

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**08X302**

**School Name:**

**M.S. 302 LUISA DESSUS CRUZ**

**Principal:**

**LIZA ORTIZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
Grades Served: \_\_\_\_\_  
School Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Liza Ortiz  
UFT Chapter Leader: Christina Medina  
Parents' Association President: Angela Chase  
SLT Chairperson: Tenecha Osorio  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Doris Krouser  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 8 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue  
Superintendent's Email Address: Kames@schools.nyc.gov  
Phone Number: 7188286653 Fax: 7182822760

**Borough Field Support Center (BFSC)**

BFSC: Bronx Support Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718 8287776 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Liza Ortiz	*Principal or Designee	
Christina Medina	*UFT Chapter Leader or Designee	
Angela Chase	*PA/PTA President or Designated Co-President	
Jose Dennis	DC 37 Representative (staff), if applicable	
Doris Kauser	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>	
Sukiah Blackwood	CBO Representative, if applicable	
Mohini Samuels	Member/ Parent	
Francine Bridge	Member/ Parent	
Albania Cabrera	Member/ Teacher	
Rusmayris Guillermo	Member/ Teacher	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Middle School 302 currently has 550 students from grade 6 through grade 8. The school population comprises 58.37% Hispanic, 39.7% Black, 2% white. The student body approximately includes 148 English language learners and 154 special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 88.0%. The school is in receipt of Title 1 funding with 95% eligibility.

Luisa Dessus Cruz, MS x302 is unique zone middle school that prides ourselves on accepting all students from diverse learning and socio-economic backgrounds. Our philosophy is all children can learn and will be able to function as productive members of society. Each teacher believes in accepting the child holistically. This means our staff members spend time getting to know our students socially in order to better support them academically. Knowing their interests allows us to develop a curriculum and electives that are both rigorous and engaging. The electives students are offered are: book club, yearbook, drama, dance, poetry, visual arts, and leadership.

Teachers are actively involved with their peer instructional coach to develop rich standard bearing units of study that integrate differentiated instruction and continuous assessments to determine the needs of the students as well as small group instruction. This process of understanding the informal and formal assessments has supported the teachers in making strategic decisions in lesson planning and in implementation. Another strategic process we pride ourselves on is the development of student and class intervention plans. We assess our students academically and emotionally. We strive to make our school a nurturing, inviting, and comfortable place to teach and to learn. A primary goal is to maintain a safe, positive, orderly and productive learning environment. We offer Standard-Based curricula and an integrated approach to learning to ELA and Social Studies, with real life/hands-on experiences in our Math and Science curriculum.

The staff members truly believe in collegiality. We have an open door policy whereby teachers and parents can observe pedagogy and content. Each new teacher is paired with a mentor within the same content area. This allows for the teachers to have a point person who will maintain confidentiality and who will support their growth as new teachers.

Luisa Dessus Cruz, MS x302 provides a rich after-school program and parent professional development program that is tailored to the student's and family's interest. For the 2014-2015 school year the following clubs were offered: Singing, Stepping, Dance, Acting, Cooking, Leadership, yearbook, journalism, poetry, Zumba, visual arts, set design, and costume design. We have an active athletic program. We offer basketball, volleyball, flag football, tennis, and cheerleading. We also provide our parents with exciting workshops such as family game night, technology integration, curriculum nights, high school selection, resume building, just to name a few. This past year MS x302 provided the community with an array of performances that showcased many of students' talent. Those showcases were the Young Author's Café, Grease the Musical, the Winter Spectacular, Fashion/Talent Show, Spelling Bee, and the end of the year Bronx Musical Extravaganza.

### **Distinctive features about our school's population, teachers, and programs offered:**

- Three Collaborative Team Teaching classes in each grade level.
- Four self-contained classes which span grades 6, 7, and 8
- Inclusion of special education teachers in all forms of collaborative planning and professional development

- AIS team members have been trained in guided reading, running record, I-Ready, MYON, and Access Learning
- Guidance Department consists of two guidance counselors, one social worker, one psychologist, a family worker and a SAPIS worker who are accessible to all students in crisis
  - Community Based Organization Partnerships: Sheltering Arms, City Year Corp
  - Recipient of: Sophie Gerson Grant, CHAMPS, World Vision, Service in Schools, and Middle School Quality Initiative

### 08X302 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	538	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	22	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	N/A	# Drama	8
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.8%	% Attendance Rate			87.3%
% Free Lunch	93.1%	% Reduced Lunch			2.5%
% Limited English Proficient	22.5%	% Students with Disabilities			27.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			23.2%
% Hispanic or Latino	75.1%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)			2
# 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)			24.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			5.95
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.5%	Mathematics Performance at levels 3 & 4			11.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
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.

#### *Strengths:*

An area of strength that was recognized was – “implementing structures for a positive learning environment, inclusive culture, and student success.” Strength is the support that is provided to teachers through informal and formal assessment tools and the analysis of learning outcomes. These were cited as “Areas of Celebration” in our most recent Quality Review.

#### *Needs:*

*Student performance in the Math Department consistently declines from 6<sup>th</sup> – 8<sup>th</sup> grades.*

- On the 2014 Math state exam, in grade 6, 87% of our students are level 1 or 2, for grade 7, 83% of our students are level 1 or 2, and for grade 8, 94% of our students are level 1 or 2.
- Of our special education students 11.4% are proficient, for Integrated Co- Teaching 7.5% are proficient, and for SETSS 6% are proficient.

### Part 2 – Annual Goal

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

By June 2016, there will be a 10% reduction of level 1’s earned by our SWD and ELL population on the Math and ELA State exam.

### Part 3 – Action Plan



<p>growth and make informed decisions about curriculum. Systems that will help are looking at student work, pre and post assessments, exits slips, etc. This will help teachers to reflect on best practices, and data driven instruction.</p> <p><b>d. Implementation of I-Ready, a supplemental program -</b> Teachers will use the data to determine exactly where to focus their instructional time to ensure all students are on track to meeting rigorous expectations of the Common Core Standards. Data from this source will also be used to help teachers design coherent instruction.</p> <p><b>Professional Development:</b></p> <p>Math and ELA Handbook will outline the expectation of the classroom and the pedagogical moves expected at Middle School x302.</p> <ul style="list-style-type: none"> <li>· During common planning and the Monday Professional Development Days teachers review Videos focusing around direct instruction, best practices to ask questions and to increase talk in the classroom.</li> <li>· Teachers will participate in inter-class visitations with specific focus the different phases of the lesson.</li> <li>· Teachers will meet with lead teachers, mentors, and administrators on a monthly basis, receive feedback and next steps.</li> <li>· Teachers, parents, and students will receive training in the use of I Ready in the math classroom.</li> <li>· Teachers will participate in workshops focused around designing coherent instruction, student engagement and questioning and discussion techniques.</li> <li>- Parent coordinator will provide workshops with the Peer Instructional Coach on the CCLS in math and ELA and how they can support their child.</li> </ul>			
<p><b>Strategies to Address the Needs of SWD’s, ELL’s, and High Needs Students:</b></p> <p><b>Teachers will introduce Academic Vocabulary</b></p> <p>Teachers will demonstrate through the use if Word Walls, Word Generation and other programs that words can have multiple meanings. Teachers will encourage students to offer bilingual support to each other. Students will be provided with visual cues, graphic representations, gestures, and pictures. Teachers will</p>	<p>English Language Learners, Students with Disabilities, High Needs</p>	<p>September 2015-2016</p>	<p>Math Teachers, Paraprofessionals, Math Peer Instructional Coach, Lead Teachers, SETTS Support Teacher, Administrators</p>

