

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X244

School Name:

THE NEW SCHOOL FOR LEADERSHIP AND JOURNALISM

Principal:

DOLORES PETERSON

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: M.S. 244 School Number (DBN): 10X244
Grades Served: 6-8
School Address: 120 West 231st Street Bronx, NY 10463
Phone Number: 718-601-2869 Fax: 718-601-2867
School Contact Person: Eduardo Mora Email Address: emora2@schools.nyc.gov
Principal: Eduardo Mora
UFT Chapter Leader: Martiza Dorta
Parents' Association President: Valerie Torres
SLT Chairperson: Valerie Torres
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Valerie Torres
Student Representative(s):

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
718-828-7776
Phone Number: Fax: 718-828-6280

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)
Eduardo Mora	*Principal or Designee	
Martiza Dorta	*UFT Chapter Leader or Designee	
Valerie Torres	*PA/PTA President or Designated Co-President	
Aurora Hernandez	DC 37 Representative (staff), if applicable	
Valerie Torres	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>	
Dessa Petrochilos	CBO Representative, if applicable	
Elizabeth Argmonte	Member/ PTA	
Margarita Urbaez	Member/ PTA	
Karina Garcia	Member/ PTA	
Catherine Miller	Member/ SLT	
Nancy Acosta	Member/ SLT	
Yesenia Rivera	Member/SLT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

M.S. 244 (10X244), a community middle school serving grades 6-8, is located in the Kingsbridge section of the Bronx. Its average student population is nearly 800 students and reflects the diversity of the surrounding neighborhood.

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

A key aspect to the work at M.S. 244 revolves around the use of an Advisory system led by school counselors. During weekly Advisory sessions, students work with their counselors to learn study and organizational skills, access attendance supports, explore positive peer interactions and personal development through social-emotional learning, and set both short-term and long-term goals with college and career readiness in mind.

In addition, Advisory presents the opportunity for students to focus on their current academic performance and work towards improvement. Advisory is also a link between the classroom and students' homes as counselors support families and teachers in holding meaningful dialogue about a child's academic and social-emotional growth.

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

The Advisory program at M.S. 244 helps our school support its mission to promote the principles of knowledge, leadership, and service.

M.S. 244's mission statement is as follows:

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

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

School Strengths

- Social-emotional supports for students used in conjunction with Advisory which is also noted as a strength area according to the Framework for Great Schools Report 2015 based on the metric values for the Supportive Environment category.
- Technology in the classroom (SmartBoards, laptops, and iPads) and its integration through instruction (Google Classroom); we are approaching a 1:1 student to technology device ratio

- Ongoing partnerships with community and cultural organizations such as: Mosholu Montefiore Community Center, the Park Avenue Armory, Bronx Arts Ensemble, and Urban Advantage
- Creating opportunities for students to have experiential learning through class trips to various cultural institutions within the city like the Metropolitan Museum of Art, scientific sites like the Ward Pound Ridge Reservation, and historical sites like Washington D.C.
- According to the Framework for Great Schools Report 2015, MS 244 is “exceeding target” in the Student Progress Rating (EMS) based on the percent of students at a Level 3 or 4 on the New York State exams (21.1% in English compared to a target of 12.6%, 21.1% in Math compared to a target of 14.9%)

School Accomplishments

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

School Challenges

- Developing the supports and scaffolds necessary to increase student proficiency ratings in ELA and Math
- Supporting teachers in developing their practice to increase student proficiency through cycles of data inquiry and data driven instruction
- Expand inclusive/facilitative leadership among teachers
- Working to help families keep students on track for college and career readiness

Areas of Growth and Focus

Most Growth

- Integrating technology into instruction on a daily basis through such programs as iReady, Mathspace, Achieve 3000, BrainPOP, and Discovery Education
- Expanding partnerships with community organizations to support experiential learning for students and engagement with families
- Offering a variety of programs, classes, and activities to keep students interested in school
- Refining the scope of our Advisory program and the creation of a school-based social-emotional survey
- Increase in student and parent satisfaction with the school environment

Focus

- Expand the use of benchmark/interim assessments to identify and target student specific needs as part of the process of data inquiry and data-driven instruction
- Provide collaborative professional learning opportunities to expand teacher practice around areas of growth for groups of students to increase the likelihood of improved proficiency in Math and ELA
- Develop stronger practices around protocols when examining student work in teacher team meetings
- Ensure curriculum, instruction, and learning materials are well coordinated across the different grade levels
- Collaborate to increase greater parent involvement

10X244 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	776	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	26	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	31	# Music	2	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.4%	% Attendance Rate			93.1%
% Free Lunch	90.5%	% Reduced Lunch			4.4%
% Limited English Proficient	24.2%	% Students with Disabilities			23.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			11.4%
% Hispanic or Latino	82.8%	% Asian or Native Hawaiian/Pacific Islander			2.4%
% White	2.9%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			30.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.56
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4			21.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			27.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			82.6%
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			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Context:

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

Strengths around this Element:

- Using programs such as Code X and Expeditionary Learning in ELA and GO Math! in Math---classes are following programs aligned to the CCLS
- Creation and implementation of interim/benchmark assessments

Needs around this Element:

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

Data Sources : 2014 Middle School Quality Snapshot

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.

Through the use of six interim assessments aligned to state exams in ELA and Math administered in 6-8 week intervals during the 2015-16 school year, our school will identify three CCLS standards in each subject through data results that require additional instructional support in an effort to improve student proficiency on the New York State ELA and Math exams to 32% (an 11% increase of students meeting standards, 90 students across all grades).

Part 3 – Action Plan

<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) <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"> ● Disaggregate data from last’s state exam with all relevant stakeholders ○ Compile a listing of low inference observations based on the data and create norms around reviewing data ■ Share this information with school staff and solicit feedback about ways to improve results ○ Revisit our school’s theory of action around creating high expectations for all students in these subject areas 	<p>Teachers</p>	<p>August-September</p>	<p>ELA and Math Teachers, Administrative Team</p>
<ul style="list-style-type: none"> ● Evaluate current systems and structures around interim assessments in ELA and Math ○ Reflect on areas of logistical improvement based on staff feedback (e.g. pacing of the assessment calendar, assessment creation process, communicating results and findings from assessments) ○ Reflect on coaching practices around data 	<p>ELA and Math Teachers, Administrative Team</p>	<p>August-September</p>	<p>ELA and Math Teachers, Administrative Team</p>
<ul style="list-style-type: none"> ● Inventory of instructional resources beyond the Code X and Go Math program in support of student 	<p>ELA and Math Teacher</p>	<p>August-September</p>	<p>Administrative Team</p>

