assessments to determine which supports need to be implemented or relinquished based on progress or lack thereof. Teachers are providing students with vocabulary scaffolds and ample opportunities for students to articulate their thoughts orally in low-risk environments through the use of Word Generation.
 - c. Teachers are learning that students benefit from the use of cognates and roots so they can make a more fluid transition to English. We are learning that ELLs benefit from multiple exposures to texts and words in lower risk environments-- i.e. guided reading and writing groups, buddy reading and partner talk. The home language is used only when communicating with parents about students' progress.
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](#).]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
We have an SIT team that meets monthly to discuss ELLs. Learning specialists use an integrated model to provide additional support to ELLs. Their new language development is supported in conversations with teachers. Their writing is used to determine their language development as well (via benchmarks). We use students' background information to determine possible miscues and misunderstandings with respect to language acquisition. We provide dictionaries and visual aides in students' native language and provide a translator when necessary. Our curriculum maps and lesson plans include ELLs modifications. Before beginning units, teachers work in teams to anticipate possible impediments for ELLs learners and then they plan supports accordingly.
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?NA:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our program by examining students' performance on the NYSESLAT, and other states tests, such as Math and ELA. We use in-class performance-based assessments such as oral reports, essays and unit tests to evaluate progress as well. We also use the DRP, Word Generation and Wilson assessments to monitor progress.

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.
Our students, including our ELLs, are placed in our school via the Middle School Choice Program. Therefore, they are already identified. For students new to the DOE, the identification process is completed within the first ten days of enrollment. To identify all incoming students who may be ELLs, we follow the ELLs identification process as outlined by CR Part 154. We ask new parents to complete a Home Language Identification Survey. If the student's home language is one other than English, administration sets up an interview with the family, if necessary a translator is provided. The student takes the LAB-R and if he scores below the proficiency rating, he is considered an ELL-- either beginning, intermediate or advanced.
We do not administer the NYSITELL because we don't intake over-the-counter 6th graders. All of our students come directly from an Department of Education school. Therefore, they have already been identified.

3 staff members speak Spanish fluently. Our Spanish teacher is also a certified ESL instructor. Dania Castro is our ELLs service provider. She administers the HLIS. We do not administer the NYISTELL.

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).

Ms 101 does not accept over-the-counter registration. All MS 101 students have been graduated from a DOE school. Therefore, we do not receive SIFE students. For all other ELLs, within the first two weeks of school, students are administered a benchmark writing assessment. Additionally, ELLs students are interviewed in an effort to create an educational biography. It is imperative to determine to what extent their schooling was interrupted or inconsistent.

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).

Students are tested in the first ten days of the school year. The IEP team meets with the ELLs team to create a learning biography as well as an academic portfolio. Ms. Castro meets with our SIT team. We do not have director of special education but rather a team led by Nicole Dianis. If necessary, we provide a translator for the parent intake meeting. Ms. DelValle, our guidance counselor, is there and she is fluent in Spanish. If other languages are necessary, we reach out to the district for support. We do not receive SIFE students because we do not register new students. All of our students come directly from DOE schools. We have an ingrained model only. We do not offer a bilingual program.

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

During the first ten days of school, the ESL teacher uses data from the NYSESLAT and informs families via mail whether their child did or did not reach proficiency. Copies of those letters are stored in the Principal's office as well as with the ELLs teacher. Of course, letters are translated in family's native language.

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).

The Parent Coordinator reaches out to families with the help of a translator. The letters are written in family's native language and stored in a variety of ways. Our dedicated SWD/ELL secretary is responsible for overseeing these correspondences and ensuring they are returned.

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.

Since our school only has seven ELLs, we only have a Free-Standing ESL Program. At our Parent Orientation Meeting we explain that our school does not have enough ELLs to support a bilingual program. If a parent wants to enroll his child in a bilingual program, we direct him to the Office of Enrollment. We have 6 ELLs in our population of approximately 500 students. The Parent Coordinator and ELLs instructor facilitates a meeting to discuss parents' choices. We translate all correspondences in family's native language. Since we only offer a Free-Standing ESL Program (because we have 6 ELLs), we direct families that are interested in other options to the Office of Enrollment.

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.