<p>help students to identify key phrases that will support them with comprehending programs (sum, difference, etc.).</p> <p><b>Teachers will build students Background Knowledge</b></p> <p>Math teachers will modify the language complexity of language and rephrase math problems. Guide students to cross out the unnecessary vocabulary in word problems. Build knowledge upon students' knowledge using real world examples. Use manipulative purposefully to help with students' cognitive development.</p> <p><b>Increase Students' Language In the Content Area</b></p> <p>Teacher will have students to students translate symbols into words, and write the sentence out. This will be incorporated throughout the lesson. Teacher will provide students with math sentence starters. Students will share problem-solving strategies with their peers. Students will use C.U.B.E.S. as a problem solving strategy. Teachers will incorporate writing activities such as reflection journals.</p> <p><b>Scaffold Activates</b> - teachers will provide all students with activities that will support their academic growth. Examples of this are tiered End of Unit Task, differentiating lessons by process and product.</p>			
<p><b>Parent Involvement-</b></p> <p>Teachers will support families in understanding the math curriculum for their child's grade level, and how math is taught to their children. This will be done by introducing parents to the curriculum through a "Parent Letter" and "Meet and Greet"</p> <p>Jupiter Grades will serves as a system to provide parents with clear information, monitor the completion of homework, exams, and help their child develop positive attitudes about math.</p> <p>Parent Workshops focused around Common Core, I Ready, Real World Application skills.</p> <p>Newsletters each quarter highlighting what students will be learning for the upcoming months and how they can help them at home.</p>	All Parents	September 2015-2016	<p>Teachers</p> <p>Administrators</p> <p>Math P.I.C.</p> <p>Parent Coordinator</p> <p>Counselors</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.

- FSF funds the programming math 11 periods a week
- FSF funds the purchase a software program, I-Ready
- Title I funds small class size

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

Quarterly for every marking period  
 November 10, 2015- First Progress Monitoring provided the data sets from the report card and interim assessments  
 January 28, 2016- Second Progress Monitoring provided the data sets from the report card and interim assessments  
 April 21, 2016- Third Progress Monitoring provided the data sets from the report card and interim assessments  
 June 14, 2016- Fourth Progress Monitoring provided the data sets from the report card and interim assessments

**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.

Based on conversation with the principals and with the parent coordinators of our elementary feeder schools, the parent participation in workshops and parent meetings have dwindled for the 2014-2015 school year.

- The SLT has attempted to address this concern and continues to formulate ideas to strengthen the numbers by implementing and developing workshops that parents would like to attend based on questionnaires.
- Fewer than 10 parents attend the parent workshops offered at the school.

The SLT has proposed asking parents via questionnaires what workshops and programs they wish to have at MS 302 that will increase engagement. I.e.; Adult ELL Classes, local libraries, Computer and Literacy classes, Nutrition Classes, stronger affiliations between CBO’s and MS 302, collaboration between 41st Precinct. MS 302 is a family friendly environment that prides itself in meeting the needs and concerns of families not only academically but in social services, medical and economic challenges as well as personal needs. MS 302 added parent/student engagement activities this year that we can continue to build on such as Karaoke Night, Zumba Night, Game Night and Art Classes to name a few.

### **Part 2 – Annual Goal**

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

By June 2016 there will be an average of 15 or more parents in every workshop offered at MS x302.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monthly- Celebrate Parent alongside their child for attendance, honor roll, most improved.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, AP, and Lead Teacher</p>
<p>Strengthen the communication between the school and teachers by developing a newsletter, creating social media pages, by utilizing phone messenger frequently, sending emails and texts to parents via Jupiter grades.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>AP</p>
<p>Parent workshops that are of parent interest</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, AP, and Lead Teacher</p>
<p>Monthly the principal will have coffee with parents to discuss upcoming events, listen to ideas, or plan events for parents and students.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>- Title 1 funds many of the parent workshops, food, and prizes</p>											
<p><b>Part 4b.</b> 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	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
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Quarterly for every marking period Review of signature sheets

November 10, 2015-

January 28, 2016-

April 21, 2016-

June 14, 2016-

**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.

Based on previous years, the NYSELAT results for the 2012, 2013, 2014 school years and this past year’s ELA and Math results show the need to have students move one level towards proficiency ratings on the ELA and Math exams. After conducting a 3-year trend analysis of the 2012, 2013, 2014 NYSELAT results, it was determined that 42% out of a total of 142 ELLs have remained at the same performance level. The school focuses on the development and implementation of a curriculum that is rigorous and inclusive for English Language Learners. All teachers, including the ESL teacher, are provided with one common preparation period daily to discuss best practices, differentiation of instruction, activities, and assessments based on the needs of their students. We encourage teachers to develop lesson plans that include differentiated learning activities that will allow ELLs to develop and practice the language and skills through required to be actively involved in their learning process.

Throughout the school year we have a high number of newcomers that require additional academic support. Most of the English Language Learners who enter our school lack academic skills in their native language, which requires additional intervention and resources in order to support them through their language acquisition period. We have trained paraprofessionals and other support staff in the 7th grade in the implementation of the "English Now" vocabulary development program to support our newcomers. After analyzing the success of our 7th grade newcomers with the program we will extend the professional development to all the support staff the 6th and 8th so that all newcomers will learn basic and academic vocabulary during their transitional period.

Our teachers are provided with professional development workshops throughout the year with a focus on second language acquisition, explicit modeling, and scaffolding strategies and activities to support our English Language Learners in their language acquisition process. For the 2015 - 2016 school year, professional development will also include professional articles and study group books on ELL strategies to provide teachers with an opportunity to further their knowledge of current practices, discuss, analyze, and apply new strategies

In their classroom. Teachers will then have an opportunity to reflect and share in their professional development sessions the success and/or modifications of the implemented strategies. It is expected that these professional development sessions will have a positive impact on our ELL population.

### Part 2 – Annual Goal

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

By June 20, 2016, 15% out of 146 students English Language Learners will increase one level towards proficiency on the NYSESLAT. This means that 22 English Language Learners will demonstrate growth between proficiency levels.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>NYSELAT Test Prep- After school sessions to support our ELLs with the NYSESLAT, NYS English Language Arts and Mathematics assessment are implemented in our school. The primary goal of this program is to amplify language development, literacy, mathematical, and cognitive/academic skills of all ELLs by incorporating ESL instructional strategies across core content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, graphic organizers, explicit modeling, assessment strategies, and accountable talk. ELL students will work with challenging and authentic activities in Math and ELA that meet their unique learning styles</p>	<p>ELL student</p>	<p>September 2015 – June 2016</p>	<p>Lead teachers</p>
<p>Professional development will be provided for all teachers considering that all teachers have English Language Learners in their classrooms. Professional development will include professional texts and articles on ELL strategies to provide teachers an opportunity to further their knowledge and teaching practices, and discuss, analyze, and apply strategies in their classrooms. Topics for professional development will focus on second language acquisition, ESL strategies, explicit modeling and scaffolding strategies to meet the needs of English Language Learners performing at various language proficiency levels.</p> <p>Professional development will also be provided for paraprofessional and support staff in the implementation of the “English Now” program to support our newcomers to develop basic English vocabulary as they are immersed in the new</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>AP and lead teachers</p>

language. In addition, they will be provided with pullout and push-in ENL (English as a New Language) support.			
Parent Workshops- Workshop and training will be provided for parents of ELLs. These workshop and training session opportunities will help parents to better understand how to support students within the four modalities of language learning – speaking, listening, reading, and writing. Parents of newly arrived students participate in a Parent Orientation session as they enroll their children in the school in order to learn about the language programs available and to decide which one best meets the needs of their child. We also inform parents of the supports we will provide their child during the school day and other after school programs and activities available for their child.	Parents	September 2015 – June 2016	Parent Coordinator, AP, and Lead teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Title 1 funds many of the parent workshops, food, and prizes</b>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Quarterly for every marking period based on parent in sheet November 10, 2015- January 28, 2016- April 21, 2016- June 14, 2016-
<b>Part 5b.</b> In <b>February 2016</b> , 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.