<p>achievement related to particular standards and learning objectives</p> <p>o Monitor the use of these resources and evaluate effectiveness</p>			
<p>● Provide professional learning around data-driven instruction and the data inquiry cycle to teachers and administrators</p> <p>o Work in collaboration to create target groups of students based on assessment results to track and monitor progress over the course of interim assessments</p> <p>o Engage in reflection on the supervisor-teacher data feedback cycle on how to best structure coaching to have the greatest impact on classroom instruction</p> <p>o Create systems for monitoring and accountability practices around data-driven instruction informed by assessment results</p> <p>o Identify the best means of measuring the impact of this work</p> <p>o Communicate identified standards to the entire school community, to include students, parents/guardians, and staff, to create a rally calling for improvement</p>	<p>ELA and Math Teachers, Administrative Team</p>	<p>Ongoing</p>	<p>Administrative Team, Outside service providers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p> <p>Human Resources : collective buy-in and participation of all teachers in support of the increased mastery of the three identified standards, student and family awareness and responsiveness to these standards, and support of the Administrative Team in achieving this goal</p> <p>Instructional Resources : Measuring Up!, GO Math!, Rally ELA, Mathspace, Achieve3000, iReady</p> <p>Schedule Adjustments : designate certain Mondays and Tuesdays professional learning time to support the goal, support teachers in administering interim assessments</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
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.

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

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

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.

Context :

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

Strengths around this Element :

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

Needs around this Element :

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

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

Part 2 – Annual Goal

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

By March 2016, when the new School Learning Environment Surveys are conducted for students, the efforts of a greater school community focus on respect for all championed through an expanded curriculum within Advisory and greater awareness for teachers and parent/guardians, there will be a 18% increase in the number of students answering this question affirmatively.



Part 3 – Action Plan

<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) 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"> • In conjunction with School Counselors and the Dean’s office, the school will conduct a series of assemblies and invite outside speakers focusing on the theme of respecting each other for students and families. o The assemblies will address what bullying looks like, how to speak appropriately to your peers, how to respect yourself and who you turn to in our school community when confronted with problems 	<p>All Students, Parents</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals, School Counselors, Parents</p>
<ul style="list-style-type: none"> • This year in Advisory an emphasis will be placed on respecting your peers and using appropriate language o The school counselors will conduct lesson on these topic in an expanded curriculum o Guest speakers will be invited to speak with classes 	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Administrators, School Counselors, Dean, Parent Coordinator</p>
<ul style="list-style-type: none"> • The school will use honor level in conjunction with field trips, special events, and spirit days to encourage respect for all and school spirit. 	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Administrators, School Counselors, Dean, Teachers, Parent Coordinator</p>
<ul style="list-style-type: none"> • During weekly outreach conducted by teachers and counselors, parents will be asked about their perspective regarding the school environment with particular emphasis on respect and safety 	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Dean, School Counselors, Administrator, Parents, PTA</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.

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

Instructional Resources : Respect For All materials and lessons

Schedule Adjustments : allotting time for assemblies around respect for all

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.

By February, School Counselors will cite incidents of students not demonstrating respect for all and compare it to incidents from the prior year. The team will discuss impact of lessons in Advisory around respect for all to determine potential next steps to increase awareness and build community. Also by February, student, teachers, and parent feedback will be solicited to determine perceptions around respect for all within the building.

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.

Context:

According to feedback during our most recent Quality Review, the use of protocols when analyzing student work is an area of growth.

Strengths around this Element:

- Existing practice of student work analysis in subject teams

Needs around this Element:

According to the Framework for Great Schools Report 2015:

- 85% of teacher respondents had a positive response to reflective dialogue (below the citywide average of 96%)
- 87% of teacher respondents had a positive response to peer collaboration (below the citywide average of 92%)
- 79% of teacher respondents had a positive response to collective responsibility (below the citywide average of 82%)

Data Sources: Quality Review 2014-2015, Framework for Great Schools Report 2015, Feedback from Instructional Leads

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.

Throughout the 2015-2016 school year, twice a month during subject meetings in ELA, Math, Science, and Social Studies, teachers will use protocols to examine student work samples from the current unit of study. Through such protocols, teachers will engage in peer collaboration as they work together to show greater normed grading practices and establish a coherent understanding of what high expectations looks like for each assignment analyzed.

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>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"> • Administrators and Instructional leads will identify a selection of student work protocols to be used during subject meetings o The strengths and weaknesses of each protocols will be determined to best decide which protocols should be used with varying forms of student work 	Teachers	Summer, Fall 2015	Administrators, Instructional Leads
Administrators and Instructional leads will model various protocols during meetings to facilitate teachers in gaining a familiarity around using them in collaborative practice and how through the use, there is stronger norming of grading practices	Teachers	Fall 2015	Administrators, Instructional Leads
Teachers will provide feedback regarding the use of protocols and work to identify how the practice impacts instruction within their classrooms	Teachers	Ongoing	Teachers
<ul style="list-style-type: none"> • Administration and Instructional leads assess what impact the protocols had on norming grading practices by taking a cross-section of student work examples from spring units of study and reviewing the scores students in various classes earned 	Teachers	Spring 2016	Administrators, Instructional Leads

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Human Resources : Administrators and Instructional leads will need to gain familiarity with various protocols and methods of modeling their practice, teachers receptive and open to the challenge of using protocols to norm grading practices</p>										
<p>Instructional Resources : Protocols</p>										
<p>Schedule Adjustments : allotting time to successfully implement protocols during meeting times</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
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
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Part 5 – Progress Monitoring

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

Observations of subjects meetings will demonstrate the frequency of the protocol practice. Additionally, a review of student work across classroom will reveal the impact norming has had on grading consistency.

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.

Context:

According to Framework for Great Schools Report 2015, teacher influence and program coherence were lower scoring areas in effective school leadership than other indicators

Strengths around this Element:

According to the Framework for Great Schools Report 2015:

- 72% of teacher respondents had a positive response to teacher influence on school leadership
- 85% of teacher respondents had a positive response to program coherence on school leadership

Needs around this Element:

- Subject planning meetings focusing on building coherence across grades

Data Sources: Framework for Great Schools Report 2015, Feedback from teachers

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.

At the conclusion of each marking period during the 2015-2016 school year during subject meetings in ELA, Math, Science, and Social Studies, teachers will examine progress as measured by student work examples and interim assessment data to determine preparedness of students for the next grade level. Reflections from these planning meetings will be shared with Administration and Instructional leads who will in turn examine curriculum and instructional practices to ensure optimal coordination across the different grade levels.