Since we only have seven ELL students, and a Free Standing ELL program, this is a non-issue. The Parent Coordinator, Ms. Castro and the dedicated ELL secretary ensure the correspondences are translated, distributed and returned. The Parent Coordinator facilitates a workshop to inform families about their choices. When programs become available the ELLs teacher and the Parent Coordinator work with the ELLs secretary to disseminate that information in the parents' native language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The secretary, Parent Coordinator and ELLs instructor use a checklist and GoogleDoc to ensure that survey forms have been returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

Families receive emails, postal letters and phone calls in their native language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We have a school secretary dedicated to ELLs matters. She files all documentation in the main office.

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.

Our MSQI coach in concert with the ELLs teacher generates the RLER ATS report which identifies those students who are eligible to be tested. Students are given a practice test the week before the NYSESLAT. Then, they take the NYSESLAT over the course of three

days. The testing coordinator works in concert with administration to ensure that all students take the practice test and are given the appropriate amount of time and the proper setting.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our secretary dedicated to ELLS instruction ensures that parent notification letters are delivered. She also informs parents via telephone that they will receive a letter. Letters and phone calls are translated in family's native language.
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).

We only offer a free standing ELLS program, an integrated model. All instruction is done in English. The trend is that families remain in MS 101 and do not opt for other schools. MS 101 has six ELLs students, not enough to justify anything but an integrated model or a push-in. If students need other options, we direct them to the district office. Our Parent Coordinator walks them through the process.

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.
We have seven ELLs. All of them are in a freestanding program. We use an integrated model. Students are in flexible groups based on lexile level and speech. The ESL teacher pushes in. She uses data to streamline instruction and determine which supports need to be implemented based on the lesson. Since we only have six students, programming is fairly simple. Student groupings change. She pushes in the core subjects based on their level.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
To ensure that the mandated number of instructional minutes are provided according to proficiency levels of our students we follow CR Part 154 guidelines. Specially, students at the beginning level are programmed for 3 units of instruction. Intermediate students are programmed for 2 units of instruction and advanced ELLs are programmed for 1 unit of instruction. Native support is provided through the use of technology, dictionaries and the buddy system. The SIT team in conjunction with the administrative team monitors 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.
All content is delivered in English. We use a push-in model to scaffold students and catalyze rigor. The ELLs teacher provides supports as needed. The ESL teacher provides support through an integrated model. She provides scaffolds throughout the content areas and collaborates with content area teachers. Students use iPads during strategic reading periods, visual aids, graphic organizers and dictionaries. As per the CCLS, students read non-fiction and take part in close reading with scaffolds in place. They are provided with conversation stems to support accountable talk. Teachers circulate to collect data and keep a log of how often students participate in classroom conversations and debates. Talking protocols are established for listening and speaking in each class. Students take the DRP to diagnose reading levels. Teachers administer running record assessments and writing benchmarks to assess progress.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- The ELA teacher uses baseline assessments to evaluate the students in the four modalities of English acquisition. The ESL teacher provides support through an integrated model. She provides scaffolds throughout the content areas and collaborates with content area teachers. Students use iPads during strategic reading periods, visual aids, graphic organizers and dictionaries. As per the CCLS, students read non-fiction and take part in close reading with scaffolds in place. They are provided with conversation stems to support accountable talk. Teachers circulate to collect data and keep a log of how often students participate in classroom conversations and debates. Talking protocols are established for listening and speaking in each class. Students take the DRP to diagnose reading levels. Teachers administer running record assessments and writing benchmarks to assess progress. Students take preunit and post unit tests based on the subject matter, but on average, every four weeks. They take the DRP three times a year. If necessary, they are assessed in Wilson once a month. Students take Word Generation quizzes once a week. They complete a Word Generation essay once a month.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- We only have five ELLs. We provide bilingual dictionaries, iPads, peer partners, graphic organizers and visual aids for all categories of students. We differentiate based on three bodies of research: Brain-based research on learning, Learning Styles and Multiple Intelligences and Authentic Assessment. We plan our instruction around five steps: 1. Get to know the student. 2. Use various teaching strategies. 3. Use a variety of instructional activities. 4. Use alternate ways to evaluate student progress.
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.
- Ms. Castro, the ESL teacher, would facilitate the appeals process. She oversees their class placement and meets with all instructors. She meets with families to discuss the placement and if necessary provides a translator.
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?
- We only have two students who meet that criteria. Both students use the same content materials as the other students. One student is in a 12:1:1 setting. The paraprofessional works with him. He is paired with the other non-ELLs students. The ELL teacher pushes in. The other student is in a general education setting with a paraprofessional. All teachers are steeped in professional development to ensure they provide the proper scaffolds and modifications. Teachers and paraprofessionals are knowledgeable about students' IEP goals. ELLs are paired with non-ELL peers to catalyze English language acquisition.
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?
- As per their IEPs, students are placed in the appropriate setting. Teachers plan according to students' IEP and ELLs goals. As per the aforementioned question, one student is in general education. The other is in a 12:1:1 setting. He works with the general education students during enrichment and physical education. He socializes with those students during lunch and school-wide events.