#### **Strengths :**

One strength is that we have “Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards.”

Another strength is that we are able to cultivate “ A culture of learning that communicates high expectations with supports.”

Both of these were cited as “Areas of Celebration” in our most recent Quality Review.

#### **Needs :**

Student performance in the <sup>th</sup>– 8 <sup>th</sup> grades.

· On the 2014 ELA state exam, the percentage of students at level 3 or level 4 was 13.8% for sixth grade, 8.6% for seventh grade, and 7.4% in the eighth grade.

· After the 2013-2014 school year, the average reading growth measured by the DRP assessment was 5 points for the sixth grade, 3.8 points for the seventh grade, and 2.3 for the eighth grade.

· The average growth on the 2014-2015 MOSL exam for reading was 167 points in the sixth grade, 78 points in the seventh grade and 56 in the eighth grade.

· This trend could also be observed with our English Language Learners. 80% of our sixth graders earned a level 1 on the ELA state exam, along with 88.1% of seventh graders, and 89.3% of eighth graders.

· The pattern was also evident with our SWD population. 76.2% of our SWD sixth graders earned a level 1 on the ELA state exam, along with 77.6% of our seventh graders and 84.8% of eighth graders.

### **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.

- By June 2016 there will be a 5% increase or higher of students earning a level 3 or 4 by 6% in both the seventh and eighth grades in ELA and math state exam. This means that the percent of students earning a level 3 or 4 in math will be 17% and in ELA will be 16% or higher.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will create tiered instructional goals for each lesson in order to accommodate the different ability levels in the classroom. Differentiated learning activities and resources designed to engage and challenge students at their appropriate cognitive levels will be utilized. Students will engage in guided reading at least three times per week with high-interest texts at their instructional level. Students will engage in independent reading at least three times a week with high-interest texts at their independent reading levels. Targeted small-group instruction will take place at least three times per week to address struggling learners with common areas of concern. Individual conferences with students to discuss current strengths, weaknesses, and academic goals will happen weekly. Students will receive personalized instruction from the “I-Ready,” interactive web based program. “MyOn” digital library will provide students with access to over 4,000 titles, which are recommended to them based on interest and lexile level. The “Word Generation program” will also be used to teach students academic vocabulary across content areas.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>ELA and math teachers, push-in support teachers, paraprofessionals, and City Year members, will implement this activity and the two Peer Instructional Coaches in the ELA department will oversee the implementation of this strategy.</p>
<p>We will engage in “Data Driven” instruction and will create a calendar to schedule bi-weekly data dives in which we analyze data from common interim assessments or look at student work from</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>ELA teachers, push-in support teachers, paraprofessionals, and City Year members, will implement this activity and the two Peer Instructional Coaches</p>

<p>common performance tasks. After the data or student work samples are analyzed and trends are identified, an action plan will be created to address the areas of concern. The action plan will be revisited in subsequent meetings to evaluate its effectiveness and make modifications to it if necessary. This cycle of analyzing data or student work samples from common assessments or tasks, creating and action plan, and evaluating the implementation of that action plan, will ensure that assessment data is being used to inform and improve instruction.</p> <p>Longevity goals will be created for each grade in order to formally document what skills/strategies/standards have been addressed by that particular grade. This information will be shared across grade levels so teachers can design curriculum that does not re-teach the skills/strategies/standards that have been taught in earlier grades.</p> <p>Student writing samples are shared between grades in order to inform teachers of the quality of work that students are producing in earlier or later grades. This activity enables teachers to adjust their expectations and instructional goals based on what students learned in previous grades and what they are struggling with in later grades.</p> <p>Curriculum maps are shared and reviewed across grade levels to ensure that the rigor of all writing tasks, learning activities and texts to be read increase each grade level.</p> <p>Instructional strategies designed to engage students in learning or increase questioning and discussion are modeled during department meetings by Peer Instructional Coaches. Teachers are given time during meetings to reflect on these strategies with their colleagues and discuss their implementation of strategies modeled in previous meetings.</p>			<p>in the ELA department will oversee the implementation of this strategy. Peer Instructional Coaches and Assistant Principals will facilitate department meetings.</p>
<p>Bi-weekly inter-visitations will be scheduled in order to allow teachers to see best practices modeled by their colleagues.</p>		<p>September 2015 – June 2016</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.

Title I funds the push in teachers  
MSQI funds the ELA consultant

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

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

**Part 5 – Progress Monitoring**

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

January I-Ready Diagnostic #2  
February midterm assessment  
February DRP assessment

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

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

**Section 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.

Based the learning environment survey, teacher to teacher and teacher to principal trust is an area of improvement. Teachers are concerned with discussing their feelings, worries , and frustration with other 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–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.

By June 2016 there will be a 5% increase of teacher trust with teacher and with the administration on the learning environment survey.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Meet with the professional development committee once a month</p>	<p>Select teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and UFT chair</p>

Solicit from teachers during the initial planning conference, mid conference, and end of the year conference the professional development workshops they would like attend	ALL teachers	Septebmer, 2015; January 2016, June 2016	Administration and Peer Collaborative Teachers
Provide more frequent scheduled inter-visitations on pedagogy and content and provide teachers with autonomy to visit colleagues to share best practices	All teachers	November 015- May 2016	Administration, Peer Collaborative Teachers, and Lab Site Teachers
Provide timely feedback to teachers on observed lessons	All teachers	September 2015-June 2016	Administration and Peer Collaborative Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Peer Collaborative Teachers are funded by the TIF grant and FSF											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
To assess whether the school is meeting the targeted goals, two interim surveys similar to those found in the learning environment survey will be issued- December 2015 and March 2016
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	The ELA department will identify based on the NYS ELA state exam the bottom 1/3 <sup>rd</sup> for each grade	Socratic Seminar; Reciprocal Reading, Book Club, guided reading, access code, and I-Ready, test sophistication, word generation, Close reading  Interactive writing	Small Group instruction One to one Conferences Peer to peer tutoring	During the school day and After school
<b>Mathematics</b>	The Math department will identify the bottom 1/3 <sup>rd</sup> based on the NYS Math Exam for each grade	Socratic Seminar, I-Ready, test sophistication, and word generation, Guided math	Small Group instruction One to one Conferences Peer to peer tutoring	During the school day and After school
<b>Science</b>	The Social Studies department will identify the bottom 1/3 <sup>rd</sup> for each grade based on the ELA and Math state exam	Socratic Seminar; Reciprocal Reading, and word generation, Close reading  Interactive writing	Small Group instruction One to one Conferences Peer to peer tutoring	During the school day and After school
<b>Social Studies</b>	The Social Studies department will identify the bottom 1/3 <sup>rd</sup> for each grade based on the ELA state exam and the MOSL	Close reading  Interactive writing, Socratic Seminar; Reciprocal Reading, use of protocols and thinking routines	Small Group instruction One to one Conferences Peer to peer tutoring	During the school day and After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Based on the incident reports on Jupiter grades and on the OOR system students will be selected	Behavioral Intervention plans,  Student contracts, Leadership club, mentoring club	Small Group counseling One to one counseling Peer mediation Assemblies	During the school day