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"> • Teachers will gain increasing familiarity in standards for the grade above their current assignment to better anticipate what instructional approaches they must take to have students successfully transition to the next grade prepared for the demands of the work o Administration will support teachers in developing their capacity to better align their instruction 	<p>Teachers, Parents</p>	<p>Summer, Fall</p>	<p>Teachers, Instructional Leads, Administrators</p>
<ul style="list-style-type: none"> • Teachers present modifications to the curriculum, scope of assessments, and pacing to Administration as needed to support stronger student grade level mastery 	<p>Administration</p>	<p>Ongoing</p>	<p>Teachers</p>
<ul style="list-style-type: none"> • Student work samples and interim assessment data will be reviewed using the lens of next grade preparedness 	<p>Students, Parents</p>	<p>Ongoing</p>	<p>Teachers</p>
<ul style="list-style-type: none"> • End of the year reflection on current curriculum approaches based on progress towards standards mastery 	<p>Administration</p>	<p>June 2016</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Human Resources : Teachers, Instructional Leads, Administrators and Parents will gain familiarity of grade specific milestones, Teachers will also need a repository of strategies to support students progressing towards grade standards mastery</p>										
<p>Instructional Resources : materials to support grade-specific standards mastery</p>										
<p>Schedule Adjustments : allotting time to support planning meeting times, additional time to support individual teachers in adjusting their practice to support better alignment to grade standards</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

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

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

As teachers adapt and adjust curriculum and instruction through modifications, the progress around this goal will be apparent. Each modification will come with an accompanying rationale for the move based on perspective gained during the planning meetings.

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.

Context:

Building on efforts to increase parent outreach during the 2014-15 school year, we now seek ways to leverage greater outreach to increase parental involvement in determining what resources are made available to parents.

Strengths around this Element:

According to the Framework for Great Schools Report 2015:

- 94% of parent respondents had a positive response to teacher outreach to parents (above the citywide average of 92%)
- 96% of parent respondents had a positive response to parent-teacher trust (above the citywide average of 94%)

Needs around this Element:

- Attendance at parent workshops was inconsistent
- Overall average parent attendance from all workshops during the 2014-2015 was under 20 parents per workshop

Data Sources: Framework for Great Schools Report 2015, Anecdotal evidence from Administration, Dean of Students, School Counselors, Teachers, and Office Staff, and Feedback from the PTA/SLT

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.

During the 2015-16 school year, three PTA-sponsored parent workshops will be determined by survey vote from the parents of M.S. 244 with the expectations that at least 45% of all parents respond. The PTA in consultation with the School Leadership Team (SLT) and Guidance Department will create a list of possible topics (informed through in-house resources and community based organizations) related to supporting adolescents. Specifically, these workshops will address how to support academic and social-emotional development for students now and going forward on to college and career readiness. The top three most requested topics will become the focus of workshops. The parent attendance goal for each workshop will be at least 40 parents.

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>
<ul style="list-style-type: none"> • Create a mutually agreed upon timeline for compiling the list of possible topics and launching the survey o Determine Guidance Department's in-house expertise on various topics o Identify community based organizations to possibly consult with various topics o Create list of topics o Create paper surveys 	<p>PTA, SLT, Guidance Department</p>	<p>Summer 2015</p>	<p>PTA, SLT, Guidance Department</p>
<ul style="list-style-type: none"> • Distribute, Collect, and Tally Results of Surveys o Sharing the results with the school community 	<p>Parents/Guardians</p>	<p>Fall 2015</p>	<p>Guidance Department, PTA</p>
<ul style="list-style-type: none"> • Reach out to parents/guardians to ensure attendance target is met o Advertise workshops on take-home flyers, on the school calendar and webpage o Make robo and personal calls to parents inviting them to the workshops 	<p>Parents/Guardians</p>	<p>Two weeks prior to each workshop</p>	<p>PTA, SLT, Guidance Department</p>
<ul style="list-style-type: none"> • Evaluated methods of parent/guardian communication and impact of workshops 	<p>PTA, SLT, Guidance Department, Administration</p>	<p>At the conclusion of each workshop</p>	<p>PTA, SLT, Guidance Department, Administration</p>

o Solicit feedback from parents/guardians after each workshop on usefulness of the information shared			
o Share findings with school community			

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.											
Human Resources : Health Educators from St. Barnabas, Workshop facilitators from organizations such as CUNY, and the Bronx District Attorney Office											
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.
Survey results will be one indication of progress towards meeting this goal as will attendance at the parent workshops
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)	Below proficiency on NYS ELA exam	After-school ELA enrichment, Saturday Academy	Small group	During the school day, before and after school
Mathematics	Below proficiency on NYS Math exam	After-school Math enrichment, Saturday Academy	Small group	During the school day, before and after school
Science	Below proficiency on NYS ELA exam	After-school Science enrichment	Small group	After School
Social Studies	Below proficiency on NYS ELA exam	After school ELA enrichments and Saturday Academy	Small group	After School/Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Below proficiency on NYS ELA and Math exam, Absences	Advisory, Afterschool enrichment programs	Small group, one-to-one	During the school day, before and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>When considering teacher professional development at M.S. 244, an important practice in our community is reflecting on insights both classroom observations and teacher feedback surrounding professional development has provided the Administration team. This information, qualitative and quantitative, is the cornerstone for developing our teacher professional development calendar.</p> <p>One important source of data guiding this work is the Measure of Teacher Practice scores. These scores, aligned to components in the Danielson Framework, enable the Administration team to consider the greatest areas of need for teacher development.</p> <p>Another source comes from one-to-one coaching sessions teachers have with their supervising Administrator, mentor, or lead teacher during which professional goals are discussed and a plan of action is developed.</p> <p>Professional development for the Administration team comes from reflection on areas of focus from the Quality Review.</p>

Paraprofessional professional development lead by our Assistant Principal for English Language Learners and Students with Disabilities is tailored to support the needs of students with IEPs. Moreover, paraprofessionals are invited to join along in teacher professional development to supplement their own instructional knowledge when working with students.

Staff professional development is provided through the various union affiliates in an effort to expand and strengthen their instructional practice.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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	671,924.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	20,248.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,798,921.00	X	

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **M.S. 244**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **M.S. 244** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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. 244 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>133</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

During Saturday Academy, teachers provide direction instruction for two hours per group serviced. Instruction is in both English for ELA/ESL and Native Language (Spanish) for Math.

Part C: Professional Development

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

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

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

---Discovery Education (Beginning of the year)

---- Achieve 3000 Training

--- DOE sponsored professional development for ELLs

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

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

Teachers will receive professional development as follow:

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

Part C: Professional Development

comprehension, use the software to plan whole class lessons, individualize the instruction, and closely analyze the data to make certain that the proper next steps are followed.

Part D: Parental Engagement Activities

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

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

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

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

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

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

5. The school is committed in supporting parents in developing literacy skills. A series of literacy workshops such as ESL classes, developing NLA reading and writing skills will be for all interested parents and guardians. In addition, parents have been invited to attend computer classes with the focus on improving basic computer skills such as microsoft programs, resume writing, career development etc. Activities are identified at the beginning of the school year through surveys distributed during parent meetings, PTA and school leadership meetings. We offer several parent and teen communication workshops to discuss topics such as the high school articulation, how to communicate with your teen, interpersonal relationships, peer pressure, how to use Engrade, high school readiness, and discussing promotional requirements.