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.

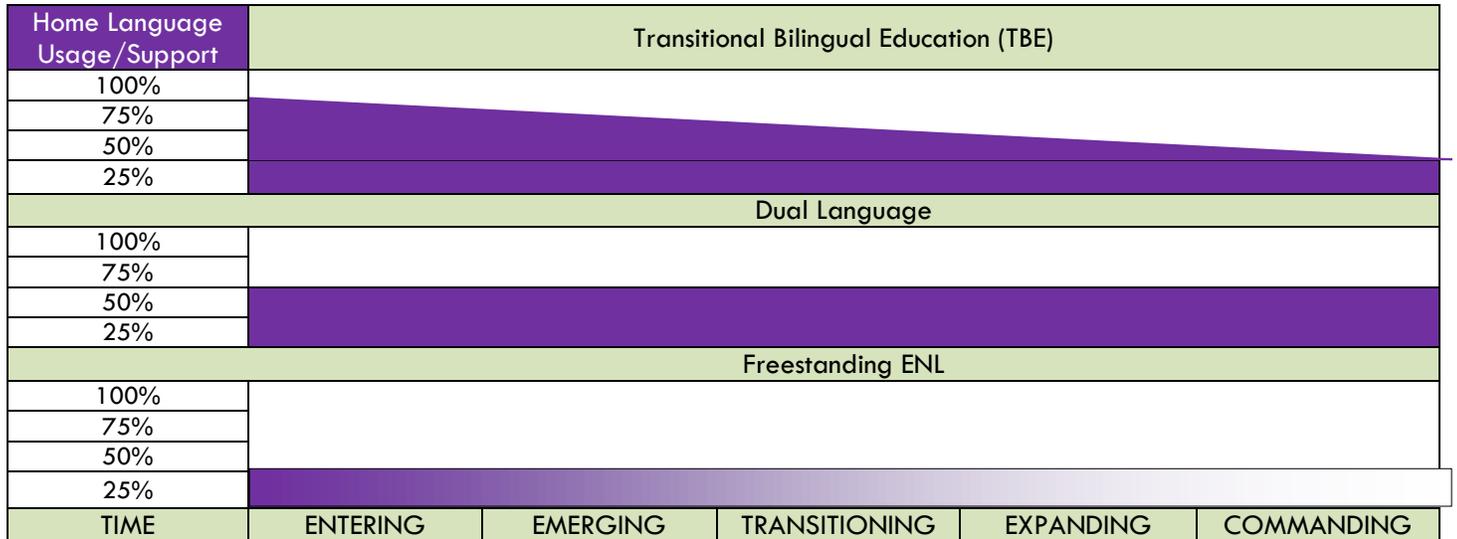


*Note “other approved services” does not apply to New York City at this time.

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

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

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This school year, our staff will receive continuous professional development in these standards, so we anticipate better results going forward. Our ELLs performed much better on the NYSESLAT, with two-thirds reaching proficiency. Since 100% scored at the proficiency level the last school year, we attribute the lower passing rate to the changes made to the test.
12. What new programs or improvements will be considered for the upcoming school year?
- We are not currently considering any new programs for the upcoming school year. Although our current ELL population is seven, we have a much larger group of incoming six-grade former ELLs this school year. In order to be able to effectively service both these populations, we have grouped them in the same classroom
13. What programs/services for ELLs will be discontinued and why?
- We do not anticipate discontinuing any of our current programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our instructional programs have high levels of rigor and support to ensure all our students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-in organizational model of instruction and the Block program model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. Our school is connected to the community-based organization, Kips Bay Boys and Girls Club. This organization provides home-work assistance, tutoring, and various sports activities for our students. Additionally, in the Spring our school offers test readiness classes after school in math and ELA to ensure that our students perform well.
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.
- The instructional materials used to support ELLs are the same as the content educational materials used for non-ELLs. Because we use the Integrated model, our ELLs have use of the same technology as our non-ELLs. Every classroom has two desk-top computers. Additionally, we have 4 lap top carts, each holding 30 lap tops. All of our classes have use of these lap tops. The specific instructional materials used are as follows:
- ENGLISH LANGUAGE ARTS - Core Ready Lit Life - Balanced Literacy
 - MATH - Connected Mathematics Project 3 (CMP3), Pearson
 - SCIENCE - Glencoe Science: Life Science
 - SOCIAL STUDIES - Harcourt Horizons: World History; United States History
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Our school offers a free-standing ESL program only. Native language support is delivered through bilingual dictionaries and the buddy system.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All required services such as counseling, SETTS, speech, and ESL as well as educational resources such as bilingual dictionaries, language development program for ELLs, and content area instructional resources correspond to our ELLs' ages and grade level.