		sponsored by teachers		
		Gender based assemblies conducted by guidance team		

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<ul style="list-style-type: none"> <li>- Team teaching approach will allow for teachers who are highly qualified to work closely with a licensed teacher.</li> <li>- Work closely with the talent coach/ teacher ambassador to support highly qualified teachers</li> <li>- Develop teacher improvement plans, which include professional goals, and school wide goals.</li> <li>- Work closely with the teacher recruitment to ensure that we recruit the best, qualified candidate for MS 302x.</li> <li>- Meet with new teachers and highly qualified teachers monthly to discuss concerns, successes, and next steps.</li> <li>- Lead teachers and PICs will work closely with new teachers and highly qualified teachers to better their pedagogy and content.</li> <li>- Post-observations conferences to discuss next steps to remedy pedagogical concerns.</li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>- Inter-visitation to view lead/PIC teachers classes for a specific purpose</li> <li>- Bi-weekly professional development on looking at students work, improving the quality of the questions posed and increasing discussion in all classrooms and every class.</li> <li>- Monthly network professional development</li> <li>- Professional text will be read and discuss in a study group, at department meetings, or grade meetings following a set protocol.</li> </ul>

- Peer to Peer observations and conferences

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

- Funding of a F.Status administrator will support teachers who serve ESL, SWD, and STH
- Monies set aside in OTPS to ensure students have the needed instructional materials to be prepared for class
- Incentives for parents and students who attend professional development workshops regarding the CCLS and upcoming curriculum content

#### 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.

As per city and state regulations the school selected a MOSL committee to determine the local assessments, measure and target population that will be included within the new 2014-2015 new teacher evaluation system

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	476,881.00	X	Teacher, OTPS, and Per diem
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,000.00	X	OTPS, and Non Contractual
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,288,333.00	X	Administration Teacher, OTPS, Per-diem,

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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. **Middle School x302**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Middle School x302** 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 1<sup>st</sup> 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**

**Middle School x302**, 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 1<sup>st</sup> 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>Luisa Dessus Cruz, MS 302</u>	DBN: <u>08X302</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>66</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <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>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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: \_\_\_\_\_ As a result of a needs assessment, we will create a supplemental instructional program that will target sixty six (66) long term (5-9 years) ELLs in grades 6 - 8 performing at the Beginning, Intermediate, and Advanced proficiency level. The data shows that these sixty six (66) long term ELLs have little or no growth on the NYSESLAT exam. We believe that providing our long term ELLs with a supplemental instructional program where they can be provided with additional opportunities of targeted, scaffolded, and modeled instruction, guided practice, and immediate feedback as they engage in activities that are inclusive of all four modalities, reading, writing, listening, and speaking will support them in demonstrating growth on the NYSESLAT and ELA exam. A supplemental after school program will take a place every Wednesday starting September 10, 2014 until June 3, 2014 from 2:40 pm - 4:40 pm. Two bilingual teachers will participate in the afterschool program. The ELA common branch teacher will co-teach for one hour with each ESL/bilingual certified teacher. The materials to be used during the program will be "Getting Ready for the NYSESLAT and Beyond" by Attanasio & Associates and "Test Ready" from Curriculum Associates. Both vendors are DOE approved.

### Part C: Professional Development

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

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

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

Topic 1: Understanding and Supporting English Language Learners (2 Sessions)  
Rationale: The teachers will be provided with an introduction of the five stages of language acquisition; Dr. Stephen Krashen's theory of comprehensible output and comprehensible input; and research based instructional strategies that can be used to support English Language Learners from the moment they enter the New York City Public School System.  
Date: November 4, 2014 and November 17, 2014  
Time: 9:00 am - 10: am (11/04/14) and 2:40 pm -4:00 pm (11/17/14)  
Name of Provider: Magaly Paz  
Audience: All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers, paraprofessionals, and support staff

Topic 2: Analyzing ELL Data  
Rationale: To compare the end of unit task completed by English Language Learners from September to February to determine trends and areas in need of improvement. Findings will be used to drive future teaching focus and strategies as well as to better promote student learning.  
Date: February 9,

### Part C: Professional Development

2014	Time: 2:40 pm -
4:00 pm	Name of Provider:
Magaly Paz, Julissa Gomez, Albania Cabrera	Audience: 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade teachers and paraprofessionals
Topic 3: What is the NYSESLAT?	Rationale: English
<u>Language Arts teachers will be introduced to the format of the NYSESLAT exam, how this assessment is used to measure the progress of English Language Learners, administration dates, testing accommodations, and how to support English Language Learners to ensure they demonstrate growth in the NYSESLAT exam.</u>	
Date: March 9, 2014	Time: 2:40 pm -
4:00 pm	Name of Provider:
Albania Cabrera	Audience: 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade ELA teachers and ESL teachers
<u>In addition, during common planning all teachers (ELA, mathematics, science, social studies, and visual arts) while they develop their units of study and lesson plans have to discuss ways in which they will differentiate the instructional outcomes, scaffolds and activities, and assessments to meet the needs of our ELL population in the classroom.</u>	
<u>Targeted teachers and the ESL teacher will attend three times a year to the professional development opportunities offered by the Office of English Language Learners. They will be responsible of sharing the information with their colleagues during grade meeting and/or department meeting.</u>	
<u>Two certified ESL teachers will participate in a bi-weekly (every other Monday) study group on the following dates: January 12, January 26, February 2, March 2, March 16, March 30, April 13, April 27, May 11, May 25, June 8, and June 22, 2015 from 2:40 pm - 4:00 pm. Two Peer Instructional Coaches will be responsible for the planning the study group sessions. Study group members will read "Teaching What Matters Most: Standards and Strategies for Raising Student Achievement" by Richard W. Strong. Thinking routines like Socratic Seminars, Ink-Pair-Share, 4 A's (Agree, Assume, Argue, Aspire) among others that the facilitator considers appropriate will be utilized to delve deeper into each chapter in order to take away strategies to help our English Language Learners.</u>	
<u>The facilitators will use thinking protocols to actively analyze and discuss the text in order to better ESL pedagogy to support English Language Learners in the classroom and provide them with ample opportunities to demonstrate achievement in all content areas. Attendance and sign-in sheets will be kept on file.</u>	

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

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

Topic 1: High School Selection and Application

Process \_\_\_\_\_ Rationale: To help parents gain an understanding of the high school admission process including navigating the HS directory, understanding the HS application,

### Part D: Parental Engagement Activities

and becoming informed of upcoming dates/events that assist students in being admitted to their high school of choice. Dates: October 7, 2014, October 28, 2014, and November 6,

2014 Time: 10:00 am -

11:00 am Name of

Provider: Joanne Salcedo and Neida

Villafane

Audience:

8th Grade Parents of English Language

Learners

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

Rationale:

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

Date: February 11,

2014

Time: 3:00 pm - 4:00

pm

Name of Provider: Magaly

Paz and Albania Cabrera

Audience: Parents of English

Language Learners

Topic 3: Close Reading

Protocols

Rationale: To help parents

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

Date: April 1,

2014

Time:

3:00 pm - 4:00 pm

Name of

Provider: Albania Cabrera

Audience: Parents

of English Language Learners

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

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

### Part E: Budget

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

Allocation Amount: \$\_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>302</b>
School Name <b>Luisa Dessus Cruz</b>		

### 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 <b>Liza Ortiz</b>	Assistant Principal <b>Magaly Paz</b>
Coach <b>Albania Cabrera</b>	Coach <b>Ian McGhie</b>
ENL (English as a New Language)/Bilingual Teacher <b>Claudette Wray-Allen</b>	School Counselor <b>Yolanda Cepeda</b>
Teacher/Subject Area <b>Julissa Gomez/Mathematics</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Keeley Gil</b>	Parent Coordinator <b>Neida Villafane</b>
Related-Service Provider <b>Rosita Colon</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Karen Ames</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

### D. Student Demographics

Total number of students in school (excluding pre-K)	485	Total number of ELLs	120	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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	120	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	43	46					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							7	16	15					0
<b>Emerging</b> (Low Intermediate)							2	5	9					0
<b>Transitioning</b> (High Intermediate)							5	1	9					0
<b>Expanding</b> (Advanced)							15	15	13					0
<b>Commanding</b> (Proficient)							2	6	2					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					0
7					0
8					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									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At MS 302 we use data from the NYSESLAT and other standardized assessments administered in the Spring 2015 like the New York State English Language Arts assessment and New York State Mathematics Assessment. uses an array of assessment tools to assess the literacy skills and progress of our ELLs. The data obtained from the NYS ELA assessment, Word Generation, and DRP are used to plan accordingly and support our ELLs to ensure they show growth in the English language. The data gathered from these assessment tools clearly indicate that our ELLs struggle with the reading and writing modality. Therefore, in order to support our ELLs with demonstrating growth in these two areas we focus on explicit modeling and small group instruction in which our ELLs are strategically targeted to help them improve in reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The analysis of the NYSITELL confirm that the newcomer students that arrive at MS 302 have limited skills in the English language. The analysis of the NYSESLAT reveals the following: 11 ELLs obtained a Commanding proficiency level; 43 ELLs obtained an Expanding proficiency level; 15 ELLs obtained a Transitioning proficiency level; 16 ELLs obtained an Emerging proficiency level; and 38 obtained an Entering proficiency level (inclusive of eight newcomers.)
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The data from the Spring 2015 reveals that our students are struggling with writing skills, reading fluency and comprehension. These areas are being addressed the our ELLs are in need of improvement in the reading and writing modality. With this data we target and strategically group our students. ENL teacher and coaches provide scaffolds, and share ENL strategies to engage students in learning by increasing their academic vocabulary across content areas, engaging them in discussions as they are encouraged to express their thinking in writing, and then share their writing with their peers to read and peer edit. Student progress in monitored by

ESL and ELA teachers to ensure ELL students receive instruction according to their growing abilities in each modality. ESL and ELA teachers meet daily during common planning to discuss scaffolding strategies, differentiation, and instructional tools that will ensure student progress and achievement.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The data indicates that the students do better in Math than in ELA perhaps because the vocabulary is more simplified and the concepts of solving problems are more universal. Math concepts result in answers that are based on facts, while students show they have difficulty in ELA because of the vast amount of vocabulary, different cultural concepts, and opinions. ELLs show difficulty in expressing their thoughts in writing. Due to their limited understanding of English vocabulary. In other words, students find it difficult and often frustrating translating a native word into an English word. MS 302 has targeted academic interventions that focus on the needs of the ELLs. The students have an opportunity to use their homelanguage through the use of bilingual dictionaries, google.translator, and curriculum aligned textbooks in their native language.

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](#).] MS 302 uses the NYSESLAT and formative assessments to monitor student learning over time in order to make individualized educational decisions. Student needs are first identified in Tier 1, with increasingly intensive levels of support provided in Tiers 2 and 3. At-risk students, in Tier 1 and 2, are offered intensive small-group support in addition to their regular curriculum. ELL students who do not respond to intervention are given more intensive intervention through Tier 3 by increasing the frequency and duration of the intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
At MS 302 ESL and content area teachers meet daily during common planning to discuss ELL students, ESL strategies, approaches, instructional tools, and expectations according to the stage of language acquisition. Formative assessments are created to progress monitor teaching strategies and student learning. With the support of the ENL teacher, instructional coaches, teachers, and school leadership we provide ELLs scaffolded support in vocabulary acquisition and use, specifically with new content. We make sure they have the native language support as needed. We have bilingual dictionaries and even Spanish translations of the texts we are using. We also assign ELLs a buddy that speaks their native language for additional support and translation as needed. In addition, many of our teachers of ELLs speak Spanish as a second language. We also use google applications for translations, and other text translation applications. Additional time is provided to ELLs to complete assignments and assessments; the task is also, while rigorous, modified to their language proficiency level.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
MS 302 is a school in "Good Standing" as per the Progress Report. This is an clear indicator of annual improvement and progress. It also indicates that teachers, students, and parents are satisfied with the teaching and learning that takes place in the school. The analysis of the NYSESLAT shows an annual growth in scale scores and performance levels.

## 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.

At registration, families fill out and sign the Home Language Identification Survey (HLIS) in the language spoken by the family that inquires about the child's earlier school experience and language of instruction with support from the English language learner coordinator/teacher. A pedagogue is on call to assist the parents and ensure they understand the questions. The survey allows us to identify what language, other than English is spoken at home. The pupil personnel secretary, the parent coordinator, and the assistant principal assist the parents in the completion of the survey if they speak Spanish or need clarification. The assistant principal or the ENL teacher conducts informal interviews to also determine eligibility. If the student is eligible for NYSITELL this one is administered within 10 days of entering the school and the student will be placed accordingly along side with the Spanish LAB.

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).

If during the ELL Identification Process there are indications that the student has had an interruption or inconsistency in their formal school we administer an oral interview questionnaire to confirm student status. If the student is initially considered SIFE, the ENL teacher differentiates instruction using the SIFE Bridges Curriculum. SIFE status is removed once the student scores at the Intermediate/Transitioning level or higher on the NYSESLAT.

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).

Eligibility of ELLs with an IEP is determined by the Language Proficiency Team (LPT). The members are the following: Ms. Paz (assistant principal who supervises the ELL program); Ms. Ricardo (bilingual school psychologist), and the parent. As a team we determine if the student should be administered the NYSITELL considering the student's disability might be the determinant factor in demonstrating proficiency in English. The team then submits the recommendation to the school principal. If the principal considers the recommendation of not administering the NYSITELL the recommendation needs to be sent to the superintendent for approval. If the principal rejects the recommendation the NYSITELL needs to be immediately administered to the student.

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.

Based on the information gathered from the NYSITELL, entitlement letters and parent option surveys are sent home to parents. We have created a log to record eligible students, NYSITELL scores, delivery of the Entitlement Letter, Parent Survey and Program Selection Form, and Placement letters. We also record when the parents return to the school the Parent Survey and Program Selection Form. The original Parent Survey is collected and placed in the student's cumulative folder and a copy is placed in a binder located in the office of the assistant principal responsible for ELLs, and a placement letter is sent to the parents indicating the program in which their child has been placed. All correspondence sent to parents is in the language they have indicated in the home language survey at the time of enrollment of their child.