Part E: Budget

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

Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>10,762</u>	<u>Teachers will be paid per-session during the NSLA ELLs Saturday Academy.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>10,873</u>	<u>Supplementary materials that will be purchased for ELL students: Rehearseling for Common Core Standards by Rally, Discovery Education, NY Coach (Supporting the Standards), ELA Measuring Up NYSESLAT Gr. 6-8, Finish Line for ELLs, Phonics and Word Study, and Notebooks</u> <u>Flashdrives</u> <u>Vocabulary Links.</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>21640</u>	_____

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

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 Eduardo Mora	Assistant Principal Sayi Neufeld
Coach Lisa Kuinlan	Coach Aida Wade
ENL (English as a New Language)/Bilingual Teacher Mario Reyes	School Counselor Acosta Nancy
Teacher/Subject Area Jose Cabral (Math)	Parent Valerie Torres
Teacher/Subject Area Maritza Dorta (Spanish)	Parent Coordinator Aurora Hernandez
Related-Service Provider Nancy Acosta	Borough Field Support Center Staff Member Wladimir Pierre
Superintendent Melonie Mashel	Other (Name and Title) Test C: Ms. Luke/ Ms. Miller

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers not 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]	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	773	Total number of ELLs	154	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A
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							1	1	1					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	155	Newcomers (ELLs receiving service 0-3 years)	79	ELL Students with Disabilities	57
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	48	Long-Term (ELLs receiving service 7 or more years)	23

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	64	4	6	8	1	4	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	19	0	7	41	0	28	23	0	14	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							16	20	36					0
SELECT ONE							0	0	0					0
SELECT ONE							0							0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE other																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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							15	24	34					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	3	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									3					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)							9	18	29					0
Emerging (Low Intermediate)							2	2	7					0
Transitioning (High Intermediate)							2	5	8					0
Expanding (Advanced)							12	21	25					0
Commanding (Proficient)							0	0	0					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														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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	2			0
7	26	4			0
8	48	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	9	12	1	1	0	0	0	0	0
7	15	8	10	1	0	0	0	0	0
8	29	13	7	7	0	3	0	1	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		22		9		1			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)	5	15	25	1				
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.
 We use a variety of assessment tools to evaluate or assess the literacy skills of our ELL students. These assessments tools include but are not limited to: teacher made assessments, department unit tests, Common Core performance tasks, Fountas and Pinnell Benchmark Assessments, grades K-8 among other informal assessments. These assessments provide meaningful academic insights for every student. We are able to calculate students' reading (fluency) and comprehension level. Informal writing assessments provide teachers with grammar and writing mechanics insights that are later used to drive and differentiate instruction. At the beginning of the school year, every student is assigned a portfolio that is systematically updated by the teacher and is use to track the students' progress in literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After a careful analysis of the NYSESLAT across proficiency levels and grades, the data reveals that there is a fluctuating pattern across NYSESLAT levels in the different grades. The data reveals that the highest percentage of students score at the entering and expanding level across grades. It can further be concluded that the percentage of 6th and 7th grades scoring at the expanding level was greater than the percentage of 6th and 7th grade students scoring at the entering, emerging, transitioning and commanding levels. For examples, 48% of all 6th graders scored at the expanding level, 36% of the 6th graders scored at the entering level, 8% of 6th graders scored at the transitioning level and 0% scored at the commanding level, resulting in more 6th grade students scoring at the expanding level than at any other level. We were able to notice a similar pattern in the 7th grade. 46% of the 7th graders scored at the expanding level, 39% of the 7th graders scored at the entering level, 11% of the 7th graders scored at the transitioning level and 0% at the commanding level. The 7th grade data analysis reveals that there were more 7th graders scoring at the expanding level than at any other level. It is worth noting that the second highest percentage of 6th and 7th grades scored at the entering level, creating a significant gap between one side of the spectrum to the next. The inverse phenomenon occurred with the 8th graders, having (42%) the highest number of 8th graders scoring at the entering level. 36% of the 8th graders scoring at the expanding level, 12% of the 8th graders scoring at the transitioning level and finally having 10% of the 8th graders scoring

at the emerging level, resulting in having the highest percentage of 8th grade students scoring at the entering level

The data shows that the highest percentage of ELL students scored on the expanding level, followed by the second highest percentage scoring at the entering level, the remaining ELL students scored between emerging and transitioning level.

One can further conclude based on the data that a significant number of ELL students scoring at the entering level are classified as newcomers to the country.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instructional decisions are made based on the data generated from patterns across NYSESLAT modalities. Instructional interventions and supports are in alignment with the outcome targets as outlined in the Title III AMAO targets. We use the AMAO estimator tool to group students based on proficiency levels, plan differentiated activities, drive direct small group instruction, and determine which instructional support computerized program students will benefit from. We additionally use the tool to view "At-Risk" students and develop according intervention strategies.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Patterns across performance levels and grades revealed that students are performing better in the speaking, listening and reading modalities, but are experiencing difficulty in the writing component of the NYSESLAT. Providing ongoing formal and informal assessments, collecting and analyzing multiple sources of data in both English and their native language helps us improve areas that most impact teaching and learning. English Language Learner students in the Transitional Bilingual and Freestanding Program are constantly assessed throughout the school year. Students use: Engage NY modules, Expeditionary Learning, iReady, Fountas & Pinnel Benchmark assessments among other teacher-made assessments in English. In Spanish, students are assessed through teacher created assessment.

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](#).]

Our school understands the importance of creating a strong Response to Intervention (RtI) model in order to provide ELLs with rigorous, culturally responsive instruction. We provide additional academic support to all ELLs who scored below specified levels of performance on the annual English language proficiency assessment. The academic support services we provide for ELLs are in direct alignment with schoolwide Academic Intervention Services. We use the data provided from various assessments to determine the individual instructional support needed for students to be academically successful. As highlighted on the RtI guidelines, our students are provided with the increasingly intensive, targeted instruction designed to match their learning needs as demonstrated by the results of multiple assessments. Instructional support offered at our school include but are not limited to: rigorous and evidence-based curriculum focusing on English Language development for ELLs, activities and experience targeted to specific students based on assessments results in addition to the core instruction, a small percentage of students are in need of intensive and individualized instruction (small group or even 1:1, in order to meet their academic needs).

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

ELL students are placed in a TBE or in a Free-Standing ENL class with teachers that are fully trained to instruct English Language Learners. Our school uses flexible schedules to program students based on their language acquisition level and proficiency levels.

Instruction is driven and delivered based on the development of the student's new language.