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).

The school has a new parent orientation in June for all incoming families. The Parent Coordinator, ESL teacher, school administration, guidance counselor and ELLs secretary meet with the seven families to ensure their involvement.

19. What language electives are offered to ELLs?

Spanish - Grades 6, 7, 8

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- 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

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ELLs liaison at the network provides professional development for all teachers. Additionally the ELLs teacher leads workshops regarding ELLs modifications. Since we only have seven ELLs here at MS 101, our pd is tailored to meet their needs. Ms. Castro, our ESL teacher, meets with all staff including, the guidance counselor, paraprofessionals, teachers, administration, the parent coordinator, our special education team, the school psychologist and all therapists throughout the year on her preparation periods to ensure that ELLs needs are being met. She keeps a log and monitors their progress. Because we only have seven ELLs, professional development sessions for ELLS can be streamlined. All teachers are ELLs teachers.
- 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?
The ELLs liaison at the Bronx Borough Office provides professional development for all teachers. Additionally the ELLs teacher leads workshops regarding ELLs modifications.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We use the various mental health professionals in the school to scaffold ELLs in their transitions- namely the guidance counselor, the on-site mental health clinic staff and the SAPIS worker. With the help of a translator, the guidance counselor, Parent Coordinator and ELLs instructor meets with ELLs families in September, right as students are beginning the sixth grade. Additionally, all sixth grade teachers meet with incoming fifth grade teachers in May to articulate about ELLS students. Notes are shared. Records kept regarding ELLS learners.
- 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.
The school secretary oversees all professional development records. We do not offer bilingual education. The district provides professional development for our ESL teacher. She leads teachers in tailored professional development regarding ELLS throughout the school year.

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?
Since we only have eight ELLs, our ELLs teacher is able to communicate with parents regularly via Jupiter Grades, telephone calls and meetings as needed.
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.
Our secretary and ELLs teacher update the ELLs binder and files as needed. Jupiter Grades provides transparency and open lines of communication. All correspondences are translated in the family's native language. If necessary, a translator is provided for meetings.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We only have eight ELLs students. The Parent Coordinator serves as their liaison. The Parent Coordinator taps into the parents' interest. She invites them to volunteer at the school. Some of them serve as translators to other parents. We have seven ELLS students. Their families take part in workshops with the help of a translator if necessary.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Since we only have eight ELLs students, we do so as needed.
5. How do you evaluate the needs of the parents?
We evaluate their needs via Jupiter Grades, face-to-face meetings and the school survey.
6. How do your parental involvement activities address the needs of the parents?
They bring the parents to the school. They afford parents transparency in their childrens' educational lives.

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:

Part VI: LAP Assurances

School Name: MS 101 The Edward R. Byrne Sch		School DBN: 08x101	
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)
Jared Rosoff	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08x101 School Name: MS 101 Edward R. Byrne
Superintendent: Dr. Karen Ames

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.

Each September our pupil accounting secretary make sure that the home language of all students at MS 101 is dissmentated to the admnistration and the Parent Coordinator. This information is gathered from the (HLIS), ATS reports and student emergency contact cards and the informal surveys conducted by our School Leadership Team.

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.

English
Spanish

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.)

2015-16 Parent Handbook
2015-16 Calendar of Events

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.

Parent - Teacher Conferences
Curriculum Night
Breakfast with the Principal
Super Tuesday Workshops

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.

Typically in-house teachers provide translation at events such as Parent-Teacher conferences and curriculum night. Additionally, in-house translates during parent workshops and breakfast with the principal.

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.

Typically in-house staff is used for all translations needs, except if the parent request a translator (for example at an IEP meeting) we will use an outside vendor.

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.)

All staff members are made aware of the above translation services at the first Professional Development session in early September.

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

We use all the above methods.

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)

MS 101 uses both the official school survey given by the New York City Department of Education as well as a school design survey designed by the School Leadership Team.