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

Parents will be informed at the time of registration, the Parent Orientation Meeting, and the first Parent-Teacher Conference in mid-September that they have 45 days to appeal ELL status with 45 days of enrollment. If they believe their child has been misidentified as an ELL or non-ELL they should submit a written request to the school so that we can then initiate the re-identification process. This process will take place before 10 days upon receipt of the written request from the parent. Ms. Paz is the person responsible for ensuring the parents receive placement/continuation letters in which parent's right to appeal is clearly stated. All letters are kept in a binder in the assistant principal's office.

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.

Parents are invited to an ELL Orientation meeting to enable them to make an educated decision as to which program best meets the needs of their son/daughter. Five to ten days from administering the NYSITELL, the assistant principal and the parent coordinator arrange to conduct the ELL Orientation meeting. During this orientation, a video in the language spoken by the parents is shown to provide an overview of the three program options. In addition, we hold an informational session in which parents have an opportunity to ask questions concerning their program options and any other concern they may have. To support their understanding of the available programs, we distribute informational brochures providing an overview of the program options. If a parent did not attend the parent orientation, we contact the parents to schedule a one-on-one meeting or we have a phone conversation to inform the parents of the instructional models of ELL programs available to them in the NYC Public School System. For those parents who did not

return the parent option survey, the default placement at MS 302 is ESL.

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.  
Based on the information gathered from the NYSITELL, entitlement letters, parent option surveys, and placement letters are sent home to parents. We have created a log to record eligible students, NYSESLAT scores, delivery of the Entitlement Letter, Parent Survey and Program Selection Form, and Placement letters. We also record when the parents return to the school the Parent Survey and Program Selection Form. The original Parent Survey is collected and placed in the student's cumulative folder and a copy is placed in a binder located in the office of the assistant principal responsible for ELLs, and a placement letter is sent to the parents indicating the program in which their child has been placed. Parents who do not return forms in a timely manner receive phone calls and letters reminding them of the importance of returning these forms. In addition, during our Parent Orientation Meeting with emphasize how important it is to return these forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
A tracking system has been created to monitor that all forms have been completed and returned. Parents who have not return these forms will receive reminders via phone calls and letters. Attempts made to receive these forms will be recorded in our logs. The home language service is used to determine the language in which the form will be distributed to the parents.
9. Describe how your school ensures that placement parent notification letters are distributed.  
A placement letter is sent to the parents immediately after receiving the Parent Option Survey. The students return the Parent Option Form to the parent coordinator or their coatroom teacher who ensure that the assistant principal that supervises ENL program receives. Once the assistant principal receives the Parent Option Survey she generates the Placement Letter and logs it in her binder to keep track of all forms delivered and received.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
At MS 302 all HLIS are kept in the student's cumulative folder in the main office by the Pupil Accounting Secretary. All non-entitlement and entitlement letters are kept in a binder by class in the assistant principal's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The New York State English as a Second Language Achievement Test (NYSESLAT) is administered once a year to all ELL students who have not scored at or above Proficiency level. The RNMR is used to determine student eligibility. Letters are sent home to the parents indicating test administration and make-up dates. All four modalities are tested individually. The parent coordinator reaches out daily to the parents of students who are absent during both, regular administration and make-up dates. E-mail and hard copy logs are kept as evidence of parental outreach. Standardized testing procedures are implemented throughout the administratin of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
When NYSESLAT performance scores are available, we obtain the RLAT report from ATS to determine continued entitlement and transitional support for those students who tested out. Letters are generated and distributed to eligible students. Copies of the letters are kept in a binder in the assistance principal's office. Students are asked to sign for the letters upon receipt. Letters are sent in the parents preffered language as indicated in the home language survey.
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).  
The identified trend in program choices is essentially 95% of parents requesting their children receive content area instruction in English with additional support via a push-in and pull-out model through our freestanding ESL program. The remaining 5% of the parents who have requested bilingual education are informed that if a total of fifteen parents request their children bilingual education the school will honor their request by opening a bilingual program.

# 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.

Freestanding ENL services are provided through pull-out services for the students who have been identified via the NYSESLAT as ELLs. We use the stand alone model. Students are grouped via instructional minutes (homogeneous) and the type of services that are appropriate for students at each of the English language proficiency levels. The NYSESLAT is the primary data via which students English language proficiency levels are determined. To that end, students at the entering and emerging levels of English language proficiency receive, at a minimum, 360 minutes English language instruction and students at the transitional and expanding proficiency level receive at a minimum, 180 minutes of English language instruction and ELA instruction. Students at the commanding proficiency levels receive 90 minutes of English Language instruction. Once the proficiency levels have been ascertained, then the students are grouped accordingly to ensure appropriated instructional differentiation, appropriate academic intervention services and other instructional support services.
  - b. TBE program. *If applicable.*

Not applicable
  - c. DL program. *If applicable.*

Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Freestanding ENL services are provided through pull-out services for the students who have been identified via the NYSESLAT as ELLs. Students are grouped via instructional minutes (homogeneous) and the type of services that are appropriate for students at each of the English language proficiency levels. The NYSESLAT is the primary data via which students English language proficiency levels are determined. To that end, students at the entering and emerging levels of English language proficiency receive, at a minimum, 360 minutes English language instruction and students at the transitional and expanding proficiency level receive at a minimum, 180 minutes of English language instruction and ELA instruction. Students at the commanding proficiency levels receive 90 minutes of English Language instruction. Once the proficiency levels have been ascertained, then the students are grouped accordingly to ensure appropriated instructional differentiation, appropriate academic intervention services and other instructional support services.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction is delivered in English. Unit objectives integrate academic language objectives and content objectives. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by questions stems based on Webb's Depth of Knowledge (DOK) Educational Objectives. ESL methodologies and strategies used for the delivery of instruction include, but are not limited to: academic and content area language charts, visual aids, Total Physical Response (TPR), manipulatives, technology, and graphic organizers to support the learning of language and content objectives; as well as the incorporation of activities that incorporate ELL students' life experiences and diverse cultures. The ESL program aligns instruction to the New York State Common Core Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Not applicable as we do not have a bilingua or transitional program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The assistant principal distributes the RLAT with the NYSESLAT raw scores for each modality to ESL teachers and content area teachers during the first week of school. The assistant principal explains how to use the breakdown and the data by modality and performance levels indicated on the RLAT to tailor instruction to meet the needs of ELL students. ESL teachers plan instructional activities focusing on the modality in which ELL students have not obtained a score of proficient. Tests and quizzes are created to

assess student growth on identified modality. Test preparation materials focusing on each modality are used to differentiate instruction based on the needs of the students. Evaluation of student needs is ongoing and necessary to plan accordingly.

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

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

7. 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 after the re-identification has been established the principal consults with a qualified staff member in the school, the parent, and the student. After this consultation if the principal believes that the student may have been adversely affected by the determination, the principal will ensure that additional support services are provided to the student according to Part 154-2.3

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?

Instruction for ELLs identified as having special needs is just as rigorous as it is for ELLs who do not have special needs, however, additional scaffolding and differentiation is provided. A full time or part time paraprofessional has been placed in the classes to assist the special education students, as per their IEP. In order for all four aspects of language proficiency to be targeted, the four modalities-listening, speaking, reading and writing- are constantly developed. This is accomplished through the following:

Chart listening activities –audio and video, teacher talk, class discussions, reading and writing strategies, reading workshop, and writing workshop. The school has purchased Code-X and non-fiction novels. These materials are adapted by the ESL and content area teachers to meet the needs of ELL-SWDs.