Teachers are trained to examine achievement at the classroom level and to promote the language and literacy development in their students. Our teachers are highly trained in providing instructional strategies that support differentiated, Tier 1 instruction focusing on promoting ELLs literacy development. Teachers' instruction emphasizes on promoting, supporting, and developing reading, writing, speaking and listening.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

The success of our programs are evaluated based on the NYSESLAT and State Exams scores.

Part IV: ELL Identification Process

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

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.
We follow the four steps process mandated to identify a English Language Learner (ELL) student in our school. These steps consist of administering the Home Language Survey (HLIS), which includes an interview with the student and parent/legal guardian (in the parent's preferred language) to determine the student's home language. This first step must be conducted by a licensed pedagogue (e.g., the school's ELL Coordinator) that is trained in cultural competency, language development, and the needs of English Language Learners. They must also be proficient in the home language of the student or parent/guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent guardian best understands. Our ELLs Coordinator has been actively involved in the identification process for approximately thirteen years. We also one ENL and Spanish teacher assigned to assist in the identification process. This information must be completed to ensure timely entry into designated ATS screens. Once HLIS is completed and it is determine that the student home language is other than English, we need to determine if the student is an English Language Learner by administering the New York State Identification Test for English Language Learners (NYSITELL). If a student is identified as an English Language Learner and his/her home language is a Spanish, he/she will take the Spanish LAB. This initial process to identify ELLs will be conducted during the student's first 10 of school.
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).
Determining whether an ELL student is a SIFE student begins at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. If the parent reports that there has been an interruption or inconsistency in the child's formal schooling then an in-depth investigation consisting on a thorough oral interview questionnaire with student and parent/guardian is required to determine if the student is a SIFE student. If the result of the oral interviewquestionnaire indicates that indeed the child's formal education was interrupted, the child will be administered the Literacy Evaluation for Newcomer SIFE (LENS) to determine literacy level in their home language. A mathematic assessment will also be administered to determine academic functioning level in mathematics.
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).
An IEP team consisting of multidisciplinary members which include but is not limited to: the School Psychologist (Bilingual), Special Education Teacher, General Education Teacher, Social Worker(Bilingual), Parentand the student, if the age appropriate, determines a student's eligibility for special education services and the language in which special education programs and services are delivered. After determining that a student has a disability and needs special education services, the IEP team must also determine the instructional language for English Language Learners. The IEP team takes into consideration the following factors; Responses from the HLIS and follow up interviews with the parents and students, educational history including whether the student is currently receiving bilingual/ENL services and level of proficiency in both expressive and receptive language in home language and English.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once students who are eligible for entitlement letters are identified, the school sends a written letter to parents, inviting them to attend a parent orientation session. A copy of the entitlement letter along with the parent survey and selection of services form will be attached to the official invitation. Parents are asked to bring the Parent Survey and Program Selection Form with them during the parent orientation meeting, after which time, they are asked to complete them. These forms are collected at the end of the orientation. If forms are not returned, the school aides are assigned to call parents and encourage them to send in the forms. Once these documents are collected, three copies are made, and a copy is given to the parent, one is placed in the student's cumulative record and the final copy is stored in the Testing Coordinator's office.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
During an orientation session, parents will be informed regarding their rights to appeal ELL status within 45 days of enrollment. In addition to having parents informed of their right, they are also made aware of the re-identification process which consist of the parent writing a letter to the principal requesting a re-identification of ELL status. Our team will then review all documents related to the initial or reentry identification process. A review of the student's work in English and the home language will be conducted to determine academic functional level. The team can also decide to administer the NYSITELL if it was not admistered at first. Team will then interview with parent/ gaurdian.

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.
- Our school considers parent involvement/participation as one of the key components in determining a child's academic success. Keeping this in mind, we work very hard in ensuring that parents understand and are well informed regarding all three instructional programs that are available for LEP students. After a student has been identified as a LEP, the first step is ensuring that parents understand all three program choices is via the issuing of an entitlement letter which explains that their child has been classified as a Limited English Proficient student based on the NYSITELL results and therefore he/she is entitled to receive services as an English Language Learner in one of the following programs: a Transitional Bilingual Education, Dual Language or Freestanding ENL. A brief description of these three programs is provided in the letter. The letter further explains that they as parents have the opportunity to ask questions about these educational programs and services that are available for their child. In addition to the issuing of an entitlement letter, the parent is invited to attend a parent orientation session at the school level with the purpose of offering parents the opportunity to view an orientation video in the parents' native language covering in detail the specific characteristic of the three educational program choices. We make every effort to stay in close contact with ELLs parents, because the state requires that ELLs be placed in the appropriate program within the first ten days of enrollment, getting parents this information quickly and efficiently is critical to placing the student in the appropriate program. We are clear that parents choice, coupled with the program availability, determines program placement for ELLs. During the orientation session parents have the opportunity to view an orientation video in their native language covering in detail the three program choices. They also have the opportunity and are encouraged to ask questions. After viewing the video, answering all their questions and clarifying all misconceptions, parents are given the opportunity to complete the program selection form. It is also explained to the parents that if there are not sufficient students to form a TBE in the school, they have the option of transferring their child to another school in the district that has a TBE program and if they choose not to transfer their child, he/she will remain at the school and be placed in a free-standing ENL program. The Bilingual Guidance Counselor, Parent Coordinator in conjunction with the Assistant Principal and other members of the team schedule on-going parent orientation meetings to ensure that parents understand all three program choices. During this meeting, all parents will receive a parent survey and program selection form. A member of the LAP team will guide and inform parents by using an orientation video and answering any questions they have regarding the three program choices. In the event that a parent's program selection does not match the program being offered at our school, the bilingual counselor notifies parents when the program becomes available. This is done by sending letters, emails, and telephoning parents.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Once students who are eligible for entitlement letters are identified, the school sends a written letter to parents, inviting them to attend a parent orientation session. A copy of the entitlement letter along with the parent survey and selection of services form will be attached to the official invitation. Parents are asked to bring the Parent Survey and Program Selection Form with them during the parent orientation meeting, after which time, they are asked to complete them. These forms are collected at the end of the orientation. If forms are not returned, the school aides are assigned to call parents and encourage them to send in the form. Once these documents are collected, three copies are made, and a copy is given to the parent, one is placed in the student's cumulative record and the final copy is stored in the Testing Coordinator's office
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- We have created a team of school aides that have been assigned to contact parents via telephone to remind them and encourage them about the importance of returning these documents. The school has organized several parent meetings (orientation, curriculum night, high school articulation night, dinners, parent and teacher conference among other activities) that will be take place throughout the school year. The school aides will be given a list of parents that have not returned these documents and as a result, parents will be directed to see these school aides to make certain that these documents have been completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
- A copy of the placements parent notification letters will be mail to parents' current address and an additional copy will be sent with the student. The parent coordinator will be assigned to follow-up with parents to confirm that the letter was received by the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Original copies are kept in Assistant Principal's office in a binder. Additional copies are placed in each students' cumulative folders in attendance office. The Assisitant Principal in collaboration with NLA, Testing Coordinator and school aide are responsible for maintenance of the ELL documentation for each student. These records are accessible to all member of the administrative team, counselors, teachers and testing coordinators. All ELL documents are retained/filed in each student cummlutive folder in the main office and in a binder designated for ELLs.
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.
- The Test Coordinator has conducted the administration of the NYSESLAT in an effective and efficient way for the past thirteen years. A very detailed schedule is distributed to all proctoring teachers at least one month in advance. The Test Coordinator conducts several

meetings with proctoring teachers to go over expectations and protocol when administering the NYSESLAT. Students are divided into grades and assigned testing rooms based on grades. Classroom are carefully selected to make certain the technology necessary to administer the assessment is functioning correctly. Parents are notified ahead of time to ensure that the student are in attendance for the test. Prior to NYSESLAT exam in May, the following ATS reports are run: RLAT- to determine NYSESLAT eligibility RLAB to confirm ELL status. The following steps are taken to ensure all components of NYSESLAT are given:

Students are divided by grade, ELLs are identified by class, homeroom teachers and ESL teacher are given a list of students to be tested, the list is reviewed for accuracy, once test materials arrive, grids are separated by class and cross checked. Individual folders are made for each section of NYSESLAT. A schedule is made for students to take the speaking exam over a period of seven days: Day 1 the listening portion is administered, Day 2 reading and writing. Any students who are absent are administered the exam upon returning to school.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
A copy of the continued entitlement and transitional support parent notification letter will be mailed to parents and an additional copy will be sent with the student. A member of the LAP team and/or a school aide will be assigned to follow-up with parents to confirm that the letter was received.
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).
After reviewing the Parent Survey and Program Selection forms for the past two years, data shows that parents of newcomers tend to select the Transitional Bilingual Education Program, however, once students have been in the country for three years, parents tend to select the Freestanding ENL program for their child. See attached graph.
Our school offers program models that are in direct alignment with the program selected by parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
The freestanding English as a New Language (ENL) program provides instruction in English with Home Language support, emphasizing English acquisition. This program consists of a combination of Stand-alone ENL and Intergrated ENL instruction. Stand-alone English as a New Language is instruction to support and develop English Language Skills focusing on the key domain of writing, reading, listening and speaking. This instruction is delivered by a certified ENL teacher. Integrated ENL is another method that we provide ENL services in a freestanding ENL program. Integrated ENL consists of instruction to build English Language Skills through content area instruction. It is delivered by a dually certified content area teacher (ENL and a content area). Both methods of instruction require content area subject matter and English Language development using ENL strategies. Students are grouped based on proficiency levels.
 - b. TBE program. *If applicable.*
Transitional Bilingual Education is a program designed so that students develop conceptual skills in their home language as they learn English. All instruction is aligned with Common Core standards to accelerate student achievement. Students are grouped based on proficiency levels. Mathematics, Social Studies, and Science are taught in the student's native language.
 - c. DL program. *If applicable.*
N/A
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)?
In an attempt to ensure that our staff adhere to the mandated number of units of ENL support for ELLs in our school, bilingual teachers along with ENL providers are given class schedules to follow for the school year. These schedules are developed

based on the mandated instructional minutes stated in NYS CR 154. ELA and NLA instructional minutes are scheduled within the class instructional programs, and these subjects are delivered through a departmentalized model. The ENL support service on the other hand is delivered through a combination of instructional models, which include: stand-alone and integrated ENL. Each ENL, ELA and HLA instructional minute is determined and delivered in each program based on the student's NYSESLAT proficiency level. ENL, ELA, and HLA instructional units are determined based on the NYSESLAT proficiency level.

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.

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

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

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

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

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

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

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

Our SIFE students have the opportunity to experience an array of instructional strategies and educational support. Some of these instructional strategies include stand alone services for small groups, providing specific students with small group instruction in order to maximize learning and to strengthen weak areas. SIFE students are also active participants of the after school academic programs that focus on project base instruction. This year we adopted various academic literacy and mathematics instructional programs to support the different ELL sub-groups. These programs include iReady, Ready NY, Vocabulary for Success, Finish Line ELA, i-Lit, Rally! Rehearsal ELA, and JR Scholastic to name a few.

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

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

7. 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.

Between 6 and 12 months (from the date of the Superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the qualified staff member in the school like ENL providers, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the

principal will provide additional support services to the student including and not limited to RTI, small group instruction, and after school tutoring. If and when the principal determines that it is in the best interest of the child to receive ENL services, he may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will follow appropriate protocol by consulting with the superintendent and ENL providers. Final decision notification will be provided to the family in writing in addition to a face to face conference to discuss recommendation in the parent's preferred language within ten school calendar days. In an attempt to prevent student's academic progress from being adversely affected by the re-identification, additional academic support must be provided.

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?

Our plan for ELLs identified as having special needs is to provide them with ENL services as well as special education services. Students will receive small group instruction based on their individual needs. The ENL teacher will be responsible for providing additional support for language acquisition while the special education teacher concentrates on the student's individual needs as specified in the IEP. These students are also encouraged to participate in additional academic after school and co-curricular programs to strengthen their language skills. NLA, ELA, ENL, and Special Education teachers meet regularly to collaborate and develop academic units that are in alignment with Common Core standards. During these meetings, teachers share instructional strategies and ENL teaching methodology to accelerate English language development for ELLs. Teachers of ELL-SWDs use grade-level materials to support instruction and use videos, audios and translations of key terms from L1 to L2 as a way to support student comprehension.

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?

Our plan for ELLs identified as having special needs is to provide them with ENL services as well as special education services. Students will receive small group instruction based on their individual needs. The ENL teacher will be responsible for providing additional support for language acquisition while the special education teacher concentrates on the student's individual needs as specified in the IEP. These students are also encouraged to participate in additional academic after school and extracurricular programs to strengthen their language skills. NLA, ELA, ENL, and Special ed teachers meet regularly to collaborate and develop academic units that are in alignment with Common Core standards. During these meetings, teachers share instructional strategies and ENL teaching methodology to accelerate English language development for ELLs. Teachers of ELL-SWDs use grade-level materials to support instruction and use videos, audios, and translation of key terms from L1 to L2 as a way to support student comprehension.

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.