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?  
 Instruction for ELL SWDs reflects the school's overall philosophy for all students, differentiated instruction is provided for students needing additional curricular and/or instruction support.

**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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

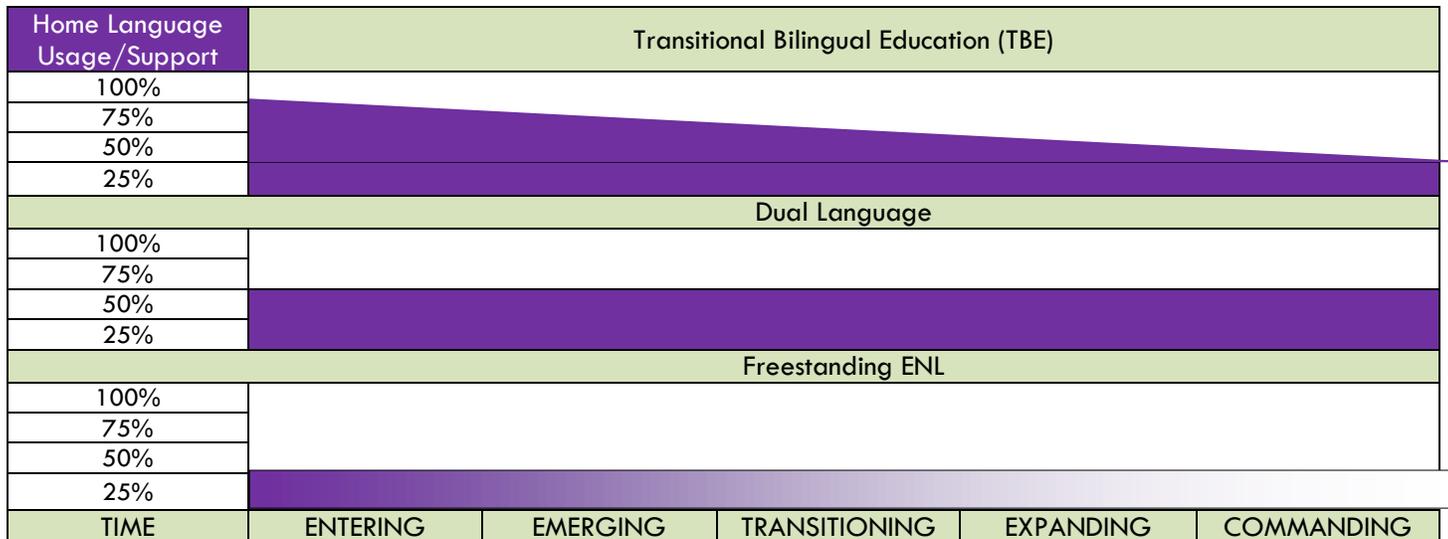


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Targeted intervention programs for ELLs in ELA, math and other content areas are ongoing and consistent. They include: Guided reading, peer tutoring (buddy system), small group instruction, differentiated instruction; individualized classroom assignments and projects, and after school homework help and tutoring. Some of the strategies used are the use of bilingual dictionaries and glossaries, materials in NL for newcomers (new arrivals), extended time on exams, identifying and building on the background knowledge, identifying and teaching essential vocabulary, using a variety of visual aids, simplifying grammatical structures and paraphrasing, using sentence starters, collaborative discussion frames, among others.
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 success of our program is also evaluated by student work. We plan units of study that are aligned to the Common Core Standards and make modifications/adaptations to differentiate the instruction for our ELL students. Student portfolios, common core aligned tasks, and notebooks are indicators of student growth and progress. This success of our program is also evaluation through the NYSESLAT and NYS ELA scores.
12. What new programs or improvements will be considered for the upcoming school year?  
For this school year we invested heavily in technology resources, ie, word generation, I-Ready, I-Learn, Code-X, Benchmarks Guided Reading Books, A-Z Guided Reading Books, MYON. In addition, we have purchased novels in their native language that are aligned to the curriculum.
13. What programs/services for ELLs will be discontinued and why?  
No program or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs have equal access to all school programs in our school. Teachers ensure that ELLs are aware of available programs and services offered to all students. They participate in sports, homecoming, special school trips aimed at immersing ELLs into American culture and developing language. ELLs are also active in after school programs including our 21st century program.
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.  
Instructional materials used to support ELL instruction include I-Ready, A-Z Guided Reading, English Now!, and Benchmarks guided reading books, and Getting Ready for the NYSESLAT and Beyond, use of native language/English dictionaries and glossaries in class and on exams, bi-lingual word and picture dictionaries, and extended time on classroom tests.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
All instruction is delivered in English. Native language support is given through the use of bi-lingual word and picture dictionaries, bi-lingual glossaries, teachers and peers that speak the native language, as well as the use of ESL strategies such as the use of visual aids and gestures.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Support services and resources correspond to student need and/or IEP according to their age and grade level. Tutoring services are aligned to grade level to support academic assessment needs. These services match or exceed what is provided to general education students.
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).  
Small group instruction and additional classroom support either by a paraprofessional or City Year member is assigned to provide additional support for newly enrolled ELL students. English Now!, and A-Z Guided Reading are used instructional programs used with the newly enrolled ELL students. Activities and strategies for newly enrolled ELL students are guided reading, read alouds, the use of manipulatives, visuals, games, displaying a print rich environment to support oral language, modeling activities for students, use of read-alouds and think-alouds, use of hands-on activities, use of bilingual students as peer helpers, adjustment of speech to enhance comprehension, ask yes/no questions, ask students to show/point/draw, frontloading of vocabulary/terminology/cognates, among many others.

19. What language electives are offered to ELLs?

**The language in which electives are offered to ELLs is English.**

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)?

**Not applicable**

## 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.)

At MS 302 professional development is ongoing. All the teachers participate in the ELL professional development because all of them teach classes that include ELL students. The topics for discussion during staff meetings, department meetings, and professional development days are focused around ESL pedagogy, second language acquisition, best practices for subject area teaching, incorporating the core curriculum and technology in the classroom, and different types of scaffolds to promote learning (procedural scaffolding, instructional scaffolding, and verbal scaffolding). In addition, the teaching staff attends workshops provided by the CFN and the Office of English Language Learners. Subject area and ESL teachers attend daily common planning meetings and grade meetings where they discuss student progress, teaching strategies and other pertinent matters. To support teachers of ELL students in supporting ELLs as they engage in the Common Core Learning Standards, the ESL teacher, subject area teacher, and lead teacher are afforded the opportunity to meet and plan on a daily basis. During these planning sessions teachers discuss how to align ESL strategies into the curriculum to support the needs of the students. These sessions are also used to reflect on what worked, what did not work, and next steps for future lessons.

Ongoing professional development on language acquisition, ESL pedagogy, and scaffolding techniques will be afforded to teachers during and after school. In addition, ESL teachers will attend workshops provided by the Office of English Language Learners. Other teachers are encouraged to attend.
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?

All teachers receive ongoing professional development on language acquisition and strategies the work with English Language Learners. We conduct bi-weekly study groups on ENL strategies, learning, and achievement. A peer instructional coach for literacy, math, and science are part of daily common planning and department meetings to share strategies and scaffolds to support ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To support ELLs in their transition from elementary to our middle and from our school to high school the principal, assistant principals, teachers, guidance counselors and parent coordinator provide orientation meetings before transitioning to their new school. A tour of the building and highlights of the school are shared with the elementary students. The guidance counselor conducts open houses that are held at different high schools.
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.

Professional development is ongoing at MS 302. The days in which students are not in attendance and every other Monday are used for professional development on language acquisition, best practices, and the integration of the language in the content areas. Every Tuesday we provide open workshops for all teachers. The teachers have the opportunity of indicating a workshop of interest to better their practice. One of the "Highly Effective" teachers who have demonstrated success with ELLs will conduct the workshop. In addition, teachers also assist to professional developments offered by the Office of English Language Learners. Teachers who attend workshops out of the school building must complete a form indicating key aspect of the workshop. In addition, they are required to turn key this information to all 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?

The ENL teacher, guidance counselor, parent coordinator, and the content area teachers schedule individual meetings with parents of ELLs on a needs basis. The parents of ELLs who are not showing progress and need additional support are invited to attend a meeting at the school in which areas of concerns and language development are discussed.

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.

Guidance counselors and parent coordinators schedule on a need basis meetings with parents in person, via phone, and letters. The guidance counselors keep records of these meetings in their office and its available to the school leadership when requested.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Workshops are held for all parents in all different areas to keep the communication going between the parents and their child's education. Workshops on Jupiter Grades, I-Ready, and Data allow parents to understand how they can access student information whenever necessary. Public Interest workshops held, provide parents important information about their child's wellbeing. New this year we created an ESL Café which will be help four times a year to share with parents how they can help their children at home, available resources in out outside the school community, and answer any concerns or questions they may have. This year we are also providing ENL classes for the parents of ELLs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Not at the present time.

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

To evaluate the needs of the parents a survey with a list of topics in which the parents might need support or more information will be created and sent to the parents to pick 3 out of 10 possible topics to discuss when we meet in our ENL Café. If needed additional meetings will be scheduled to meet the needs of the parents.

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

There are many ways that the parental involvement activities meet the needs of our parents. Curriculum night gives parents insight to the expectations of their children in their education. Workshops provided by the school addresses important issues that concern their children in their development. Also, workshops provide access to assess student learning--Jupiter grades and I-Ready allow parents to always have knowledge about their child's academic standing.

### 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: Luisa Dessus Cruz****School DBN: 08x302**

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)
Liza Ortiz	Principal		9/15/15
Magaly Paz	Assistant Principal		9/15/15
Neida Villafane	Parent Coordinator		9/15/15
Claudette Wray Allen	ENL/Bilingual Teacher		9/15/15
	Parent		1/1/01
Peter Armstrong	Teacher/Subject Area		9/15/15
Rus Guillermo	Teacher/Subject Area		9/15/15
Albania Cabrera	Coach		9/15/15
Julissa Gomez	Coach		9/15/15
Joane Salcedo	School Counselor		9/15/15
Ames Karen	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		9/15/15
	Other _____		9/15/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08x302**      School Name: **Luisa Dessus Cruz**  
Superintendent: **Karen Ames**

### Before you begin, please check the following:

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

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

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

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

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

At Luisa Dessus Cruz we use data from the BESIS report (RELC) which highlights the home language of each English Language Learner. Information on the BESIS report derives from the parent's completion of the Home Language Survey. We also use the Home Language Survey data completed by the parents at the time of enrollment to determine the language in which the parent prefers to be in communication with the school.

All written communications are posted, mailed, and distributed in both English and Spanish. Key members of our school staff such as the principal, assistant principal, parent coordinator, guidance counselors, social workers, and school psychologist are bilingual and available to translate in order to communicate the needs and concerns of our parents. For those parents who might require additional translation services and to ensure they are involved in their child's education, we use the services provided by the Translation and Interpretation Unit to ensure that the lines of communication remain open between parents/guardians and pedagogical staff.

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

The languages preferred by our parents are Spanish, French, Haitian Creole, Soninke, Wolof, and Fulani.

## Part B: Creating a Communications Calendar

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

-MS 302's school year calendar (September 9, 2015 and as students register in the school)  
-,Back to School Night (September 9, 2015)  
-New York State Testing Dates (April 1, 2015)  
-Parent Teacher Conferences (November 2015, March 2016, May 2016)  
All dates, including parent workshops, are listed on the school calendar. We send letters, flyers, phone messages as a reminder.

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

-,Back to School Night (September 9, 2015)  
-New York State Testing Dates (April 1, 2015)  
-Parent Teacher Conferences (November 2015, March 2016, May 2016)

## Part C: Providing Language Assistance Services

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

The written translation services the school will provide include monthly calendars, letters to parents concerning upcoming events or communications are written in both english and spanish as per the needs of our ELLs. At the beginning of the school year all parents and students are given a translated Bill of Rights and Responsibilities. This document is also distributed subsequent meetings such as parent/teacher confernces, Parent Association meetings, and its also distributed during new student enrollement. To facilitate these written communications in-house, the Parent Coordinator is responsible for ensuring communications are translated prior to dissemination. Since all communications are sent out simultaneously, the Parent Coordinator is required to meet all translation deadlines prior to dissemination. Additionally, any parent

who's native language is not Spanish or English is provided with written interpretations provided by the Translations Unit by the Department of Education.

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

The principal, assistant principal, guidance counselors, social workers, school aides, City Year members, school secretary, and parent coordinator are available to assist with translations as needed. During parent/teacher conferences, workshops, and other parent meetings a translator will always be available to assist in all communications. We will contact the services of translators from the Translation and Interpretation Unit if our bilingual staff is unable to communicate in the language of need. On-site oral interpretation services are provided to parents through school personnel (Bilingual-Spanish guidance counselors and Bilingual Spanish support staff, and Bilingual-Spanish parent coordinator). In the event we need additional oral interpretation we reach out the translation unit provided by the NYCDOE. Everything we do in terms of communication with our parents and guardians is automatically interpreted into different languages.

#### **Part D: Training Staff on Policies and Procedures**

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

The first day of school all teachers will be provided with the Chancellor's Regulations including Regulation 663. Teachers are informed of the various reports we use to determine the language in which parents prefer to receive written and oral information and how we will support them to ensure there is an open line of communication between parents and teachers. Non bilingual teachers who need to schedule a meeting with parents must inform the assistant principal, the parent coordinator, and the guidance counselor to support with translation during the meeting. If it's a language for which we do not have a translator available, we use the services of the Translation and Interpretation Unit. For this reason, teachers need to inform aforementioned personnel at least a week in advance so that arrangements can be made.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

Information regarding services and regulations from the New York City Department of Education are posted and provided in both English and Spanish around the school. If the text is needed in any other languages provided translated in any other language needed by the translation unit. Our school fulfills Section VII regarding parental notification requirements for translation and interpretation by:

- Posting Welcome Posters in different languages.

Providing our parents and guardians whose primary language is covered with a copy of the Bill of Parent Rights and

Responsibilities which includes their right regarding translation and interpretation services. These documents are those

that are provided at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

- Posting signs in our lobby in various languages indicating the availability of interpretation services.

These documents

are those that are provided at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

- Ensuring an open door policy for all parents and guardians.
- Providing all parents/guardians signage and forms translated in their native language.
- Providing all parents/guardians information on how to access translation and interpretation services at the NYCDOE website.
- Providing all parents/guardians information in their native language through our phone messaging system.

## **Part F: Monitoring and Quality Control**

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

To gather feedback from the parents regarding their satisfaction on the school's translations and interpretation services and how we can improve to support them better a parent survey will be mailed to the parents twice a year January and June 2016.