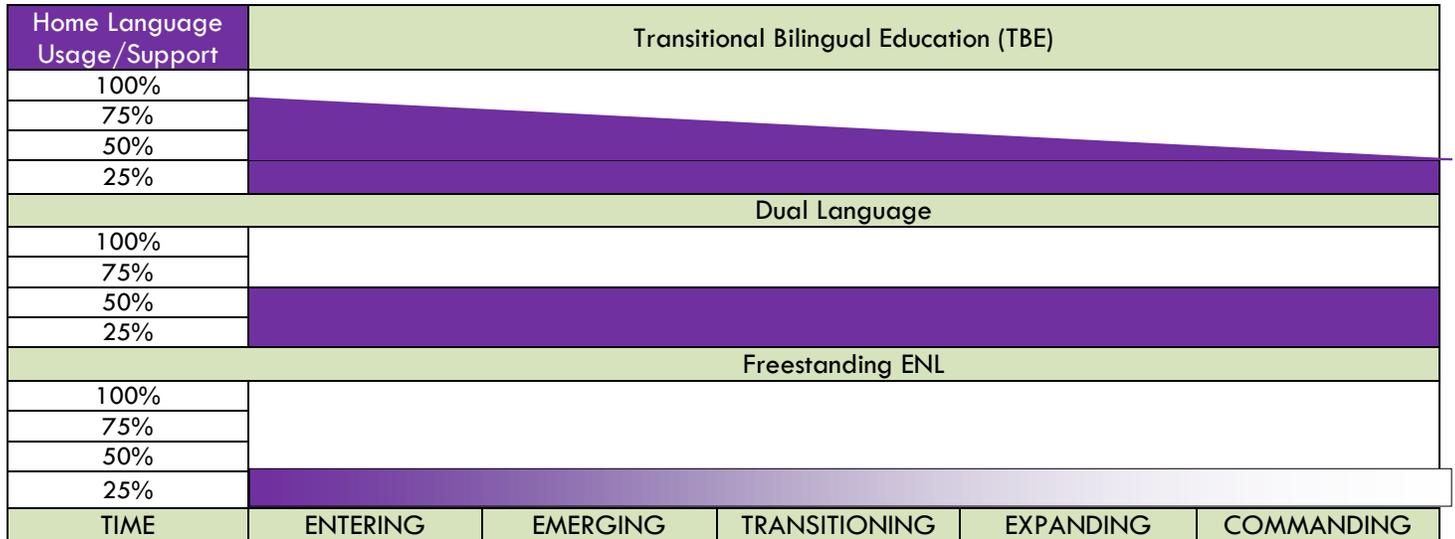


*Note “other approved services” does not apply to New York City at this time.

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. Understanding the importance of creating an effective RtI model to support ELLs is key in determining the academic success of the ELL population. We have adopted several instructional suggestions and research-based intervention practices recommended by the DOE in creating a RTI model for ELLs' academic success. We use Tier 1 instructional strategies which is instruction that is focused on promoting language and literacy development. It promotes the development of key domains in literacy, to support competencies in reading, writing, listening and speaking. These key domains are developed in ELA, ENL, HLA and other core content areas. There is ongoing use of instructional strategies such as building student's oral language skills by teaching specialized vocabulary and the different structure of language in academic speech. ELLs written language is supported by the development of instruction that connects the ways in which students and their families use literacy at home and in the community. Our teachers provide different types of writing tools in the classroom, they guide students' early writing by co-constructing predictable and rhythmic books. Phonemic awareness is one of the key factors in supporting students as they develop reading skills. Our teacher focus on the identification of the skills that student already know in their home language and in English. Explicit instruction will then be provided for students with low levels of phonemic awareness. Effective learning activities that teachers use include but are not limited to singing songs, playing word games , reading and re-reading poems, shared reading choral reading etc.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is determined by the progress ELL students demonstrate on the NYSESLAT, NY State Examinations, and in house informal assessments. i-Lit is a very effective program that based on research, has proven to increase student reading and comprehension level. Teacher are very excited about adopting the program. Vocabulary for Success is very effective to support and promote students' oral language skills. Mathspace, Progress Math, and iReady has also proven to be effective in improving mathematical skills in ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
- This year, we adopted several programs including but not limited to: i-Ready, Ready NY, Code X, BrainPOP ESL, Vocabulary for Success, Finish Line ELA, Rally! Rehearsal ELA, JR Scholastic, MathSpace, Progress Math, Finish Line Math
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer an array of academic and extracurricular afterschool programs for all students. These programs include, but are not limited to: Morning Arts (Dance, Visual Arts and Band), African Drumming and Dance, Chorus, Girls' Basketball, Soccer, Flag Football, ELA Intensive, Math Intensive, Honors Math and ELA program, Honors Bilingual ELA and Math program, Homework Help/Computer Research, Girls Leadership International, Boys Kane Team, Girls Blue Diamonds, Gamestar Mechanics, College Prep, Saturday Academy and Saturday ELL Academy. Parents are informed about these program via flyers, montly calendars, phone calls, e-newsletter, and parent orientations.
- Parents are encouraged to attend workshops in technology, curriculum, and school operations, and we also encourage parents to join our parent organizations such as School Leadership Team and the Parent Teacher Association. Many of our parents and their children attend our parent communication workshops facilitated by a distinguished Cornell University professor and The Bronx Teen Health Center at St. Barnabas Hospital.
- We anticipate expanding our efforts to promote family literacy. If funding is available we would like to open an English class for parents. We feel that family literacy is one of the most effective supports that we can provide for our ELL students.
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.

All classrooms are equipped with functional SMARTboard and each student has been assigned a mini computer for their individual use. For the past four years, teachers have received on-going SMARTboard training and are expected to utilize technology in their everyday lessons and subject instructions. In addition, our school was has adopted the i-Lit literacy computer program exclusively designed to improve reading fluency in ELLs. Every LEP student in the TBE program has been assigned specific periods during the school day to participate in the I-Lit Program. ELLs placed in a transitional bilingual program for the first year receive texts in their native language While 2-3 year newcomers are a placed in a TBE program receive text books in both languages (Home Language and in English). They also receive explicit ENL instruction during specified ENL periods. ELLs placed in a Free-Standing ENL program receive the same textbooks (in English) as non ELLs students on the same grade. In addition to the texts, ENL teachers provide supplemental material such as graphic organizers, adapted texts, highlighted texts and other resources in the student's native language All staff members receive professional development focusing on strategies to improve instruction for English Language Learners. Faculty members are trained on how to make content more comprehensible through the use of visual

aides, graphic organizers, adapted text and other supplemental materials. Our school is working with the entire staff to create an ideal learning environment for our ELLs. Monolingual teachers regularly attend conferences and workshops that focus on teaching ELLs. In addition, the bilingual and ENL teachers work with the monolingual teachers to create inclusive lessons for ELL students

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

We are currently servicing approximately seventy LEP students in the TBE program. These students are divided into two groups; First year in the country and two-three years in the country. ELLs falling into the first category receive text books and instruction in their native language. They also receive explicit ESL instruction during specified ENL periods. ELLs falling into the second category also receive text books in their native language as well as in English with instruction varying in percentage based on their NYSESLAT scores and English proficiency levels. LEP students placed in the Free-Standing ENL program receive have the option of receiving a copy of the text books in their native language. In addition to the texts, ENL teachers provide supplemental material such as graphic organizers, adapted texts, highlighted texts, and other resources in the student's native language. As stated before, all staff members receive professional development specifically to improve instruction for English language learners. Faculty members are trained on how to make content more comprehensible through the use of visual aides, graphic organizers, adapted text, tranlation and interpretation computer programs and other supplemental materials. Our school is working with the entire staff to create an ideal learning environment for our ELLs. Monolingual teachers regularly attend conferences and workshops that focus on teaching ELLs. In addition, the bilingual and ENL teachers work with the monolingual teachers to create inclusive lessons for ELL students.

The ENL and bilingual teachers are currently in the process of improving our ELL library sections. We currently have a number of texts in both English and Spanish. These libraries are leveled allowing our ELLs to choose a book based on readiness.

The ENL and bilingual teachers at our school are a part of our literacy department. Having the department organized in this fashion allows for maximum communication between the ELL teachers and the Language Arts teachers. Students' ENL and Language Arts teachers closely monitor the progress of the transitioning students. If a student struggles during this transitional period, additional support is provided through either push in or pull out ENL services.

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

Students at the Entering and Emerging level receive a minimum of 360 minutes of ENL instruction per week. 180 minutes ENL service for ELLs scoring Entering is delivered as Stand Alone in ENL/ELA and 180 minutes per week as a flexible combination of 180 minutes per week of Stand Alone ENL instruction or integrated ENL in content area. Students scoring at the Emerging level receive 90 minutes per week of Stand Alone ENL services, 180 minutes per week of intergrated ENL/ ELA services, and 90 minutes of stand alone or integrated ENL/content area. ELL students in the transitioning level receive 180 minutes of ENL services. 90 minutes per week as integrated ENL/ content are and 90 minutes per week as stand alone or integrated ENL/content area. Students at the Expanding level receive 180 minutes per week of integrated ENL/content area. Students performing at the commanding level receive 90 minutes per week of integrated ENL/content for an additional two years. The units of ENL instruction our students receive is in compliance with the mandated number of minutes required under CR Part 154. ELLs in the mainstream classroom are grouped into classes according to their English Proficiency. This allows for students with similar need to receive ENL instruction in the same setting.

Explicit ENL instruction is delivered as a class in the transitional bilingual program and through the Stand Alone model in the monolingual classrooms. During the Stand Alone sessions explicit ENL instruction is delivered. Explicit ENL instruction plays an important role in the teaching of our students. During Stand Alone sessions, a safe environment is created where students can practice, interact, discuss, and experiment with the English language. Teachers scaffold speaking, listening, reading and writing instruction to improve skills with developmentally suitable activities that facilitate transition into higher level academic tasks. During the Collaboative sessions the ENL teacher goes into the Language Arts classroom to provide additional support for the ELLs. This instruction follows the SIOP model where both a content goal and language goal are created by the ENL teacher and the teacher provides supplemental material in the form of rewritten texts, highlighted texts, key vocabulary sheets, graphic organizers, and other suitable materials aimed at making content more comprehensible for the English language learners.

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).

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

19. What language electives are offered to ELLs?

We are offering Spanish this year.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

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

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

--- DOE sponsored professional development e.g. BETAC

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

In- house P.Ds will include

-- Understanding ELLs SWD

---Testing Accommodation for ELLs

RtI Professional development

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

During assigned Monday collaboration sessions, staff members meet with members of our counseling department and school leadership team to discuss how to intergrate lessons with real life experiences. In addition, staff are supported with materials (high school directories, audition procedures, and testing samples) discussing the high school opportunities for all our ELL, special education, and general education students. Attendance sheets are distributed after every session and are kept in the ELL supervisor's office. Our school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. These sessions are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school organizes and facilitates professional development to all teachers and administrators that are directly involved in addressing the needs of ELLs. These PD are focused on developing and supporting language acquisition in ELLs, Understanding the academic needs of ELLs, Best Practices for co-teaching strategies and the integration of language and content instruction for ELLs. Some of these PD. will be facilitated by the Peer Collaborative ELA and Math teachers.

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?

To discuss program goals, language development progress, language proficiency assessment results and language development needs in all content areas, with parents of ELLs, the school has assigned school counselors to schedule ongoing meetings during the school year to keep parents informed.

Teachers are assigned to use Tuesday extended time for parent outreach. Interpretation and translation is available to parents and teachers when 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 goal is to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through

*engrade pro

*PTA involvement

*workshops

*SLT recommendations

*email system

*voice system

*school website

*letters sent home

*school wide fairs

*family educational trips

*providing families help with understanding city, state and federal standards

*providing information for parents in their home language

*community based organizations involvement (mmcc, khcc,ua). My role as the parent coordinator is to foster a nurturing, welcoming environment where families are supported and provide families with resources in their home language. Assist the staff members with any activities, also provide support to ensure that ELL parents are knowledgeable of the nyc educational system.

Counselors and teachers keep a conference log of all personal meetings, telephone conference, and letters distributed to parents. Agendas with attendance records are also collected when a schoolwide meeting is conducted.

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

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

5. How do you evaluate the needs of the parents?

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

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

The needs of the parents are addressed through parental involvement as a result of the surveys and parental meetings, these activities change frequently to meet the needs of the school population as it changes. Activities are identified at the beginning of the school year through surveys distributed during parent meetings, and Parent Teacher Association and School Leadership Team

meetings. We also offer several parent and teen communication workshops to discuss topics such as high school articulation process, how to communicate with teens, developing interpersonal skills, peer pressure, how to use engrade, high school readiness, and discussing promotional requirements. In addition, we offer a welcoming open door policy to accommodate different parent schedules. These parents can come in to discuss any concerns at any time during the school day with the Parent Coordinator.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: M.S. 244**School DBN: 10X244**

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)
Eduardo Mora	Principal		12/16/15
Sayi Neufeld	Assistant Principal		12/16/15
Aurora Hernandez	Parent Coordinator		12/16/15
Jose Cabral	ENL/Bilingual Teacher		12/16/15
Valerie Torres	Parent		12/16/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Aida Wade	Coach		12/16/15
Lisa Kuinlan	Coach		12/16/15
Nancy Acosta	School Counselor		12/16/15
Melodie Mashel	Superintendent		1/1/01
Wladimir Pierre	Borough Field Support Center Staff Member _____		1/1/01
Catherine Miller	Other _____		12/15/15
	Other _____		1/1/01
	Other _____		1/1/01